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Three Weeks at Cambridge[1]

OF many delightful vacations, none has been more enjoyable than the summer spent in the British Isles. I arrived in England the first of July, and after a month of intensive sightseeing, came at last to restful Cambridge, in time for the Summer Meeting, which begins the last of July, and continues for three weeks. It is in two parts and a member is allowed to take either the first or second part, or both. The Meeting resembles very closely the Extension Work done by our Universities. Lecture Courses are given in the English towns throughout the winter and the Summer Meeting at Cambridge continues the same type of work. Teachers traveling in England will find it most agreeable to stop at Cambridge for a part of the course at least, or if enough interested in the work and the lovely surroundings, would enjoy three weeks there immensely.[1]

Medieval and Modern Italy was the main subject of the lectures this year, and the Duke of Aosta, brother of the King of Italy, came to England to open the Meeting. Every phase of the life of this most interesting country was developed—its history, its art, architecture, music, and its great men in religious and civil life were presented by speakers who, for the most part, have attained prominence as scholars and lecturers.

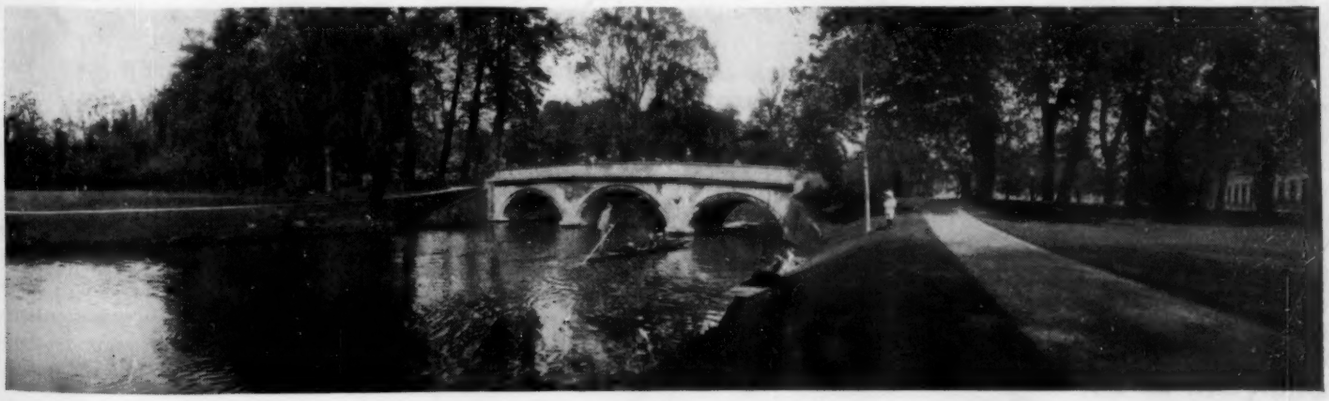
THIS is King's Chapel, Cambridge, as one sees it from the beautiful cloistered green. Below is the river Cam, with which the name "Cambridge" is associated.

The other courses, also highly interesting, were on Government Control in Industry; Psychology of Religion; Beginning and Advanced Italian. Three lectures were given in the morning, two in the afternoon, and an art or music lecture in the evening—a pleasing arrangement. For the small fee of about seven dollars a teacher could take the whole course and attend any or all the lectures, a reduction being made for attendance at only half the Meeting.

The work of the Meeting is cultural entirely, no examination being given and no credit allowed. One is treated as a real "grown-up" and left to enjoy the course in his own way.

My living quarters in Peile Hall were most agreeable. Newnham College, where the women students of the winter session live, is a large modern brick structure built around an enormous court. Peile Hall—one section of the college, accommodating about sixty students—was opened to the women members of the Summer Meeting. I was one of the three Americans fortunate enough to be lodged there. In fact, the clerk of the Summer Meeting told me that they made a point of so locating American students as to enable them to get a little of the atmosphere of English college life.

My room, a bright, sunny and comfortably furnished one, looked out on the court of which I have spoken. It was a lovely garden filled with roses and old-fashioned flowers of many kinds. At one end, in the center, is a white stone memorial seat, placed on a round elevation three or four feet high, the edges of which were covered with exquisite pink and red ramblers. From this point, paths lead through flowering shrubs and trees to a sunken garden, in the center of which bubbled a little fountain surrounded by water lilies. In the four corners of this sunken



[1] Prepared for THE JOURNAL by Miss Ellen L. Corbett, Washington, D. C.

American teachers are encouraged to attend the summer meetings at Cambridge. The big summer meeting of 1923 will be at Oxford, using the subject "Universities of the World," while Cambridge will give a course in Geography. In 1924 the big meeting will be at Cambridge on the subject of "India." Full information may be had by writing to Dr. David H. S. Cranage, Syndicate Buildings, Cambridge, England, director of the summer meeting.

garden were dainty rose bushes and on two of its upper edges were hedges of American-Beauty roses banked with lavender. On entering the court through the huge iron gates one was moved by the exquisite beauty of this flower arrangement and the senses were further charmed by their fragrance. The birds, too, seemed to love this spot, for thrushes, as numerous as our robins, have chosen it for their playground. Another end of the grounds is devoted to tennis and contains several courts and nearby are hammocks and a little summer house where one may rest and read.

Aside from the pleasure of the surroundings and the interest of the lectures, a series of college visits was arranged. There are about fifteen or sixteen colleges in Cambridge University, each consisting of a group of buildings and each having its own chapel. The oldest, architecturally most beautiful, and most historic of these were grouped in four tours, and parties of about ten arranged. Quaint and historic old colleges, chapels, cloisters, gateways, and fountains; exquisitely-carved choir stalls, beautiful stained glass windows, some by Burne-Jones, libraries with ancient books and manuscripts, and wonderful Fellows' gardens, with little lakes and swimming pools, abounding in bright-colored flowers and magnificent old trees, give a charm to this university which cannot be surpassed. Combination rooms used by the Fellows and filled with rare old mahogany furniture, hand-carved paneled dining halls, with portraits of famous graduates and benefactors—some by Gainsborough and Reynolds—added interest. A special tour was planned to the Pepysian Library, bequeathed to Magdalene College by the author of Pepy's Diary, the original of which is shown, as are several other rare old books.

Still other delightful features were planned. Organ recitals, one or two each week were given in the chapels; Chancellor and Mrs. Pearce entertained the summer students at an evening garden party at Corpus Christi Lodge; and one afternoon Sir Charles and Lady Walston entertained us with lovely music and a program of æsthetic dancing at a garden party at their country home.

The "Backs" of the Colleges must not be forgotten. Here, indeed, is one of the loveliest sights in England. Green lawns slope down to the river Cam, on which boating and punting are favorite sports. Here university men with their brilliantly colored blazers give a pleasing touch to the picture. The lawns continue a hundred yards beyond the Cam and there graveled walks find their way through magnificent old trees to a public driveway. A pleasant afternoon may be spent rowing up this stream, bordered on one side with flowers and on the other with ancient buildings. At four o'clock many boats will be found anchored at the banks while the occupants have tea, for everyone has tea, either at home, in a tea room, or by invitation in the town.

The Mississippi Education Association

W. N. TAYLOR

Executive Secretary of the Mississippi Education Association, Jackson, Mississippi

THE HISTORY of the Mississippi Education Association (called Mississippi Teachers' Association until recently) is a splendid example of what may be accomplished by persevering effort in the face of all sorts of obstacles and difficulties.

The Association was organized at Jackson in 1838, and met regularly for several years. There were no State controlled colleges in Mississippi at that time, and there was no public-school system. The institution of slavery, of course, existed. There were no cities and few towns. The only education offered within the State was that provided by a few private schools and academies. The wealthy planters and slave holders usually sent their children to eastern universities.

Under these conditions it can easily be imagined that the State Teachers' Association was a small affair, and had little influence in shaping educational thought. The annual gatherings were small, and there was no constructive program. Naturally the organization was soon abandoned.

The Association was reorganized in 1866, and held an important assembly in 1867. What was accomplished by this reorganization and the subsequent assembly is unknown, as there are practically no records of the assembly of 1867. It is safe to assume that the discussions turned largely along the lines of the new conditions brought about by the Civil War, the destruction of slavery, the prospective enfranchisement of the negro, and the like.

There was not another meeting of the Association until 1877, and from this date until 1885 the organization met irregularly. In speaking of this period a well-known educator says, "The key note in every assembly of the teachers was an insistent and wider proclamation of education as the chief need and sole hope of the despoiled and impoverished State. Prejudice against the public schools must be removed, and they must be adapted to whites and to blacks, and so taught that every child in the State might be assured that through integrity, intelligence, and industry the way to prosperity was yet open to all."

In 1885 came a new era for the Mississippi Teachers' Association and for public education in Mississippi. The Association was reorganized in that year, and has had a continuous existence since that date. In speaking of the period following 1885, Dr. Dabney Libscomb, the Dean of the living ex-presidents of the Association, says, "Taking 1885 to 1922 as the measure of active life of both the public schools and the State Teachers' Association, it is easy to see their connection; and yet it may surprise some to learn that almost every step in the progress of education during these years has been foreshadowed by discussion and resolution in the State Teachers' Association, followed generally by appeals to the public, to the trustees, and to the legislature to make effective the proposals by petition, legislation, and appropriation."

During the time covered by this period, there have been three distinct phases in the growth of the Association. The first of these was from 1885 to 1905; the second from 1905 to 1918, and the third from 1918 to the present time.

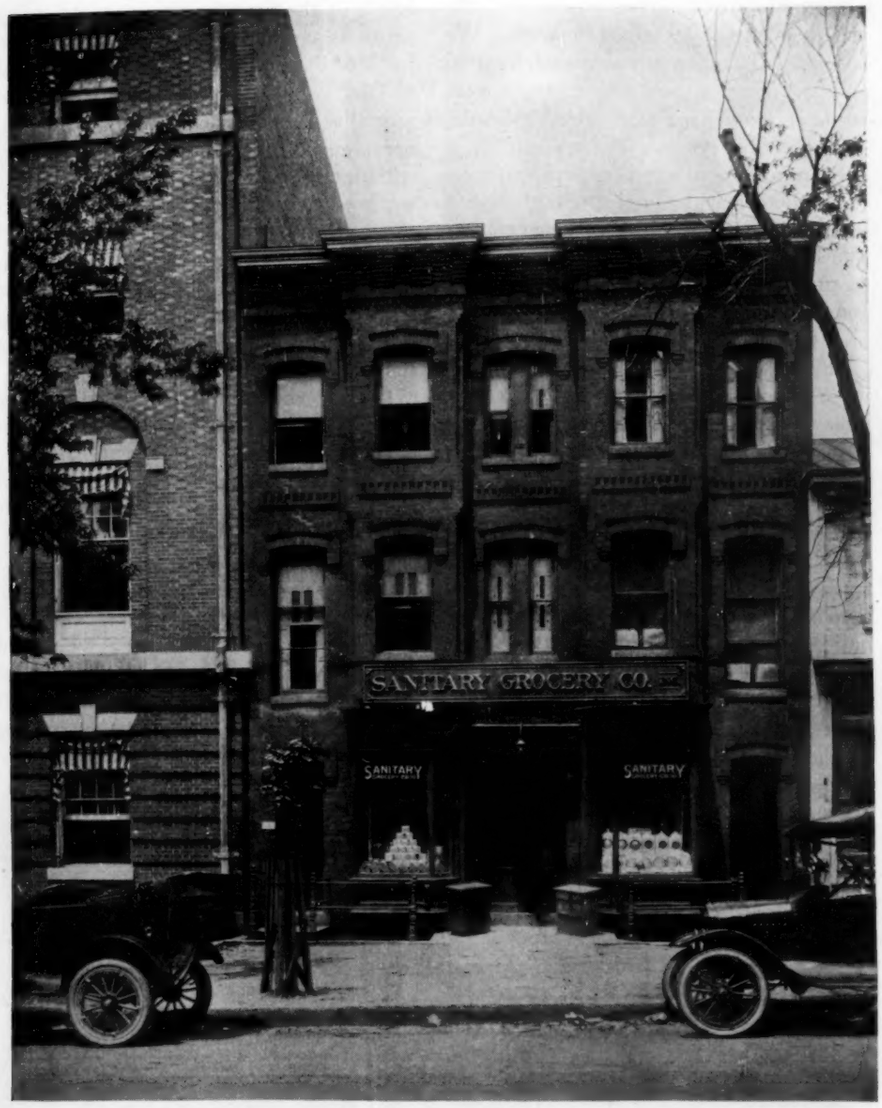
From 1885 to 1905 the annual conventions were held either during the Christmas holidays or during the summer vacation. Neither time was satisfactory, and the attendance was usually quite small. No membership fee was collected, and the expenses of the annual

meeting were usually cared for by contributions among the delegates. If the proceedings were published at all, the expense was borne by the State Department of Education.

The tremendous accomplishments of the Association through this period were out of all proportion to its membership, furnishing the strongest possible evidence of the skill and devotion of the educational leaders of the period. Uniform examinations for teachers were provided; a system of county institutes was developed, school terms were lengthened, the curriculum was enriched, local taxing districts were formed, and public sentiment for better schools was aroused.

In 1905 the time for the annual convention was changed to April and later to the first week in May. A membership fee was established and the membership was increased from a few dozens to several hundreds. The first meeting held in the spring showed an unusual increase in attendance. A constitution was adopted providing for general sessions and sectional meetings. The Association was at last a real professional organization. Through this period from 1905 to 1918 the annual conventions were largely attended, and a great deal of constructive work of far-reaching importance was accomplished. It would not be interesting to readers of this article to detail the forward movements in public education in Mississippi during this period. It is sufficient to say that some study or investigation by the Association, some resolution or discussion in the organization furnished the point of beginning for practically every forward-looking, constructive movement.

The year 1918 is a landmark in the development of the Mississippi Teachers' Association, chiefly from the fact that it marks a large increase in membership enrolment. The enrolment increased from 1000 to 5000. This remarkable increase in enrolment followed by another substantial increase in 1919 made possible a Statewide campaign for better salaries for teachers. In this campaign the teachers were aided by the business men, and remarkable results were obtained both in increasing salaries and securing better teaching conditions. This increased enrolment also paved the way for the final step in development of the organization. This consisted of the establishment of a headquarters' office in the Capitol of the State, the employment of a full-time executive secretary, and the purchase of the *Educational Advance*. This was done prior to June 1, 1921. We are now on our second year of operation under this system, and up to this time most gratifying results have been obtained. With an official organ owned and published by the Association, with an executive secretary giving his full time to the organization, we feel that the time has come when the teachers of the State shall become real leaders, and through their powerful organization they may direct a constructive program of education.



NEW PROPERTY PURCHASED BY NATIONAL EDUCATION ASSOCIATION—This double brick building and a double frame building, the edge of which is shown at the right, have recently been purchased by the Association for $55,000. As soon as these two buildings can be vacated by their present occupants they will give the Association additional room for its expanding activities. Even more important still they will afford a building site later when the Association's work has so grown as to demand a modern addition to the present excellent building, purchased in 1919 for $98,000. The Association is to be congratulated upon having obtained this site before it was seized by the real estate interests which are erecting many large apartment buildings in the neighborhood. Two large buildings are now under construction in the block where the Association is located. Another large building is being built across the street and the Walker Hotel—which proposes to be one of the largest and best in the city—is being erected only two blocks away.

THE VERY RESEARCH in mechanics and chemistry that produced the machine age has torn asunder the foundations of the old social order, released new and terrifying forces, and now threatens the dissolution of society itself. The present plight of the world seems to show that mankind is in the grip of inexorable forces which may destroy civilization if not subdued to humane purposes.—From *The Economic Basis of Politics* by Charles A. Beard.

President Harding on Education

THE MOVEMENT for Federal recognition of education, which includes two major proposals—(1) the creation of a Department of Education with a Secretary in the President's Cabinet and (2) Federal aid to encourage the States in the correction of glaring shortcomings in certain fields of education—has made remarkable gains in public support during the five years that it has been before Congress and the country in the form of the Educational bill. Indeed, the fact that this measure has made more progress in five years than similar proposals have been able to make in ten years is evidence of its fundamental soundness. Its provisions are certain ultimately to be adopted by the Nation.

The advocates of Federal recognition of education have known for a long time that a considerable majority of the members of both houses of Congress are favorable to such recognition and that when proposals are before Congress in proper form they may be expected to receive its prompt and favorable consideration. Much interest has therefore centered in the attitude of President Harding.

It is gratifying to see the official and semi-official utterances of the President give definite recognition to the proposals which the National Education Association and organizations representing more than twenty-five million voters have been supporting for periods ranging from five to fifty years.

The reorganization of the Federal Departments was one of the planks in the Republican platform on which President Harding was elected. The President, represented on the Congressional Joint Committee by Mr. Walter F. Brown, of Toledo, Ohio, has been giving considerable thought to this problem in an effort to find the best arrangement and one that would be acceptable to Congress and the country. Growing interest in education is reflected in the successive drafts of the reorganization program. That program as published in newspapers on November 12, includes provision for a Department of Education and Welfare in a form which, with certain changes that are likely to be made by Congress, would be acceptable to educational leaders as embodying one of the major proposals of the Towner-Sterling bill.

Federal aid for education, which the President favored in a pre-election statement, has recently received further recognition in his addresses to Congress. In his address to Congress on November 21, 1922, the President had the following to say on Federal aid in general:

"I believe in Government aid becomingly bestowed. We have aided industry through our tariffs; we have aided railway transportation in land grants and loans. We have aided the construction of market roads and the improvement of inland waterways. We have aided reclamation and irrigation and the development of water power; we have loaned for seed grains in anticipation of harvests. We expend millions in investigation and experimentation to promote a common benefit, though a limited few are the direct beneficiaries. We have loaned hundreds of millions to promote the marketing of American goods. It has all been commendable and highly worthwhile."

In his address to Congress on December 8, 1922, the President recommended Federal coöperation in the education of immigrants in the following words:

"Our program of admission and treatment of immigrants is very intimately related to the educational policy of the Republic. With illiteracy estimated at from two tenths of one per cent to less than two per cent in ten of the foremost nations of Europe, it rivets our attention to a serious problem when we are reminded of a six per cent illiteracy in the United States. The figures are based on the test which defines an illiterate as one having no schooling whatever. Remembering the wide freedom of our public schools, with compulsory attendance in many States in the Union, one is convinced that much of our excessive illiteracy comes to us from abroad, and the education of the immigrant becomes a requisite to his Americanization. It must be done if he is fittingly to exercise the duties as well as enjoy the privileges of American citizenship. Here is revealed the special field for Federal coöperation in furthering education.

"From the very beginning public education has been left mainly in the hands of the States. So far as schooling youth is concerned the policy has been justified, because no responsibility can be so effective as that of the local community alive to its task. I believe in the coöperation of the National authority to stimulate, encourage, and broaden the work of the local authorities. But it is the especial obligation of the Federal Government to devise means and effectively assist in the education of the newcomer from foreign lands, so that the level of American education may be made the highest that is humanly possible."

Clearly the friends of education may now work for their legislative program with renewed assurance of its ultimate triumph. It is undoubtedly supported by a larger body of public sentiment than any other measure before Congress. As a member of Congress, referring to the Educational bill, has said, "No other measure ever before Congress has been supported by so many people who have carefully and intelligently studied its provisions." There is cause for satisfaction that the President is giving increasing recognition to these facts in an official way.

San Francisco and The Bay Region[1]

BABBITT and all, one cannot help admiring the American initiative that puts its city among the National "Firsts," and makes it the Hardware City, the Boot and Shoe City—even the Plug Tobacco City has a homely merit—yet there is savor and lure in this unique "First":

"San Francisco buys more flowers per capita than any other city in the world."

Moreover, and here is where Mr. Sinclair Lewis must be paged, it was not a poet, or a painter, who coined that sentence. It is modestly set down by the San Francisco Chamber of Commerce.

Now Rudyard Kipling remarked that "San Francisco has only one drawback, 'tis hard to leave," which has become a sort of slogan around the region of the Golden Gate. A San Francisco newspaper editor won enduring memory among his clan by rejecting a story by Mr. Kipling with the curt note that it did not conform to the standards of his paper.

Without any wish to share pedestals with this editor one dares suggest that this sentence from a Chamber of Commerce screed has more meat, and more aroma, than what Mr. Kipling, or Bret Harte, or Joaquin Miller, or Julian Street said about the city. They all tried—Bret Harte who worked in the mint there, as Walt Whitman once worked as a clerk in the Treasury at Washington; and Joaquin Miller whose home on the *"Hights"* in Berkeley is a shrine akin to his cabin in Rock Creek Park on the Capital's rim.

San Franciscans live on the tops and on the slopes of seven—or is it eleven—hills, as they call them in California. In the east one might be tempted to call them mountains. Their living-room windows, their sun rooms, and sleeping porches, look out upon the bay or upon the ocean, or upon the blue wall of the Berkeley hills rising up toward Mount Diablo in the distance.

Forego, for a moment, the blue-bay panorama from Telegraph Hill, the sunshine pranks of playful pinnipeds on Seal Rocks, the joss-stick atmosphere of rejuvenated Chinatown, or other famous sights of the Bay City, and watch the San Franciscan going home at five o'clock of a week-day. He is neither particularly tired nor especially hurried.

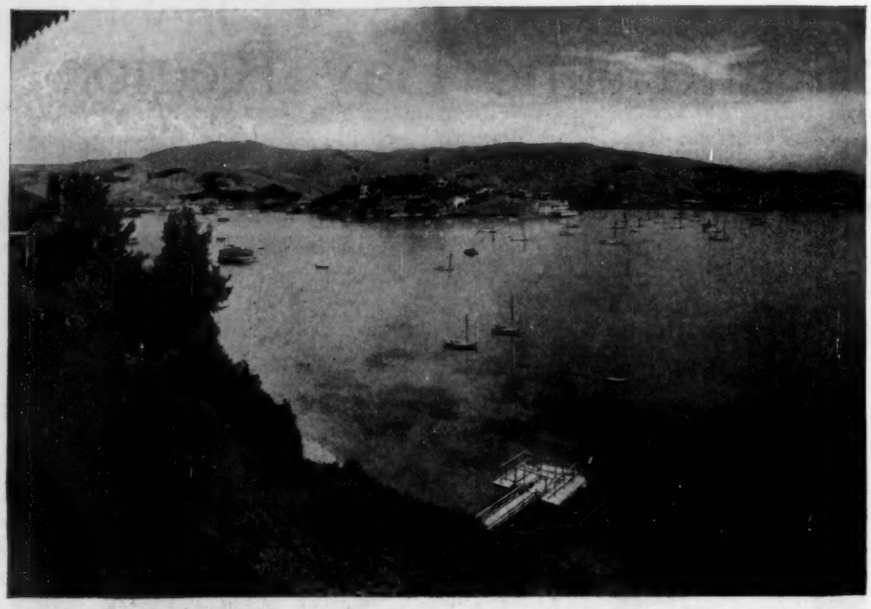
"The climate," the Californiac will reply to your unspoken, "why not?" Let him tell it, and he even will give statistics to show how, in the Bay Region's equable climate, a factory can pay higher wages and work its men shorter hours than elsewhere and produce more. It is bracing, this climate, and there is not the economic loss that comes from days of extreme heat or extreme cold.

The street-car service is such that those who ride may sit. First, how-

ANY camera may aspire to be a Corot of California. The breezes which rush in the Golden Gate Gap of the coastal mountain barrier will provide "trees in action" at every turn. These wind-blown cedars lie along the far-famed seventeen-mile drive near Carmel.

[1] Prepared from information furnished by the National Geographic Society, Washington, D. C.

HALF AN HOUR from Market Street" is the San Franciscan's phrase of proximity, equivalent to the New Yorker's "Forty miles from Broadway." Would you take a dip along the Beach and Esplanade shown here? "Half an hour by auto or street car."



JUST a suburbanite's view across San Francisco Bay. It is said that more residents of the Bay Region live upon intimate terms with ocean and mountain than any other community of comparable size in the world. Here Corinthian Island and Tiburon are seen from Belvedere.

ever, the home-goer is very likely to stop at the corner flower stand. The downtown streets are gay with flower stands every month in the year. They are as ubiquitous and as busy at rush hours as a tobacco shop or a candy store in eastern cities.

Twenty-five cents—or "two bits" as they say in California—will buy an armful of flaming marigolds. Then an outside seat on a street-car, for it is never too cold to sit outside, and a roller coaster sort of ride, up, down, and around steep hills. These cars are run by cables. Their laying was a feat in engineering, riding on them is a jolly experience, commemorated by Gelett Burgess in "The Ballad of the Hyde Street Grip," and the varied scenery is of a kind worth riding far to see. Your San Francisco friend may tax your tact and your loyalty by asking how this home-going compares with subway or elevated travel.

Another way of seeing San Francisco is to drive up the boulevard that circles Twin Peaks, when you will see San Francisco spread like a gaily patterned robe over the hills and valleys on which the city is built. Market Street, a wide white line drawn due east from Twin Peaks into the bay, divides this robe into two parts. This Market Street is the city's famous "Path of Gold." Its entire length is visible from either end. It won its name because of the night-glory blaze of its myriad lights.

To the right of Market Street is "the Mission," a sheltered and sunny district centering around the ancient Mission Dolores and extending down to the Bay where half a dozen great warships ride at anchor in Man O'War Row. To the left is Telegraph Hill, from whose top the forty-niners once wig-wagged the ships coming in from around the Horn. Today a radio broadcasting station records the daily comings and goings of a vastly richer and more intricate life of the sea: the deep-lunged liners steaming slowly in through the Gate and tying up at the great pier-warehouses at the foot of Market Street; the storm-beaten Alaska fishing fleet anchored in China Basin; the little blue and white power boats of the Italian fishermen at fishermen's wharf; the square-rigged lumber schooners lifting their tall spars in the cove between Sausalito and Belvedere.

On the southern slope of Russian Hill, Chinatown may be distinguished as a long line of flaring gilded roofs and ornamental balconies extending from the Latin quarter half way to Market Street. Farther along the bayshore the cliffs rise steeply and a huge ridge castellated for miles with villas built into its sides and along its crest stretches clear to the ocean. Here golfers may be seen 365 days of the year.

Inland are the pleasant residential districts of Sunset and Richmond, bordering the four-mile enchanted wood which is Golden Gate Park, shaped like Central Park, New York, but twice its area. Its attractions range all the way from its tennis courts to a zoo; from its children's playground to an aviary and a botanical garden.

On the other side of Twin Peaks are other residential Parks with curving streets and fountains among the eucalyptus groves that clothe the smooth, sunny hill slopes stretching down to the sea.

The Easterner may best visualize San

THIS may look like an airplane view of San Francisco. It is the panorama which meets the eye from Buena Vista Park, north of Twin Peaks, which are pierced by a 12,000 foot municipal tunnel.

Francisco's site by a comparison with that of Boston and, one hastens to add lest the San Franciscan grow irate, vastly magnifying the geographic scale. San Francisco rides the northern end of a peninsula, as does Boston, only the peninsula which thrusts its hilly headlands toward the Golden Horn would, lengthwise, span the distance from Washington to Baltimore. The location of Oakland to San Francisco would correspond to that of Cambridge to Boston. However, the landward side of the peninsula is cut by a bay six miles wide at this point instead of by a narrow river such as the Charles.

On the opposite side of the Golden Gate, in positions comparable to Malden and Revere in Massachusetts, lie Muir Park, with its cathedral aisles of noble trees and Mt. Tamalpais, up which climbs "the crookedest railway in the world." On this south-pointed peninsula also are San Rafael and Sausalito, both in the county named for that Indian, Marin, who first fought the Spaniards but later found it more profitable to run a ferry for them between the two peninsulas.

All the places mentioned, and many more, are "easy distances" from San Francisco or from Oakland. Within fifteen miles of the former's Civic Center one may plunge into the forest primeval or climb mountains, wander by rippling streams or revel in meadows of flaming wild flowers.

A half dozen splendid beaches are easily accessible. To any of them one may go and return in an afternoon. The Sequoias (Sequoia sempervirens) of Muir Woods are scarcely two hours away. In the spring, the blossom-filled "Valley of Heart's Delight" which draws superlatives from the most seasoned globe-trotter is at the city's door. Carmel, with its ancient mission and its artist colony bordering the blue waters of Monterey Bay, is a short day's run. Angel's Camp, Hangtown, Sutter Creek, and other historical spots in the fascinating and beautiful Bret Harte country may be visited comfortably in a week-end trip. Add an extra day to your week-end and you can see Yosemite, Sequoia National Park, or Lake Tahoe, three of the most celebrated scenic wonders of the world.

POETICALLY considered, California's mountains grow out of the sea; geologically, they have partly sunken into the ocean. Had the Alleghanies settled down as has the Sierra Nevada range, the sites of Philadelphia and Washington and Charleston would provide habitations only for the fishes.

In scaling distances of California the eastern visitor also may need to be reminded that this State's coast line, if measured along our Atlantic seaboard, would reach from New York to Jacksonville, Florida. Roughly its mountain ranges lie like a huge, top-heavy figure "8," with the greater upper loop encircling a garden valley into which Massachusetts and New Hampshire would fit with room to spare. Recall that this Gargantuan natural bowl is broken through, and drained out, only at the Golden Gate, and you have one of the clearest examples to be found in all the world of how geography locates a city.

One needs also to recall the elementary geographic differences between the Atlantic Coast, with its inland mountains, warmed by the beneficent Gulf Stream, and the Pacific Coast with mountain barriers to screen it from Arctic air currents. Then note that the great parenthetical arms of the mountain ranges filter the air from the sea and the blasts from the deserts to create a balmy, even, humid temperature for this great, fertile valley which pours

SAN JUAN BATISTA MISSION is one of the most beautiful and best preserved of these ancient landmarks. Its charm is enhanced by its location in one of the least-changed towns of the earlier régime.

SALARY SCHEDULES—Teacher Training Institutions
1921-22

Salaries per year	Los Angeles, California	Greeley, Colorado	Normal, Illinois	Macomb, Illinois	Terre Haute, Indiana	Cedar Falls, Iowa	Pittsburg, Kansas	Kalamazoo, Michigan	Ypsilanti, Michigan	Winona, Minnesota	Kirksville, Missouri	Albany, New York	Cleveland, Ohio	Milwaukee, Wisconsin
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
7000–8000	1	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
6000–6999	.....	.....	1	1	1	.....	1	1	1	.....	1	1	2	1
5000–5999	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	.....	.....
4500–4999	1	3	2	.....	10	.....	.....	14	19	.....	.....	5	4	.....
4000–4599	4	2	1	2	2	16	.....	2	2	2	1	9	2	4
3500–3999	4	12	12	7	11	6	8	7	10	9	4	1	8	7
3000–3499	12	11	3	4	15	21	7	3	2	1	6	3	5	17
2500–2999	28	8	9	9	17	38	15	19	32	13	15	6	3	7
2000–2499	57	21	30	12	27	36	40	24	20	1	10	.....	2	29
1500–1999	19	6	4	7	12	4	12	10	13	7	7	23	1	13
1000–1499	2	7	.....	.....	1	1	1	.....	5	3	1	.....	.....	1
Number in faculty	128	71	62	42	96	123	84	80	104	37	45	49	27	79
Average salary	$2434	$2791	$2799	$2751	$2873	$2878	$2543	$2931	$2854	$2815	$2686	$2877	$3773	$2637

This table is based on data collected in February, 1922, by Mr. John R. Kirk, president of State Teachers College, Kirksville, Missouri. The purpose of the study was to secure a comparison of salary ratings in representative teachers colleges that parallel the functions and curriculums found in the Missouri State Teachers Colleges. Only full-time instructors devoting from 42 to 48 weeks a year to instruction are concerned. Twelve of the fourteen institutions are degree-conferring State teachers colleges. Data available for twelve of these schools showed that the percentage of gain in salary between 1920 and 1922 ranged from 19% to 72% and averaged 32%.

its products, as well as its waters, at San Francisco's feet.

There is little need to describe the beautiful Greek Theater of the University of California, nor the unique interest which Leland Stanford, at Palo Alto, holds for educators, nor charms of residential Alameda. In San Francisco's neighbor cities there also are noteworthy facts beyond those of architecture, scenery, and noble civic monuments. Berkeley, which appropriately was named for the man who prophesied "Westward the Course of Empire Takes its Way," prides itself on its "Golden Rule Police Department" which made pioneer effort in exceeding its punitive functions to aid unfortunates. Oakland blazed the path of open-air schools, a principle adopted elsewhere when the climate will permit and employed widely for physically defective pupils, although Oakland's climate justifies the open air rooms for all-year-round use which now are provided in every new school.

Neither is it necessary here to go into details of San Francisco's great civic center, with its million-dollar public library and its auditorium that cost even more; to follow the lure of its New Chinatown, retaining the exotic qualities of the East without its old-time squalor of the days before the fire; to eat in many languages at the quaint places for which the city is famous.

The guidebooks set forth all this, and tell of the beauties of the beach driveway, of the famous Cliff House overlooking the rocks on which the sea-lions romp, of the bathing establishment which is among the biggest in the world, of the Latin gaiety of the city's night life, of its far-famed Bohemian Club. The best advice to any visitor to the city is to regard San Francisco not as a city of 500,000, but as the center of a group of cities and towns aggregating more than a million people. Second: to note that while California is vast to Eastern habits of mind, the City of Flowers is within easy reach of a number of distinctive scenic, historic, and pleasure resorts which, in themselves, are noteworthy.

Even the most hospitable cities have their predilections, which the tactful will observe. Don't, then, call the city "Frisco;" and remember it was a fire, not an earthquake.

State Revenues and School Revenues—Indiana

Year	Grand total tax revenue for the State	Total revenue for public education	Per cent which Col. 3 is of Col. 2	Revenue for elementary and high schools	Per cent which Col. 5 is of Col. 2	Per cent of Col. 5 from State sources	Expenditures for new buildings	Number of pupils transported	Cost of transporting pupils
1	2	3	4	5	6	7	8	9	10
1915	$50,828,000	$15,754,000	31	$14,376,000	28	23	.....	37,344	$747,011
1916	55,468,000	17,310,000	31	15,882,000	28	21	$1,772,349	37,456	1,164,726
1917	57,862,000	17,776,000	30	16,498,000	28	21	.....	46,999	902,047
1918	63,406,000	20,014,000	31	18,523,000	29	19	2,456,503	57,059	1,250,460
1919	68,367,000	22,064,000	32	20,502,000	29	18	1,410,556	62,463	1,495,547
1920	75,615,000	26,140,000	35	24,532,000	32	15	1,407,285	62,482	1,949,034
1921	111,459,000	44,874,000	40	43,242,000	38	8	5,671,755	67,983	2,404,034
1922	114,641,000	47,887,000	42	44,696,000	38	8	6,778,215	.....	.....

Column 2 gives grand total tax revenue for all cities, towns, townships, counties, and for the State and includes expenses for all purposes.
Column 3 gives tax revenue raised for all forms of public education—includes revenue for higher education, normal schools, teachers' pensions, and the like.
Column 5 gives total tax revenue for elementary and high schools; excludes revenue used for higher education, normal schools, and pensions.
Column 7 gives per cent of column 5 from State taxation as opposed to local taxation.
Note: This table prepared by the Research Division from data taken from *Cost of Education in Indiana*, by Benjamin J. Burris, State Superintendent, *The Educator Journal*, September, 1922.

Administrative Women in Education[1]

THE NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION was organized in Oakland, California, August 20, 1915, during the meeting of the National Education Association, by a group of professional women representing practically all sections of the United States.

The objects of this organization, according to its founders and expressed in the first constitution, were "the unification of the activities of all school women holding administrative positions, and cooperation with other organizations in the investigation and solution of educational problems."

After seven years of operation, the purposes remain essentially the same, except that the social or acquaintanceship value has come to be recognized as important not only in itself, but for its effect on coöperative effort. This has, therefore, been added as one of the objects of the Council, and the increasing appreciation of its value is implied in the fact that in a proposed revision of the constitution, the first thing named under "purposes" is "to strengthen the friendly and professional relation of administrative women in education."

The officers are a president, vice-president, secretary, treasurer, and a vice-president for each State. The duties of the last named are to organize a State council and to serve as a medium of communication between the National and State organizations. Active vice-presidents have not yet been found for several of the States.

The term "administrative women" includes women holding positions in schools or school systems as follows: superintendents of schools—State, city, and county; assistant, deputy or district superintendents; principals, presidents, or administrative heads; assistants to principals of high schools; deans of colleges, normal, and secondary schools; heads of departments in college, normal, and secondary schools; administrative heads of special branches—art, music, household arts, physical education, library, et cetera; and supervisors of departments, or divisions of school systems, as of kindergartens, primary or elementary grades, or of rural schools.

Two meetings of the National Council of Administrative Women in Education are held each year—one in the summer with the National Education Association and the other with the Department of Superintendence. The latter is the annual or business meeting at which officers are elected and reports heard.

In recent years it has become customary to have a special program committee, whose function is to propose a working policy for the direction of the organized effort of the members. The report of this committee is presented to the conference, discussed, modified, formulated, and adopted. As soon as possible copies are distributed to the vice-presidents and to such local branches as have been reported.

In several States the organization is well developed; conferences are held in connection with meetings of State and sectional teachers' associations. In a number of cities there are local branches as in Buffalo, Chicago, Kansas City, Denver, and Kenosha, Wisconsin.

In 1917, a special program committee sent out a brief questionnaire to over two hundred of the prominent women in education in the United States, asking advice in regard to aims upon which to centralize effort. In the report of this canvass at Atlantic City in February, 1918, the committee, after reviewing the effect of the war upon education, recommended the following program:

"1. That all activities, interests, and forms of service brought into the schools by the Great War, which contributed in any important way to the development of American ideals of citizenship and which are not incompatible with our standards for intellectual, moral, and physical education, be encouraged and continued.

"2. That women in administrative positions in education, who, by virtue of these positions are able to influence large numbers of children, make it an especial object of patriotic endeavor to get into the mind of every child whom they can reach, a simple elementary creed, expressive of American ideals of democracy, this to be indelibly fixed by repetition in the memory of all children in our schools, and left to make its sure contribution to the better citizenship of the future."

Towards the accomplishment of this purpose hundreds of copies of *The Americans' Creed* were distributed.

At Chicago, February, 1919, a health-promotion program was adopted. Outlines of health topics and reference lists were sent to all vice-presidents.

At Salt Lake City in July, 1920, a working policy for new undertakings was adopted. Its propositions each of which had been carefully thought out and shaped by a woman prominent in the activities of the organization: (1) Recruiting teachers, by Abbie Louise Day; (2) Equal representation by men and women, by Annie Webb Blanton; (3) Providing adequate living conditions for teachers, by Mrs. K. W. Jameson. The fourth, in the form of a resolution introduced by Mrs. Susan M. Dorsey of Los Angeles, and bearing the title *Equal Recognition of Equally Qualified Teachers,* is given here in full, for the reason that the principle involved was given wider recognition and endorsement in one of the resolutions adopted at the 1922 meeting of the National Education Association in Boston. It was as follows—

"Whereas, It is the right of every child whatever may be his age to be taught by a well-qualified teacher, and no teacher can be too well qualified to teach any child. *Be It Resolved,* That teachers equally qualified should receive equal recognition, irrespective of grade or school, expressed not only through professional and social recognition, but through equal compensation."

The recent Boston meeting called the attention of administrative women to other movements needing support. This latest working policy included active interest in the No-more-War movement and advancement in teacher training.

Limitation of space forbids further account of work done. It is proposed to follow up the important aims and objects adopted as a working policy by reprints of helpful papers and addresses or advice upon these matters, and to distribute these among members to the extent that funds will permit.

We hope thus to increase and strengthen the assistance which administrative women may give to educational causes needing support, and thus help them to contribute more to the general progress for which men and women are together working.

[1] Prepared for THE JOURNAL by Mrs. Mary D. Bradford, of Wilmington, Delaware, President of the National Council of Administrative Women.

Benjamin Franklin at Seventeen

JOHN CLYDE OSWALD[1]

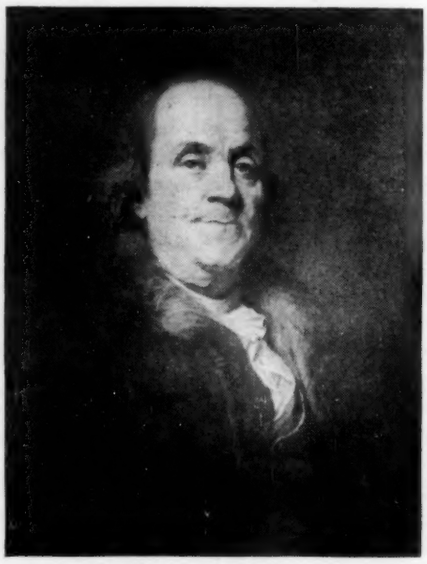
THE NUMERAL SEVENTEEN entered frequently into the life of Benjamin Franklin. He was one of a family of seventeen children, he was born on the seventeenth day of January of the year 1706, he was seventeen years of age when he became a publisher and it was in that year that he made his memorable journey from Boston to New York and Philadelphia. He spent seventeen years in England as agent for the American colonies.

Young Benjamin was sent to school by his father for two years. At the close of that period his father told him it was time for him to learn a trade and suggested his own business of soap and candle making. Benjamin had no taste for that calling and his father, fearing that he might run away to sea, as his oldest brother, Josiah, had done, took him the round of the shops of Boston with the idea of interesting him in some other pursuit. Cutlery seemed to attract him most and he decided to adopt it, under the tutelage of a cousin who was a cutler. Later he was apprenticed to his older brother, James, who had learned printing in London, had brought a small outfit to Boston and had set up in business there.

James established a newspaper for which he and his friends wrote news items and articles of general interest. Benjamin aspired to be a journalist but, knowing that his brother would not look with sympathy upon such an ambition, he slipped the articles he wrote under the door at night where his brother found them on opening up the next morning. Much to Benjamin's delight, all his contributions were published and it afforded him satisfaction to hear the names of persons of importance suggested by his brother as their possible author.

Benjamin had the good sense to recognize his own deficiencies. Realizing that he did not know how to write in the approved manner he decided to teach himself. He studied what he knew to be good literature and, having mastered some particular subject, would set his thoughts down on paper and then after a lapse of time would compare them with the masterpiece which had inspired them. Thus he was enabled to discover his own faults of literary expression and to correct them.

There were in his time no public libraries or other facilities for the use of good books without cost to the user. Books were expensive and Benjamin had no money with which to buy them. He had been apprenticed under an agreement by the terms of which his brother was obliged to provide board and clothing. James was a bachelor and consequently had to pay to others a definite sum regularly to take care of his part of the agreement. Benjamin offered to accept half the amount in cash and with it to provide his own board and clothing. His offer being accepted, he lived so frugally that he saved half of this sum for the purchase of books.



BENJAMIN FRANKLIN, statesman, journalist, diplomat, philanthropist, philosopher, scientist, pioneer in many fields, and an apostle of thrift and systematic self-improvement; born at Boston, January 17, 1706; died at Philadelphia, April 17, 1790.

He not only read the best books, but he mastered their contents. He organized other boys of his own age into a club called the Junto. They met at stated intervals to indulge in debates over all kinds of questions. Each of them brought a book that was added to a common store from which the members were privileged to borrow. Out of this small beginning grew eventually our present public library system.

Young Benjamin went further in his plans for self improvement. He arranged a set of twelve virtues, such as order, temperance, resolution, and he prepared a small table giving the names of the virtues set opposite the days of the week on which it was his custom to make entries of his observance or non-observance of them. Later, believing he was becoming proud, he added humility as virtue number thirteen.

He set up for himself a statement of his religious beliefs and wrote a prayer for daily use. Order was a virtue he found difficult to observe and he accordingly prepared a special schedule covering it. In this schedule he put down the twenty-four hours of the day with a definite duty or pleasure assigned to each. Temperance was a virtue of which he was a strong advocate. A prevalent belief was that in order to be strong one must indulge in strong drink. Being a teetotaler, he was known as the "Water American." He proved the truth of his theory by carrying loads twice as heavy as those carried by the advocates of the use of strong drink.

Benjamin Franklin's belief was that appearances count for a great deal in the estimation of those to whom he looked for patronage in business. He was industrious to a marked degree and he was willing that his neighbors should become aware of the fact. Consequently, after he went into business for himself, he used a wheelbarrow to make deliveries of the product of his printshop and he pushed it through the streets himself. He lived simply, worked hard, met his obligations faithfully, and in twenty years built up a fortune of sufficient proportions to justify the belief that he could retire and henceforth devote himself to public service.

Benjamin Franklin was the first American philanthropist. He gave liberally of his time and money to good causes and was ever ready to help a friend in need. But he was never wasteful or extravagant. He practiced economy, conserved his resources, and made wise investments of his surplus earnings. He prized money seemingly only for the good he could do with it.

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Impressions of America[1]

W. G. COVE

ON SATURDAY, June 24, I embarked from Southampton on the Aquitania for what proved to be one of the most enjoyable and instructive weeks I have ever spent. I would like to give one or two impressions of America that I got from talking to Americans on the boat. It was curious to hear Englishmen talk of "their" country (America) as the best, the freest, and most progressive country. Of course, one has a limited range on a boat, but I did get an unmistakable impression that America was first with them, and that the reason for this was that it had provided them with opportunities for getting on, and they had got on. They blessed America because America had blessed them with material goods. One of the dangers of American life, however, is that it will accept the word and emotion of freedom for the fact of freedom.

Upon my arrival in Boston on Sunday morning, July 2, my welcome was all that could be desired—a beautiful room in the Copley Plaza Hotel and the officials of the National Education Association looking after my slightest needs. Then and there I had my first experience of American kindness. As a result of my sea voyage my throat was sore and my voice uncertain. One of the officials immediately took me in charge, securing a specialist who put me sound and fit for my evening performance. Upon arriving at Mechanics Hall I was introduced to the President, Miss Charl Ormond Williams. At once I formed the opinion that here was a person of great charm, ability, and force of character. And my first impressions were fully justified by her innumerable speeches during the week, by her conduct at association and civic functions, and by her handling of the conference meetings.

I was introduced as the first speaker. The two eminent men who followed me referred to those parts of my speech which had emphasized the importance of teachers and the schools in promoting peace amongst the nations. And it is well that this should be driven home both to American and English teachers! The whole body of American teachers represented at the conference were keen in applauding all references to the need for international understanding. Not only so, but the National Education Association is endeavoring to organize the teachers of the world in the cause of world peace. Unless the world finds a basis for peace we shall find that America will develop the military spirit and become a great and powerful menace to world peace.

The danger of this lies not in the nature of her people, not even in the desires of her people, but in the peculiar conditions pertaining to America. In a world in which war is an imminent danger, she cannot risk neglecting the cultivation of what they term "Americanism." We must remember that in America, over her vast area, there are little National colonies of many nations which she has to absorb into American life and traditions, and imbue with the National spirit at a hothouse pace. The American schools have a very great and delicate task to perform. They have to weld the people of America into a nation without making her peoples jingoistic and militaristic. They must be preëminently the agents of American culture and American nationalism. The moulders are the teachers in the schools.

But I am convinced that the need for international coöperation is imperative for it can readily be seen how easy it will be to turn legitimate and healthy nationalism into arrogant and boastful nationalism that will find its outlet in war. The National Education Association is alive to this danger, and is bending its whole efforts to secure the reign of democracy and the establishment of world peace. Their organization has a Foreign Relations Committee and they are hoping to invite the teachers of the world to America next summer to a World Conference on Education. It is a project worthy of the great National Education Association and in my opinion, of the fullest moral and financial support of our National Union. I need hardly say that my efforts will be cast in the direction of coöperation in this most worthy object. We cannot afford to wait upon politicians and statesmen. The organized teachers of the various countries must do their share in promoting international understanding. Unless I am greatly mistaken the National Union of Teachers will do all that lies in its power for the cause of world peace, and particularly in cementing the bonds of friendship between the English-speaking races.

As to my impressions of the Conference, it was, indeed, an inspiration to look upon that huge gathering of teachers, superintendents, university presidents, and professors, many of whom had travelled more miles than I had to attend the Conference. For hours they sat listening to reports of standing committees and speeches that were all directed to the single theme of "Education and the Democratic Awakening." It was strange and inspiring to me, coming from the atmosphere of reaction and an attitude of defence, to find them discussing proposals for extension and development. Judging by the conference the British enthusiasm of 1918 has been transferred to America. There is evidently life and vitality in education circles in America.

And hardly a word did I hear of teachers' grievances. Not because they haven't grievances, but because the National Education Association believes that grievances will disappear with the increasing public estimation of education and the higher appreciation of the status of teachers. I desire now to say emphatically that the conference was a brilliant success and a great inspirational achievement. I think we can learn something from America in this respect. No critics, after such a conference, could say that the American teachers were not concerned about education. The work that is done by various guilds and societies in this country is there done by this one, all-comprehensive Association. The prestige that is gained by the discussion of education—as apart from the particular interests of the profession—is not confined to a few, but is the regard of the whole membership of the Association. I have been musing since my return upon the possibilities of the National Union of Teachers organizing such an association. It might help to impress the public, as it is undoubtedly doing in America, that we are really anxious, as a collective body, to further the cause of education and to perfect our technique.

The difference in the character of this conference and that of our own expresses the main difference between the two

[1] Excerpts from a series of articles in *The Schoolmaster*, the official organ of National Union of Teachers in England and Wales, of which Mr. Cove is president. Mr. Cove, who is a teacher in Rhondda, Wales, was the guest of the National Education Association at its meeting in Boston last July. These excerpts have been prepared for THE JOURNAL by the Division of Elementary School Service.

organizations. The National Education Association is not so much concerned as is the National Union of Teachers about the particular professional interests of teachers. As far as I could gather, it would neither countenance nor sustain teachers in any strike or lock-out action. It relies mainly on the creation of an educational atmosphere and public sentiment towards the teachers. I am inclined to think that, on the whole, the National Education Association has pressed along the line of least resistance. Public sentiment in America has, on the whole, been more favorably disposed towards education than public opinion in this country, and hence the activities of the organization have been directed towards moulding this sentiment in favor of the schools and their teachers.

I was interested in the attempts that have been made to pay equal salaries to elementary and secondary teachers of equal qualifications. What is known as the "single salary schedule" has been adopted in one or more cities in about seventeen States. Professional training and length and merit of service are the bases of the single salary schedule. Its great merit is that it tends to unify the profession. And this movement towards unifying the profession is one of the marked tendencies of advanced educational opinion in America. Strangely enough to a Britisher, the movement seems to have had its origin and its impetus in the "higher ranks." On the whole, the professors of education, and other university professors in America, are much closer to the elementary and secondary teachers than they are in this country. They impressed me as being less aloof and less academic. Many of these men and women gave me the distinct impression that they desired equal training, equal conditions, equal status, and equal salaries in elementary and secondary schools. We have a few university people here who desire the unity of the profession, but they are too few, too powerless, and too remote from the other sections to constitute a movement.

I have been asked if the American teachers are as "well off" as we are. Generally, there does not appear to be much difference, but on the whole I think the American teacher has a better wage. I feel, also, that the American teachers' salaries are a truer index of public appreciation of their work and status than are salaries in this country. Of course, the American teachers have had to agitate, and in some cities agitate very hard and persistently for increased salaries, but on the whole I think it may be said that they have not had such fights as we have had in this country. American teachers, many of them, complain of lack of status and public appreciation, but they have not had to fight against a tradition of—dare I describe or enumerate? It is hardly worthwhile. The American teachers, too, impressed me as being less ashamed of their profession than we are in this country. How many of us refuse to "let on" that we are teachers when away from home? You cannot attend a conference of the National Education Association and escape the essential dignity of the profession. It was the great merit of the teachers I met that they seemed proud to be known as teachers. We have something to learn from them in this respect.

The training of teachers is receiving much attention from educationists in America and the literature upon the matter is voluminous. There is a strong movement to raise the qualifications of the profession and to adopt a uniform period of training throughout the States. I was struck by the fact that the best qualified people in the profession were demanding the best qualifications and training for elementary schools. It is not necessary here to stress differences of method; the past traditions, the geographical differences may impose different methods upon the two countries. It is enough to emphasize the growing consciousness that teaching in one grade is not more important than teaching in another grade, and the unification of the teaching process and the profession demands equal training, equal pay, and equal recognition for elementary and secondary teachers.

I wish to record once more my deep appreciation of the kindliness of the American teachers. I have left unrecorded the names of many who helped me gladly in various ways. Before closing I wish to refer to Dr. William B. Owen, the new President of the Association. Dr. Owen will certainly do one thing; he will bring business aptitude and procedure to the Association. He will help, too, to consolidate the sections of the Association, for though not a classroom teacher, he undoubtedly has the full faith and confidence of the class teachers. They will have in him a sympathetic president, and as such, I believe, he will be a great power for unity within the National Education Association.

Post-War Education in Germany[1]

THE MOST FAR-REACHING GENERAL CHANGE in German education since the War is in the leading influence exercised by the central government—an influence which did not exist previous to the Weimar constitution. Education in Germany is now centralized. General policies are established by the central government, leaving the details of legislation to be worked out by the single federal states. The interest of the central government is in charge of the ministry of the interior under the secretary of state, aided by an advisory government board, consisting of delegates from the various federal states. This body has no power to suggest or outline new laws but its specific duty is to deliberate on educational questions and arrangements, on such problems as the uniform beginning of the school year, the length of vacations, and the evaluation of teaching certificates.

According to a law passed in April, 1920, every German child must go through at least four of the eight classes of the elementary school (Grundschule) before entering the middle or higher schools. The "Vorschulen" formerly connected with the higher schools in many cities and giving elementary instruction to those who expected to enter the higher schools have been abolished and by 1930 all private schools serving a similar purpose will have disappeared. There is a tendency to reduce the higher schools from nine classes to eight classes, the chief resistance to this plan coming from the teachers themselves.

If the new theories are realized there will be eight types of higher schools: Gymnasium, Realgymnasium, Oberrealschule, deutsche Oberschule, each type having an "Aufhauschule" coördinated with it, offering in a much shorter time the same course of studies as the school to which it belongs, but in a condensed form. These schools are organized for older children, who have had no opportunity of entering the regular higher

[1] Prepared for THE JOURNAL by the Division of Elementary School Service from material furnished by Dr. George Kartzke of the Amerika Institut, Universitätstrasse 8, II, N. W. 7, Berlin, Germany.

school at the normal age or who cannot afford the time for a school-attendance extending over many years. The deutsche Oberschule is a new type of school that stresses the study of German and has one other compulsory modern foreign language. At present French is given first place but there is a strong tendency toward replacing this with the English language owing to its practical value and the greatness of its literature. At a number of the higher schools, Spanish, Italian, Polish, and Russian are offered. The Gymnasien with the two classical languages as main subjects of instruction are fast being replaced by the more popular Realgymnasium and Oberrealschule.

A number of interesting reforms have been introduced into all schools, among them the principle of the "Arbeitschule" which means a new plan of teaching by means of manual instruction. In place of the rigid drill of former days and the old-fashioned method of giving the facts on the basis of the teacher's authority, the child is led to find the knowledge independently through observation, experience, and induction. Thus the matter of discipline has undergone an entire change not only in the relation of teacher and pupil but in the relation between school and parents. This is reflected by the newly created "Elternbeiräte" (coördinated parents' board) organized for the purpose of closer cooperation between school and parents in all school affairs. Plans are under way for uniting all of these into one big national organization called "Reichselternbund" and to have them sanctioned by ministerial decree.

Among the reforms that apply to the higher schools only are the "Schulgemeinde" (school community) and the "Schülerausschüsse" (pupils' boards) whose purpose is to encourage self government of the pupils in all matters of outer school discipline, to stimulate interest in school affairs, to afford the students an opportunity of expressing their views, and to develop a sense of responsibility towards the fellow pupil, the school, and the teachers. Even the conservative universities now have their student boards.

The place of religious instruction in the schools is still a matter of debate. Parliament has not yet decided the question of simultaneous education of pupils of all confessions as embodied in the "Simultanschule" now generally known as the "Gemeinschaftsschule." Most elementary teachers as well as the republican parties are in favor of these schools and the gradual abolition of confessional religious instruction which means separation of church and State. The Catholic party and the reactionary protestant are opposed to it. The first step toward a solution of the problem has been reached by allowing the parents to decide whether or not their children shall be taught religion. A reform suggested and demonstrated by Mr. Berthold Otto known as the "Gesamtunterricht" is the abolition of a fixed course of study for children and the opportunity given them to suggest to the teacher what he shall explain and teach.

In addition to these fundamental reforms a number of secondary ones have been put into practice or at least are under consideration. A course in "Staatsbürgerkunde" (civics), the interpretation of the Weimar constitution, is compulsory. Greater stress is to be laid upon modern political and economic history with special reference to German history or "Kultur." In republican Germany history is to be taught from a republican point of view. The whole subject of history seems to be in a state of transition owing to great differences of opinion. Giving geography a higher place among the subjects of instruction is being strongly advocated by the famous Berlin geographical society. A considerable increase in the number of German lessons is favored in many circles. If geography and German are given greater emphasis the time formerly devoted to mathematics and the natural sciences will have to be proportionately reduced. The free elective system in various subjects for the upper classes giving freer scope to the talents of the pupils is another progressive step that is being seriously considered.

Instruction by means of educational films is common in all of the larger cities. Outdoor sports including rowing, swimming, football, and baseball are strongly emphasized, credits are given for gymnastic work the same as for academic work, and even interscholastic games are encouraged. Excursions are made into the country and many schools have camps in the forest or on a lake where pupils may spend a week end or even the summer vacation. Hygienic care of children has been improved, although the schools are greatly handicapped by lack of funds.

There has been little change in the official relation between headmasters and teachers. In the elementary schools the administration has always been coöperative but in some cities it is proposed to further democratize the schools by having the teachers elect the rector. In the higher schools the authority of the "Direktor" has been greatly curtailed as a step toward a more democratic administration. The director is no longer superior to his teachers but their speaker, and must summon a conference upon the request of a certain number. His orders must have the approval of the teaching staff or they may protest and appeal to a school conference. Whether the government shall continue to appoint the director or grant this privilege to the teaching staff is not yet determined. There has been practically no changes in the administration of the universities.

Radical and utopian reformers go much further in their demands for changes than the reforms outlined here. Paulsen, the socialist, in his "Gemeinschaftsschule" advocates that every child should be given freest scope and liberty in school according to his individual liking and talents regardless of the traditional demands of society. Studienrat Professor Oestereich, of Berlin, the ultra reformer, strives after something as ideal as the "Pädagogische Provinz" outlined by Goethe in his *Wilhelm Meister*. A number of less radical reform schools have been started in all parts of Germany known as "trial schools."

All of these reforms presuppose a highly-trained body of teachers. Therefore the problem of the training of teachers, chiefly the elementary ones, is being widely discussed. This will probably result not only in the establishment of "pedagogical academies for teachers" but also the opening of the universities to them, a right for which they have been fighting for many years. A remarkable uniformity will thus be brought about in the training of elementary and higher teachers—a leveling which is strongly opposed by exclusively academic teachers and an overwhelming majority of the university professors, many of whom have gone so far as to join the monarchical opposition. The former privileges of the male higher teachers are still further endangered by the demands of the female higher teachers that only female teachers be employed at the higher schools for girls. At present one third of these places are still occupied by men whereas not one female teacher holds a teaching place at the Gymnasium for boys. The salaries of all instructors are miserably poor and fail to attract many of the best students to the profession.

The Denver Bond Election

R. A. PUFFER

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IN A CITY which had already expressed itself as unfavorable to large school bond issues, and in the face of a very violent newspaper attack, the Denver taxpayers on October 10 voted $6,150,000 for new school buildings.

Three years ago the taxpayers decisively defeated a bond issue of $8,000,000. *The Denver Post* worked very hard against this proposition. The friends of the schools, therefore, were not surprised when, two weeks before the election this fall, *The Post* again took an unfavorable stand, and in every issue until the vote was finally taken, strenuously attacked the present board of education and urged that, while the needs of the schools were great, the present board had proved incompetent to spend wisely such a large sum of money.

Nearly every important action of the present board was commented on during the campaign. The vote, therefore, was a splendid expression of confidence in the board of education and the present administration of the schools.

In the early summer of 1922 the board announced that on October 10 it would ask the taxpayers to vote an issue of $6,150,000: $2,400,000 to begin the construction of three senior high schools; $1,750,000 to build and equip two large junior high schools, and $2,000,000 to remodel and to build and equip elementary schools. It was stated further that an issue of about $2,400,000 would be requested in the spring of 1924 to finish the senior high schools. The amounts appeared on the ballot as three separate items so that a taxpayer might vote for one and reject the other, or vote for two or for all three. It was deemed wise to give the taxpayers an opportunity to approve only a part of this amount if they so desired, although during the campaign all three issues were treated as of equal importance.

With the opening of the schools in September, the Principals and Directors Association immediately began to make plans for the campaign. It was decided that the campaign was to be one of information in order that all of the people of the city might know about the unfavorable conditions which existed in some of the schools. The principals organized their teachers and parent-teacher associations to disseminate this information in their own districts. It was felt that if Denver citizens came to realize the crowded and unsanitary conditions which existed they would very willingly vote this bond issue. As the campaign progressed, teachers and interested citizens made house to house canvasses, not for the purpose of pledging, but for the purpose of getting correct information to the people. This canvass enabled them, in most cases, to locate the favorable votes.

As the 10th of October approached, many business organizations of the city, following the lead of the Denver Civic and Commercial Association, endorsed the bond issue and actively helped in the campaign of education which was going on. On election day this association and the various parent-teacher associations had workers and automobiles at every polling place to get out the favorable votes.

About the middle of September the *School Review*, the paper which the school administration sends into all the homes in the city, appeared. It contained many facts about the conditions in the schools. Pictures of bad conditions were contrasted with favorable conditions; tables showing that by comparison with other western cities Denver's per capita school cost and school debt were reasonable. About the same time a little pamphlet called *Facts* was printed by the Administrative Department and distributed widely all over the city. It contained information about the conditions in the schools and tables showing school costs and exactly what the bond issue would cost the taxpayer. A little later another sheet showing in a more definite way the cost of the bonds for each thousand dollars of assessed valuation was placed in the hands of all taxpayers. Another issue of the *School Review* containing a map of all the election districts, a sample ballot correctly marked, and answers to the most important questions raised during the campaign was distributed to every home during the week preceding the voting. Then, on the Saturday night before the election, little slips explaining in a very concise fashion the needs of the schools were inserted in the pay envelopes of many of the workers in the city.

When the *Denver Post* began its attack against the bond issue, the board of education, *The Denver Times*, *The Rocky Mountain News*, *The Denver Express*, and many neighborhood newspapers started in to devote a very large amount of space to the needs of the schools. On the day before election, *The Denver Times* at its own expense printed a much enlarged edition with enough extra copies so that one was placed on every doorstep in Denver.

The victory was not a one man's victory. It was rather the result of a coöperative effort which included the efforts of practically every civic organization in Denver working for the interest of the boys and girls. Of course, this organization required a leader. It was necessary that someone make the decisions, and see to it that each effort was wisely directed. From the start, Superintendent Newlon was the man who performed this service. Not only did he counsel with the various organizations and actively direct the work of the teaching staff, but he gave many talks to various groups throughout the city, and by his efforts did more than any other to popularize the bond issue.

NEWSPAPER EDITORS and cartoonists have done much to bring the importance of education before the citizens. In this cartoon, "Daddy'll Show 'Em," the Denver Times portrays Father Denver in the act of deciding the issue as it is always decided when genuine educational needs are brought effectively to the attention of parents. Schools, newspapers, and libraries are the great allies which lay in popular education the foundation for intelligent representative government.

Louis Pasteur

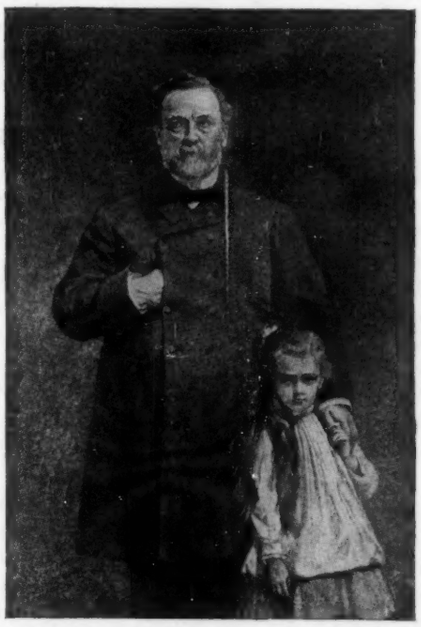
JOHN S. GAMBS

WHO was the greatest Frenchman of the nineteenth century?" A Parisian newspaper asked this question and fifteen million answers were sent in. The greatest men of France during the nineteenth century include Hugo, Dumas, Zola, Napoleon, Ampère, Chateaubriand. But the man who was put at the head of the list of eminent Frenchmen was Louis Pasteur. We all know about pasteurizing milk and that Pasteur had something to do with hydrophobia; but we know too little about the man to whom a newspaper plebiscite gave its highest honor, and whose centenary was in December, 1922.

It is a temptation, when telling about Pasteur, to pass over his scientific work lightly and to discuss the man. He was the son of a tanner—of a tanner, moreover, whose ancestry, like Lincoln's, held but scant promise. Yet when Pasteur died, rich in years, the world had already paid him every homage it can pay its scientific men. He was the head of an institute which bears his name and which serves as a model for similar institutes throughout the world. Although overwhelmed with honors, he remained to the end a hard worker, simple, affectionate, beloved of his colleagues and pupils. While he would probably have scoffed at the idea of a "practical" science, he was glad that his hypotheses were of practical value. In his logical, pellucid style he expressed this attitude: "But of this we may be sure, that science, in obeying the laws of humanity, will always labor to enlarge the frontiers of life." "There is no greater charm for the investigator than to make new discoveries, but his pleasure is heightened when he sees that they have a direct application to practical life."

The great work of Pasteur, as one of his contemporaries said, was the discovery of a Fourth Kingdom of Nature, the Kingdom of the Infinitely Small. First in crystals, then in yeasts and sour wines, and finally in the blood of animals and humans, he found bacteria, some of which cause disease. He was first an inorganic chemist, and his medical successes began with—but let us stop a moment to see in what condition Pasteur found medical science.

One hundred years ago, at the time of Pasteur's birth, medical science was marking time. It is true that Harvey had traced the flow of blood and that there was a vaccine for smallpox. But if there had been a plague in 1822 the descriptions of it would have resembled the quaint descriptions of the Athenian plague over two thousand years ago.



LOUIS PASTEUR, whose epoch-making discoveries paved the way for sweeping advances in the science of medicine. He was born December 27, 1822, and died September 28, 1895.

About eighty years ago, surgeons who lacked neither skill nor daring were discouraged by the inexplicable deaths which followed most of their operations.

And now comes Pasteur—Pasteur with his microscope, his sterilized test-tubes, his cultures of bacteria, and—above all—with his patience and capacity for hard work. His first medical successes were with animals. He mitigated a plague which affected silkworms and earned the gratitude of the great French silk industry. Sheep owners were the next to benefit from Pasteur's discoveries, for, by inoculation, a disease of sheep, anthrax, was palliated. Huxley declared that these discoveries compensated in a financial way for the heavy indemnity of 1870.

But it is not on rescued silkworms and sheep that Pasteur's fame rests. As one passes into the courtyard of the Pasteur Institute, one sees through the trees a man engaged in a death struggle with a wolf. This is a bronze symbol of Pasteur's successful researches against rabies. It is in connection with hydrophobia, probably, that most people associate the name of the pioneer bacteriologist.

Pasteur had indeed given medical science the impetus it so much needed. Great philosophers no longer talked of "slight alterations of the atmosphere" to account for plagues. Lord Lister was introducing antiseptic bandaging in surgery. Virchow discovered those cells which, in the blood, combat the harmful cells that Pasteur discovered. Metchnikoff (who has been at the head of the Pasteur Institute since its founder's death) showed that beneficial cells can be introduced into the human body—cells which combat the harmful effects of an oversupply of either Pasteur's or Virchow's cells. Besides these investigations, Pasteur stimulated investigations of a somewhat different character. These researches relate to serums, vaccines, toxins, and anti-toxins. We now have vaccines, serums, and what-nots to combat many diseases ranging from boils and hayfever to diphtheria and tuberculosis.

It is said that if Carlyle were now writing his *Heroes and Hero-Worship* he would have to add—whether he liked it or not—a chapter on "The Scientist." In describing the scientist, Carlyle would hardly have been able to use a picturesque and dramatic vocabulary. The work of a scientist, however dramatic and picturesque it may be to himself and to fellow scientists, seems flat, stale, and even unprofitable to the world at large. Napoleon's Austerlitz has glamor; Pasteur, with his eyes glued to a microscope, seems dull and grey. Beneath the Pyramids, Napoleon, declaiming his "Forty-Centuries" speech, is a fit subject for the greatest drama. The most dramatic speech of Pasteur was on his death bed. He told his students simply, "You must work." *A newspaper plebiscite, comprising fifteen million opinions, ranked Pasteur first and Napoleon fourth! Heroes will out.*

Rural School Survey of New York State

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THE LIMITS of this article will not permit lengthy consideration of either the findings or recommendations resulting from the study of rural schools that has recently been completed in New York State. The survey involved a study of buildings, educational achievement, curricula, and courses of study, teachers, high schools, community relations, administration and supervision, and school support. The findings indicate what in the main could have been anticipated and what is undoubtedly rather generally the condition throughout the country—namely, that if a child attends a rural school he is likely to be placed at a disadvantage as contrasted with the urban child, in the school facilities that are available. This does not mean that no well prepared teachers, no good buildings, nor effective classroom instruction were found in the country schools of New York State. As a group rural pupils do not have those conditions nearly so generally as do the pupils in the urban schools.

The contrasting conditions with reference to maturity, experience, and preparation of the teachers are shown by the following data taken from Dr. Bagley's study of the teaching personnel:

The differences in maturity, experience, and preparation of teachers that characterize the progress from the small to the larger school units fairly typify what was generally found to be the condition with reference to other factors that make for a good school. As measured by standardized tests the condition was reflected in a lower educational achievement on the part of rural school pupils. The explanation for this situation undoubtedly lies largely in the administrative organization and in the support of schools.

The unit of local school administration in New York is the district system which was legally established in 1812. These districts are of two kinds—common school and union free school. The former is the one usually found in the open country and commonly it offers instruction only in the elementary school subjects. They may have either one or three trustees, the former being the rule.

The union free school district is ordinarily formed only when a community desires to establish a high school (academic department). There are exceptions to this however. These districts are usually found in the villages and they have boards of education of not less than three or more than nine members. Between the State in its administrative relations and the local district stands an intermediate unit known as the supervisory district. These are formed by a grouping of the towns (townships) into 208 groups. In each is a district superintendent of schools chosen by two school directors from each town in the supervisory district. These school directors have no responsibility for school affairs except to choose a superintendent once in five years and to fill such vacancies as may occur. They are chosen by the people.

In October, 1920, there were 609 high schools under rural supervision. Over 70 per cent of these schools were in places of less than 1000 population, and 84 per cent had an enrolment of 100 or less. Among those with an enrolment of less than 100 and offering four years of work approximately one third of the pupils came from farm homes. In spite of this fact the rural people have practically no voice in the management of them as in very few instances do the boundaries of school districts extend much if any beyond village limits. It is believed that it is desirable that farmers should share in the support and management of these schools. As a means of attaining this end the survey has recommended that the local unit of administration be changed from the district to the community. As defined by the report each of these communities would include at least one high school. In locating the boundaries of the community units no consideration would be given to town and county boundaries but such factors as topography, roads, railroads, electric lines, and the existing social and economic centers would be the factors considered in determining the area to be included in any unit. Each community unit would consist of a union free school district with a high school, and the outlying common school districts that have economic and social relations with the center in which the union free school district is located. There would, undoubtedly, be some exceptions to this arrangement. In some instances there might be more than one high school in a unit and in other instances it might not be possible to provide a four-year high school in each unit. The report places emphasis upon the importance of having readily accessible high schools and transportation at public expense of high-school pupils.

At present common school districts usually have one trustee; they may have three; and union free school districts from three to nine members on their boards of education. Under the plan for the community unit there would be one trustee for each common school district in the community and as many trustees from the union free school district as the school patrons may determine on, providing that such number does not exceed the number from the outlying common school districts. These trustees would constitute the board of education for the unit and would determine the school budget, elect teachers, and conduct the ordinary school affairs. These boards would be considerably larger than experience has shown to be desirable but neither the rural nor village people are willing to permit the other to have a majority. Provision is made for a smaller board in a unit when the conditions are such that both groups are favorable to such a plan. Experience in coöperating in school affairs will tend to dissipate the suspicions that now exist.

For supervisory and for certain administrative functions the community units would be placed in 208 groups until 1926 at least. In each of these supervisory districts there would be a board of education consisting of one member from each community board of education. In addition to having responsibility for choosing the superintendent, this board would be associated with him in determining administrative policies. It is believed that an administrative organization of this nature will make it possible for a larger responsibility to be carried locally than is possible under the present organization. It is proposed that in each county the board of supervisors should choose a committee of five to determine the location of the community boundaries. There is also provision for a State commission of three

consisting of the Commissioner of Education and two persons appointed by the Governor. The State commission would formulate the guiding principles for the county committees, adjust such differences as may arise between committees of different counties, and hear appeals in cases where there is dissatisfaction with the work of the committees. The State commission would also form the 208 supervisory districts and would by 1926 recommend the number of supervisory units to be maintained thereafter. The county committees and the State commission are temporary and would go out of existence with the completion of the prescribed duties.

The committee in charge of the survey felt as a result of its study of the situation, "that the magnitude of rural education problems in the State makes it very important that the State Department of Education be provided with as effective an organization as possible for handling them. To this end it suggests that some arrangement be made within the State Department of Education by which original jurisdiction over elementary and secondary education and the training of rural school teachers be placed in the hands of some person directly responsible to the Commissioner of Education. The committee is of the opinion that this end would be best attained by an Assistant Commissioner of Rural Education, but if the Board of Regents can devise a more effective method, it would be regarded as acceptable."

The study of school support revealed the fact that throughout the State there exist great differences in the extent to which various districts have to tax themselves in order to secure essentially the same school facilities. The work that had already been done by the State Tax Commission made it possible to make fairly accurate comparisons of the tax rates and valuations. This body is constantly studying the sale value of property in all sections of the State for the purpose of determining the relation between true and assessed valuation. The valuations and tax rates that it arrives at are referred to as the equalized valuation and the equalized tax rate. It was found that in many communities there were common-school districts with an equalized tax rate that was twenty or twenty-five times as great as that of the district with the lowest tax rate in the same communities. These differences were general throughout the State. They are due primarily to the difference in the wealth of the districts. Railroads, electric roads, power plants, pipe, telephone, and telegraph lines are the most important factors in contributing to these great differences in the valuation of the property in various districts. These are taxed only in the districts in which they are located thus resulting in the great variations in local tax rates for school purposes. As a means of correcting this situation it is recommended that the community be made the local unit of taxation. This step if taken would result in rich and poor districts pooling their resources for the support of schools.

Teachers in New York Schools

Type of school	Median age in years	Median teaching experience in years	Per cent of teachers who attended normal schools		
			One year or less	Two years only	More than two years
1	2	3	4	5	6
One-teacher	23.7	3.16	4.01	3.41	2.20
Two-teacher	27.6	6.36	12.65	6.75	3.37
Village elementary	28.6	6.59	12.50	28.77	6.74
Elementary teachers in 50 New York cities of the third class	29.00	11.00	.....	.....	80.0
Elementary teachers in seven New York cities of second class	34.00	13.00	.....	.....	62.0

The study of the distribution of State aid revealed the fact that at present many rural districts are placed at a disadvantage in the support of their schools. This was true of the rural districts of the State as a whole when contrasted with those in urban centers. As a means of remedying this situation it is proposed that a fund should be raised for the equalization of educational opportunity in the rural communities of the State as contrasted with the cities. This fund would be distributed with recognition of two factors: (1) the ability of a community to support schools; (2) the willingness of a community to support its schools.

These two principles have been embodied in the following formula that it is recommended should be made the basis for the distribution of State aid to the rural schools of the State below the median equalized valuation per teacher: $(290{,}000\text{-}V) \times M \times T \times .626$.[1] In this formula $290,000 is the median equalized valuation per teacher for the State. V stands for equalized valuation per teacher in the local unit, M for the equalized tax rate, T for the number of teachers in the unit and .626 is the distribution coefficient. This coefficient was determined by multiplying the median valuation of $290,000 by 5.8, the present tax rate in mills for rural districts of the State, and dividing 1054 the median cost per teaching unit in the rural districts by the product.

In addition to the general aid certain special grants are proposed. These have to do with the erection of new building, major repairs on old buildings, aid for transportation, and a bonus for superior teachers that teach in one-teacher schools.

As a means of strengthening the teaching personnel of the rural schools it is suggested that after 1927 no new teachers should be admitted to the service who have not had at least two years of preparation beyond high school. To furnish this training a recommendation is made to the effect that each of the normal schools should make provision for a department for the training of rural school teachers. The findings indicate that approximately 65 per cent of the teachers in the one-teacher schools come from farm homes. It seems desirable to maintain this condition if possible and since it was found that the median income of the farm homes from which the teachers came was only $1000 a year a system of State scholarships is proposed. The scholarships would be $200 a year and would be granted under the following conditions:

1. The candidate must have been in the upper half of his classes in high school.

[1] Prepared by Harlan Updegraff.

2. He must have lived in a rural community for at least two years after attaining sufficient maturity to appreciate the problems of life in the open country.

3. The acceptance of a scholarship constitutes a pledge on the part of the candidate to at least three years of service in the rural schools of the State.

There are a number of other recommendations but these relating to administration, support, and teacher preparation are the most significant. To the student of educational theory there will appear many weaknesses. However, the committee that has studied the situation in the State for a period of two years was convinced that it would not be wise until public sentiment has paved the way, to attempt more pronounced changes.

Safety Education in Detroit

FRANK CODY

Superintendent of Public Schools, Detroit, Michigan

A SAD CHAPTER in the history of the growth of all large cities is the account of accidents incident to the increase in the volume and congestion of traffic. Each year the country suffers in preventable deaths a loss almost equal to the loss in the great war. The saving of these lives is a matter of concern to all public-spirited people.

In Detroit the increasing number of accidental deaths and the conviction that many of these accidents could be prevented, persuaded many clear-minded men that some action against traffic accidents was imperative. Statistics showed that 6000 persons were hurt annually in this city alone, and that the number was increasing. Carelessness or thoughtlessness were responsible for the majority of the calamities. A campaign against recklessness was started.

The Detroit Automobile Club first took up the work of accident prevention. A Safety and Traffic Committee was appointed, headed by earnest and able men, who worked hard and effectively to decrease accidents. They not only reached thousands of automobile owners with their program of saving human lives, but secured much favorable traffic legislation.

In 1918 the Detroit Police Department organized the Bureau of Public Safety, and plans were formulated whereby the coöperation of these two agencies, working for safety, could more effectively prevent traffic accidents. They accomplished a great deal, but there were so many other factors which neither the police nor automobile owners could control that accidents continued to increase. During 1918, in spite of all these two organizations could do, 192 persons lost their lives through traffic accidents. Over one third of these fatalities, fifty-seven in number, were children. Serious and minor injuries caused suffering to 961 children. It was clear that neither laws nor punishment for breaking them could instil a conscience into the souls of people, nor could legislation compel consideration for others. Safety was a matter for education rather than for legislation.

Because accidents to school children constituted so large a part of the total accidents, it was thought that if children could be made, through education in the schools, to see their own responsibility for the lives of others as well as themselves, and were instructed in preventives and first-aid measures, accidents could be diminished and safety made a reality.

Early in 1918 instruction in safety was introduced into the first eight grades of the Detroit public schools in the form of occasional lectures on the importance of accident prevention. The fundamentals of safe living were thus learned, but little of actual value in saving lives was noted in the results of these talks. Children felt no personal interest in safety. Accidents did not diminish as they were expected to do. School children ran across the streets and in front of passing cars just as thoughtlessly as they did before they were lectured. The idea of teaching safety in this way was abandoned and a committee was appointed to study the situation and develop material for a course of study in safety which could be adopted as a regular part of the school curriculum.

The first general safety campaign was held in Detroit during the month from May 20 to June 2, 1919, by the Bureau of Safety of the Detroit Police Department, the Detroit Automobile Club, the Detroit Safety Council, and a number of other civic and industrial organizations. Several weeks before the opening of the campaign, the school children were asked to coöperate in preparing for "Safety First Record Month" by designing posters and working out slogans to be used during the drive. As an incentive to greater effort, prizes were offered to the children whose slogans and ideas for posters were accepted. This contest created an intense personal interest in safety, and the results offered some valuable suggestions for the course of study in preparation.

A year of experimentation led to the development of a course in safe living, with a supervisor in charge, which was put into use in September, 1919. Classes were organized at the Detroit Teachers College for the training of student teachers in this work, and evening classes offered instruction to teachers in service. The course of study included weekly instruction in safety in all the elementary grades, and supplementary instruction in English and physical-training classes. Moving pictures and the victrola lent themselves effectively to the teaching of safe living, and vitalized the instruction. Work was begun on a course of study in safety education by Harriet Beard, under the direction of the Department of Instruction, Teacher Training, and Educational Research.

In November, 1919, the Police Department held a second safety campaign. The schools offered their assistance in this campaign. The time of year when early dusk and rainy weather diminished the visibility of people, adding to the already grave danger from traffic, made three rules of great importance.

1. Keep your head up. Look to the left when stepping down from a curb. After reaching the middle of the street look to the right.

2. In rainy weather keep your umbrella up so that you can see what is coming.

3. Carry a newspaper or wear something light colored if you must be on the street after dusk.

These rules the children especially were asked to keep, as drivers could hardly distinguish the forms of little folks from the shadows of the street. To impress the laws upon their minds the teachers originated games and plays to illustrate them. A traffic game in the kindergarten taught the children how to cross the street in accordance with the first rule. The second was used for a drawing lesson, the best draw-

ing being chosen for the school safety bulletin board. Teachers made the demonstration of the third rule the occasion of a lesson in nature study, teaching how birds and beasts are colored to protect them from harm.

During the spring National safety campaign, many topics for safety teaching suggested themselves, and each teacher selected from them the ones best adapted to the age and grade of her pupils. These she correlated with the work in language, civics, drawing, dramatics, and arithmetic. Following are some of the projects in fire, accident, and disease prevention which were used:

Accident Prevention—The rescue of a younger child by an older one.

Dangerous playthings: matches, sharp scissors and knives, broken glass.

Dangerous places to play: The street, railroad tracks, high windows, trees, poles, unfinished buildings, near the river.

"Didn't know it was loaded" and its fatal results.

Traffic games to teach little children their names and addresses (734 lost children were cared for by the police in 1919).

Why are twice as many boys as girls injured in traffic accidents?

Is the boy who loses an arm or leg through carelessness a hero? Who suffers through his negligence?

What do we owe to a soldier who has given an arm or leg for his country?

How can you distinguish a careful person at home? on the street? in school?

What people in uniforms are working for our safety? for our health?

What can one boy or one girl do to help the janitor, the policeman, the fireman, who make it their business to help us?

Detroit's traffic accidents in 1919 numbered 7252, in which 3576 persons were injured and 177 killed. How can we make our city a safer place this year?

Disease Prevention—Germs thrive best in warm, damp, moist places. For this reason the mouth and nose are the places they like best to find, and by these doors they enter the system. For your own protection keep your hands away from your mouth and nose and you will do much to prevent disease. When you cough or sneeze use a handkerchief and protect other people. Remember that health is a habit. You cannot buy it from the doctor, nor in bottles from the drug store. It depends upon yourself and your habits.

In 1919 there were forty deaths in Detroit from accidental gas poisoning. Gas water-heaters should be connected with the chimney by a pipe to carry off the poisonous gases. Is our home safe?

Fire Prevention—What is the exact location of the fire alarm box nearest your home? Study the instructions for turning in a fire alarm at the box and over the telephone.

In 1919, the Detroit fire department responded to 4831 fire alarms. How many a day did this average? Of these fires 348 were caused by children playing with matches; 376 by careless use of matches; 385 by careless smokers. Children can do much to reduce this loss.

In 1913, the average fire loss per capita was as follows: France .49; England .33; Germany .28; Austria .25; Italy .25; Switzerland .15; Holland .11; United States $2.10!!! The fire loss in Detroit in 1918 was $2,632,031; in 1919, $4,026,279. What does this average per capita? What can each boy and girl do to reduce this large number?

The Detroit fire marshal and his assistants inspect every building in the city except dwellings occupied by one family or by two families. They have not men enough to take care of these. Each boy and girl can be an assistant fire marshal in his own home to look out for fire hazards such as the following: ashes in wooden receptacles, fire escapes blocked, rubbish in buildings or yard, stove or furnace pipes too near woodwork, electric irons left connected, clothes hanging too near the stove, carrying lighted matches or candles into a clothes closet, curtains blowing against a gas jet or lamp, careless smokers, matches in an unsafe place.

Topics for Drawing—Care of the baby. Cleaning up the yard. Mending the sidewalk. Crossing the street. Crossing in the rain. The children's friend, the traffic policeman. The results of hitching. A railroad crossing. The preparation and use of safety signs. Preventing an accident. The plans of the school, showing location of fire escapes, stairs and exits.

Safety Projects for an Entire Room—The preparation of a safety scrapbook, illustrating contrasting ideas, as safety and danger, carefulness and carelessness, bravery and cowardice.

The preparation of a safety exhibit by the children themselves, to which their parents may be invited.

All the schools in the city were organized to carry out the spring campaign. A safety committee of one boy and one girl was elected in each room, and these committees in joint meeting, discussed the ways and means of furthering safety in the schools themselves. All the children were encouraged to notice dangerous conditions and practices and to suggest remedies for them to the committee. Cards and buttons were distributed to the boys and girls who distinguished themselves as safety scouts working for their own safety and that of others at school, at home, and on the street. These committees, introduced for the first time during this campaign, have become a permanent part of the activities of many of the public schools in Detroit.

In May, 1920, at the suggestion of the Supervisor of Safety Education, the Detroit Police Department assigned two policemen to speak to the children of the public schools about accident prevention. Firemen were later appointed by the fire commissioner for this work.

All this time the lack of textbooks on the subject and the want of definitely outlined material had made safety teaching very difficult. However, much material had been collected as the experiments progressed and now it was mimeographed and sent to the schools to help the teachers plan their classes. Later the material was revised, and in September, 1920, the first printed course of study in safety education, by Harriet Beard, was distributed among the schools to facilitate the teaching of the subject which had now been made a permanent part of the Detroit curriculum.

The course of study in safety now in use in the schools extends from the kindergarten through the eighth grade. The general aim of the course is to "develop in the pupil a safety sense, safety habits, and a feeling of responsibility for the safety of others."

The teaching of safety lends itself to correlation with English, civics, dramatics, drawing, history, penmanship, and spelling. The project method has been employed in each lesson dealing with safety.

Instruction includes means of preventing accidents through falls, fires, street accidents, disease, electricity, and drowning. How to board and leave a street car, how to cross the street in safety, how to dress properly and eat well are taught through games and object lessons. First aid instruction is given in all the grades.

This year a motion picture film has been produced in the public schools of Detroit showing how principles of safety are taught as part of the regular curriculum. The activities shown are: Traffic games in the kindergarten; a lecture by one of the officials of the fire department illustrating in a practical way how to turn in a fire alarm; a lecture by one of the traffic squad of the police department on how accidents may be avoided in the streets; safety dramatizations in the auditorium of the Balch school, and the Traffic Court at the Russell school which tries cases of infringement of the safety rules; and a demonstration of life saving in the swimming pool of one of the schools.

Detroit's safety teaching has been very effective. In the past year fatal accidents to school children have decreased 15.9%. When safety has been made a part of the very lives of the children, accidents will be eliminated. For through the children, parents will be interested in safety, and with the community organized for the cause, nothing will be impossible of accomplishment.

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

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The Future of Our Association

THE NATIONAL EDUCATION ASSOCIATION will continue to grow in membership and in service. The goal for the year 1923 has been set at 250,000 members. The devotion of teachers and school officers throughout the United States gives every promise that the goal will be reached.

There has been some speculation as to the ultimate size of the National Education Association. Only a few years ago an active permanent membership of twenty thousand seemed far away. Many have marvelled as the enrolment has exceeded one hundred thousand. Others have predicted that it must stop as the membership approaches the number of trained teachers in the United States—perhaps at two or three hundred thousand.

It becomes increasingly evident that the upper limit will not be fixed by any of these standards, but will be determined by the sanity of the Association's program, the unselfish devotion of its leaders, and the quality and extent of the service that it is able to render the teachers of the Nation. In fact it is the teachers who are untrained, little experienced, and poorly paid who most feel the need of help and whose teaching career is largely before them that have the most to gain from the Association's rapidly extending activities. That these teachers will sense the possibilities of professional organization and will increasingly seek to make up through such connections for their lack of training and experience becomes more and more apparent.

There is much in the experience of local and State education associations as well as in the experience of organizations in other fields to support the view that the upper limit of enrolment in the National Education Association is fixed only by the worth of its work and the seven hundred thousand teachers of the Nation.

1922 In Review

JANUARY is a time of inventory—a time for taking stock and making new plans. Only by some such process can the sweep of forces and movements be understood and directed. In education—and more especially in the field of professional organization of educational workers—the year 1922 has seen steady and substantial progress.

The National Education Association has grown in membership from some sixty thousand to approximately twice that number. There has been a corresponding growth in service to the profession as represented by increasing public support of the Association's broad program of educational achievement; by improvement in THE JOURNAL, which during the year gave 438 pages of reading matter covering a wide variety of interests; by the publications and correspondence of the various divisions at headquarters; and by the significant programs presented at the Association's meetings.

The headquarters staff has been greatly strengthened. Divisions of Research and of Elementary School Service have been created. The employment of two educators of recognized standing assures the Association a strong Division of Field Work, to carry on the activities begun under Mr. Magill's leadership. Various assistants at headquarters have developed strength during the year as added responsibilities have come to them. Headquarters has also grown on the material side. New furniture and fixtures have been added. The main building has been painted and a group of four adjacent buildings has been purchased to give room for expansion as needed.

Departments of the Association have developed increasing vigor along lines that insure the unity of professional organization in America. The Department of Superintendence held in Chicago its first meeting under the new plan of organization and worked out many of the difficulties that had been the product of rapid growth. This Department now has its paid secretary working as a member of the headquarters staff. The policy of assigning a member of the headquarters staff to represent each of the departments has initiated a practice which is certain to grow in usefulness. The Department of Elementary School Principals issued a Yearbook that commanded wide attention and began the publication of a quarterly bulletin. The Department of Immigrant Education, authorized at Des Moines in 1921, held its first meeting at Boston in July. Other departments, almost without exception, showed evidences of increasing purposefulness.

State and local education associations have likewise grown. Among advances to be noted are increasing enrolment; the adoption of the representative plan of organization, the wider acceptance of the budget plan of collecting dues; the formulation of constructive programs of work, and energetic fights for educational legislation such as the "30-10" measure, which was sponsored in Washington by the Education Association and the Parent-Teacher Association. Such programs weld the teachers of a State or locality into working unity of thought and purpose as almost nothing else can.

Increased concern for the training of teachers is another sure sign of the educational advance. In the last analysis the schools can be no better than the individual teacher. Figures for the year are not now available, but a safe estimate would place the number of teachers who attended summer sessions at well over two hundred thousand. In the single State of Pennsylvania there were 28,000 teachers enrolled in summer schools. That there has been considerable increase both in the number and the quality of students who are taking regular courses in normal schools and teachers colleges is an impression that could probably be verified were adequate statistics available.

Ethics for teachers—During 1922 the teachers of several States and many localities have given attention to the formulation of codes of ethics. The spread of the movement under the spur of local initiative and interest has done much to elevate professional ideals and will eventually pave the way for the

adoption of a National code. Fully as important as the adoption of codes is the tendency to make provision for systematically instructing every initiate in the profession in the ethical phases of his professional responsibilities and opportunities.

Improvement in subject-matter and methods of teaching—Never before has there been so wide-spread an interest in making improvements in courses and curricula, finding subject-matter better suited to the needs and capacities of children, organizing this subject-matter more effectively, and devising better methods for teaching it.

Participation by teachers in determining educational policies and programs—The interest just noted has been stimulated in part by the provisions for summer and extension study, and in part by the growing tendency of school executives to capitalize in behalf of school improvement the abilities and experience of these who are closest to the fundamental work of the schools—namely, the classroom teachers. One of the best of the present-day developments in education is the growth of a broad and comprehensive professional consciousness which is bringing administrators, supervisors, and teachers together in coöperative enterprises that are aimed, not toward securing individual or group advantage, but toward the betterment of the work for which the school exists. *Continuous growth* and *disinterested service* seem to be the ideals that are coming very clearly to dominate the teaching profession throughout our country.

Lay support of education during 1922 has been most encouraging. Many educational victories in localities and States during 1922 have been due to the solid support of influential citizens. In the National field the continued and growing interest of leading citizens and of National organizations of citizens in educational causes is an indication that the Nation is turning to the fundamental things in the improvement of its life. American Education Week was observed much more widely and effectively in 1922 than in 1921.

The educational bill—There is ground for unusual satisfaction in the proposal of President Harding for the reorganization of the Executive Departments. The President's plan gives primary recognition to education in the form of a Department of Education and Welfare. While details of the plan have still to be worked out in Congress, its inclusion of one of the major proposals of the Towner-Sterling bill constitutes substantial recognition of the work of the Association and of the great organizations that have supported its legislative program.

School building—Several hundred million dollars have been invested in improved school buildings during 1922. Actual construction reported in this JOURNAL totaled $101,938,382. Among notable issues of bonds voted during the year are $17,400,000 in Los Angeles, $15,000,000 in Baltimore, $12,000,000 in San Francisco, and $6,150,000 in Denver.

There are many other evidences of educational advance during 1922 which cannot be reviewed here. There has been reaction in a few places and failure to reach chosen goals in others, but for the country as a whole the sweep of progress has been sure and substantial, whether measured by teacher training, by increased salaries, by school building, by the wide observance of American Education Week, or by the programs and spirit of professional organization.

Opportunities in Educational Legislation

FORTY-THREE State Legislatures meet during 1923. That there will be hundreds of bills relating to education is a certainty. Many of these bills will be devoted to minor matters, which, however, in the aggregate will have considerable significance. There will be other bills dealing with large educational problems in fundamental ways.

Equalization of educational opportunity will receive much attention. No child should be deprived of a fair start because he lives in a community which is unable to support adequate schools. The wide divergence in the taxable wealth of various communities indicates that a larger share of the school revenue should be raised on the wealth of the entire State and distributed in proportion to the number of children to be educated. In spite of the challenging needs of education, the percentage of school funds furnished by the States has shrunk from thirty-two per cent in 1890 to sixteen per cent in 1920, leaving heavier and heavier burdens for local taxation.

Wealth tends more and more to concentrate in the cities and to be absorbed in intangible securities that are exempt or difficult of taxation. The wealth of the cities could not exist, however, were it not for people in the smaller towns and outlying districts who produce raw materials and buy and consume manufactured things. This fact is now so plain that the best business men are urging that all the wealth of the State help to educate all the children of the State.

Better trained teachers—It is now conceded by educational leaders generally that every teacher should eventually have the maturity and training that are represented by four years of college work or its equivalent. A more immediate National goal is two years of training beyond a four-year high school. No State has as yet even approximated the lowest standards set by recognized educational authorities in the preparation of its teachers. This can be done by making larger provision for summer schools, regular normal schools, and teachers' colleges. Bills will appear in several States to turn normal schools into teachers' colleges. These measures should receive support, for they will help to dignify and strengthen the profession.

Better salaries for teachers—America is abundantly able to afford mature, well-trained, and competent teachers. It should be willing to pay the price. Great inheritances of money accumulated for the children of this generation will help them much less than the opportunity to study under teachers who can awaken ideals and give thorough training for the responsibilities of citizenship. The single salary schedule, which encourages teachers to work in grades where they can render the greatest service, has grown in favor during 1922. Worthy bills should be introduced into legislatures this year providing for minimum salaries and for State aid in the payment of salaries.

Tenure for teachers—Living in fear of losing one's job is as enervating as the fear of want resulting from a low salary. Either reduces the teacher's effectiveness and robs the children accordingly. Cities are constantly drawing the best teachers from the country partly because, after a probationary period, the teacher in the city is assured permanence of position. When she has demonstrated her fitness she need no longer worry about annual reëlection. Laws should be passed insuring tenure to teachers in the smaller towns and the open country. The too-frequent aptitude of looking upon the teacher as a transient would then disappear. The teacher as a more or less permanent part of the community would be happier, securer in her leadership, and generally better able to promote the interests of sound education.

An American Ideal[1]

"THE AMERICAN IDEAL," says Secretary Hughes, "is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living, and to fit into an economic status more or less fixed, but of *giving play to talent and aspiration and to development of mental and spiritual powers.*"

How near are we to realizing this ideal? The man in the street will tell you that it has been practically realized—that American children are offered equal educational opportunities and that if anyone does not get an education it is his own fault. That this popular conception of the adequacy of our educational system is far from the truth is shown by an examination of the facts.

An opportunity to get an education that gives "play to talent and aspiration and to the development of mental and spiritual powers" cannot be given where schools are not in session. Are all American children offered equal educational opportunities as measured by the length of the terms our schools are in session?

State	Average school session in days
New Jersey	189
New York	188
Arkansas	126
South Carolina	109

Let us grant that the schools of South Carolina are equal to those of New Jersey in everything except the length of the term maintained. Then the child in South Carolina with 109 days of school has 58 per cent of the opportunity to attend school that the New Jersey child has with 189 days of school. If 58 per cent equals 100 per cent, then the children of those States have an equal educational opportunity.

But the "average school session" does not tell the full story. Because a State maintains an average term of 100 days does not mean that all children in the State are able to attend school for that period each year. If one district maintains no school and another a standard 200-day school the average is 100. Just such inequalities as this exist in many States. In 1920, 120 Arkansas school districts levied no school tax at all; over 70 pursued the same policy in 1921. In at least two States there are some districts where no public school will be held this year, or if any, only the month or so possible with State aid, according to Mr. Alexander of the Educational Finance Inquiry. A bulletin just issued by the Bureau of Education shows that in twenty-four of our States there are 227,570 children living in districts that maintain school less than four school months per year. In these same States there are at the same time over a million children who have an opportunity to attend school over nine months a year.

What is the practical effect of such inequalities? Suppose that a South Carolina child wishes to cover the same amount of work that the New Jersey child covers in the eight years before he graduates from the elementary school. The child in South Carolina must go to school the full term for fourteen years to do this. If he goes to school every day from the time he is six until he is twenty he will just be able to do it. Similarly the quarter of a million children now living in districts with four months of school must go to school the full term for eighteen years to do the same amount of work that is covered in eight years by children living in school districts maintaining school for nine months. Few children are able to continue their elementary school training for eighteen years. The result is that thousands of children receive but half, or even less than half the amount of elementary education that others receive.

Next, let us consider the opportunity that American children have to learn to read and write. Reading and writing has long been looked upon as the very foundation of an education. Do all children have an equal opportunity to learn to read and write? The figures for illiteracy of the Federal Census of 1920 show that there were 531,077 native-born children between ten and twenty years of age in the United States who have not had the opportunity to learn to read and write. All of these children, had they started to school at six or even eight years of age, would have had more than enough schooling to remove them from the illiterate class in the Census. It should be remembered that the Census classifies only those who have had "no schooling whatsoever" as illiterate. Of our 5,000,000 illiterates, 3,000,000 are native born. Over a million are *white of native-white parentage.*

The percentage of illiteracy in the rural districts is four times as high as in the cities. If our rural schools had been as effective as our city schools in removing illiteracy, there would have been 1,800,000 fewer native illiterates in the country in 1920 than there were. The willingness to tolerate the makeshift rural school is responsible for the existence in our country today of nearly 2,000,000 native-born adults doomed to go through life lacking that most elemental educational attainment, the ability to read and write. Yet the Federal Census is really an under-estimate of the prevalence of illiteracy in our country. The draft indicates that 16.5 per cent of our native-born adult population is il-

THERE IS, however, one rural problem which has gripped my attention during these latter months, and that is the underlying and fundamental problem of public education. If we in fact believe what we say about our reliance and our faith in the public school, it is high time that we began to make our belief express itself in actualities. An equal opportunity for fundamental education on the part of all children of the nation must be regarded as nothing more or less than a National minimum. If the economic resources of a given territory do not make it possible for a particular area to provide such education, then the more favorably-situated cities and districts elsewhere must assist to the end that education becomes equalized. This is, as a matter of fact, what happens in business and in banking; the less well-to-do communities are continuously being aided by those with a surplus. We need to transfer this same psychology to the sphere of education; the large urban centers with concentrations of wealth must come to realize that they owe the more sparsely-settled areas this obligation.—From an address by Seymour L. Cromwell, president of the New York Stock Exchange, before the American Country Life Association in New York City, November 10, 1922.

[1] Prepared by the Research Division of the National Educaiton Association.

literate, rather than 5.3 per cent as the census shows, if those who are unable to write a letter home and to read a newspaper in English are classed as illiterates.

No schoolroom is effective unless it is taught by a competent teacher. Do all American children have an equal opportunity to have instruction by a trained, competent teacher? In some States over eighty-five per cent of the teachers are normal-school graduates. In other States less than ten per cent of the teachers are normal-school graduates. The survey of the schools of New York State, just published, states:

> The most significant fact regarding the preparation of rural school teachers is the very small proportion of normal-school graduates in the one-teacher schools. . . It would seem that, out of a total of 8400 teachers in one-teacher schools, not more than 420 have had the amount of preparation generally agreed upon as the lowest acceptable minimum for elementary teachers.
>
> The country child in New York State who attends a one-teacher school has one chance in twenty of coming under the instruction of a teacher who has met this minimal standard; the child living in a village has more than one chance in four of having such a teacher; while the child living in a typical city of the third class has less than one chance in five of not having such a teacher.

The results found in New York are not unusual. Studies have revealed the same condition in over a score of States. Thousands of children are being taught by immature, incapable transients in the profession who possess no training in addition to that given in the elementary school. Other children receive instruction from capable, well-trained, competent teachers—graduates of both a high school and a standard Normal school.

The money available to obtain teachers in different districts reveals another inequality. The average salary paid Massachusetts teachers in cities over 100,000 population in 1922 was $1589. At the same time at least eighty teachers in this State were receiving annual salaries of less than $500. It is estimated that 40,000 teachers in thirty-six States of the country were similarly underpaid in 1922. Teachers in the large cities of the country in 1922 received an average salary of $1848. Does anyone believe that the qualifications of the teacher who is willing to accept a salary of less than $500 are to be compared with those of a teacher who is receiving an annual salary of $1848? Certainly there is no equality of educational opportunity as far as the type of teacher instructing our children is concerned, and nothing is so fundamental in the effectiveness of a schoolroom as the teacher who presides over that room.

Typical Inequalities In the Training and Compensation of Teachers

State	Training		Average annual salaries paid elementary teachers	
	Per cent with inadequate training	Per cent normal school graduates	Large Cities	One-room rural schools
1	2	3	4	5
California	14	86	1879	1257
New York	18	82	2600	883
Massachusetts ...	14	86	1589	391
Nebraska	96	4	1731	869
Mississippi	96	4	842	328
Florida	99	1	841	399

Do all children have an equal opportunity to attend an adequately supported school? The average expenditure per pupil attending in one State in 1920 was $136—in another State $21. Once again averages are misleading. The situation as it actually is can be ascertained only by studying in detail the conditions within individual States. Inequalities are great even when one city is compared with another. In Massachusetts, for example, the city of Dover spent in 1920 $150.84 per pupil, while another, Somerset, expended $42.24 per pupil. The recent New York school survey gives data for one thousand common school districts in which the annual expenditure per pupil varied all the way from $20 to $185. Forty-three common school districts expended less than $35 per pupil and twenty-two districts expended more than $185 per pupil. Can the educational opportunity offered in the school where the yearly expenditure is $20 per pupil be compared with that offered where the average yearly expenditure per pupil is $185? Once again the facts are clear—equality of educational opportunity as evidenced by expenditures for school support does not exist.

If there is nothing like equality of educational opportunity in such fundamental educational provisions as those described, can there be educational equality in any phase of our educational system? It is clear that there cannot be. Our learned Secretary of State was right when he placed equality of educational opportunity among America's ideals—an ideal far from realized. "The investigator finds the richest Nation on the earth denying multitudes of her children any educational opportunities and herding thousands upon thousands of others in dismal and insanitary hovels under the tutelage of wretchedly underpaid and proportionately ignorant, untrained, and negative teachers; finds hundreds of communities able to provide luxurious educational facilities with almost no effort, while thousands upon thousands, despite heroic exertions, cannot provide even the barest necessities." [1]

How long is the United States willing to keep equality of educational opportunity among its unrealized ideals?

VIRTUE by itself is not enough, or anything like enough. Strength must be added to it, and the determination to use that strength. The good man who is ineffective is not able to make his goodness of much account to the people as a whole. No matter how much a man hears the word, small is the credit attached to him if he fails to be a doer also; and in serving the Lord he must remember that he needs avoid sloth in his business as well as cultivate fervency of spirit.—Theodore Roosevelt.

THE SCHOOL is the greatest wealth producing agency in the world, because it develops and furnishes with power and purpose that greatest instrument for creating wealth—the human mind. The wealth of the world, both material and spiritual, is in the possession of the nations that spend most on their schools.—Charles McKenny, President, Michigan State Normal College, Ypsilanti, Michigan.

[1] U. S. Bureau of Education Bulletin, 1922, No. 6, page 54.

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 Division of Publications, 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, 38,402. Cost reported this month, $17,047,457.

Name of State and County	Name of town or district	Name and kind of building	Seating capacity	Cost of building or amount of appropriation	Date authorized	Date contract let or to be let	Name of school officer in charge	Name of architect
1	2	3	4	5	6	7	8	9
Alabama								
Decatur	Morgan	High	350	$125,000	2/14/22	—/—/23	Bd. of Education	D. O. Whilldin
California								
Alameda	Oakland	Cole Ele. Add	200	75,000	10/21/19	6/28/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	A. Hamilton Jr.H.	1000	320,000	10/21/19	3/ 7/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	Lockwood H. Ad.	700	185,000	10/21/19	2/ 7/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	Elmhurst Jr. H.	400	125,000	10/21/19	6/ 7/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	Garfield Jr. H. Ad.	80	70,000	10/21/19	5/ 1/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	Golden Gate Jr.H.	500	185,000	10/21/19	9/31/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	Roosevelt High,	1800	840,000	10/21/19	9/20/22	Donald B. Rice	C. W. Dickey
Alameda	Oakland	Vocational	900	610,000	10/21/19	8/23/22	Donald B. Rice	C. W. Dickey
Indiana								
Jefferson	Madison	L. Middleton Gr.	500	110,000	4/18/22	9/16/22	Bd. of Trustees	H. Foltz
Lake	Whiting	Grade & Jr. High	800	610,000	2/11/22	2/11/22		W. S. Spencer & Son
Iowa								
Blackhawk	Cedar Falls	Lincoln Gr. & H.	500	140,000	7/20/22	—/—/23	S. O. Bailey	J. G. Ralston
Calhoun	Lake City	West View High.	350	100,000	9/15/22	10/16/22	Bldg. & Grds. Com.	William Gordon
Lucas	Chariton	High	600	250,000	10/18/20	6/13/22	Bd. of Education	W. A. Gordon
Monoma	Soldier	Independent	240	60,000	7/28/22	10/21/22	A. Steiger	W. E. Hulse & Co.
Kansas								
Butler	Augusta	Senior High	1100	575,000	4/ 6/21	11/22/21	H. P. Smith	W. B. Ittner
Douglas	Lawrence	High	350	200,000	4/ 5/21	8/ 1/21	C. W. Alley	L. Schmidt
Labette	Parsons	Lincoln Grade	500	85,000	5/ 1/22	6/ 5/22	Rees Hughey	T. W. Williamson
Kentucky								
Letcher	Jenkins	High Anx. & Gym.	760	45,000	7/ 1/22	8/ 1/22	L. B. Stephan	L. B. Abbott
Michigan								
Calhoun	Marshall	High Add	400	100,000	6/19/22	7/19/22	F. E. King	Leroy & Newlander
Wayne	Hamtramck	Kosciuszko Gr.	1100	425,000	5/ 1/22	11/23/22	Bd. of Education	G. J. Hoas
Missouri								
St. Charles	St. Charles	High	575	200,000	6/17/22	12/20/22	W. F. Knox	W. B. Ittner
Saline	Marshall	Jr. & Sr. High.	700	300,000	11/20/22	11/22/22	W. M. Westbrook	Owen, Payson & Carswell
Saline	Marshall	Benton Ele	320	70,000	5/15/22	5/20/22	W. M. Westbrook	Owen, Payson & Carswell
Saline	Marshall	Eastwood Ele	320	70,000	5/15/22	5/20/22	W. M. Westbrook	Owen, Payson & Carswell
Nebraska								
Pawnee	Dubois	Grade	300	30,000	6/ 1/21	5/ 1/22	J. G. P. Hildebrand	Fiske & Ginnis
New York								
Steuben	Bath, Dist. 5	Union Grade	1000	225,000	9/12/22	—/—/23	Bd. of Education	Rogers & Smith
North Carolina								
Guilford	Greensboro	Grade (Negro)	560	200,000	10/24/22	12/—/22	F. Archer	Starrett & Van Vleck
Guilford	Greensboro	D. B. Caldwell Gr.	280	191,682	6/ 8/22	12/24/22	F. Archer	Starrett & Van Vleck
Guilford	Greensboro	West Lee Grade	420	232,769	6/ 8/22	12/24/22	F. Archer	Starrett & Van Vleck
Guilford	Greensboro	C. B. Aycock Gr.	700	247,006	6/ 8/22	6/ 8/22	F. Archer	Starrett & Van Vleck
Robeson	Fairmont	High	400	80,000	9/ 1/22	10/ 1/22	F. C. Jones	W. D. Harper
Scotland	Laurinburg	High	600	150,000	7/—/20	4/—/21	S. W. Rabb	W. C. Rogers
North Dakota								
Stutsman	Jamestown	Junior High	650	250,000	—/—/19	2/ 1/23	H. H. Kirk	Shannon, Boyd & Boyd
Ohio								
Cuyahoga	Cleveland	Collinwood High.	3500	2,344,000	3/21/21	9/26/22	Architect	W. R. McCormack
Cuyahoga	Cleveland	T. Jefferson Jr. H.	1500	950,000	6/20/21	1/ 1/23	Architect	W. R. McCormack
Cuyahoga	Cleveland	John Adams High.	2500	1,250,000	1/10/21	9/ 6/21	Architect	W. R. McCormack
Cuyahoga	Cleveland	P. Henry Jr. H.	1400	940,000	1/10/21	3/14/21	B. W. Taylor	W. R. McCormack
Cuyahoga	Cleveland	B. Franklin Gr.	1300	515,000	5/16/21	11/23/21	Architect	W. R. McCormack
Cuyahoga	Cleveland	Mt. Auburn Gr.	840	229,000	1/17/21	5/31/21	Miss Burke	W. R. McCormack
Cuyahoga	Cleveland	Longfellow Gr.	900	435,000	5/16/21	12/10/22	Architect	W. R. McCormack
Lake	Concord Rl. Dist.	Centralized	160	35,000	8/—/22	—/—/22	A. B. Wilson	
Lake	Painesville	T. W. Harvey H.	800	295,000	11/ 8/21	2/16/22	C. C. Underwood	F. L. Packard
Pennsylvania								
Berks	Reading	Northeastern Junior High.	1200	800,000	1/18/21	11/22/21	A. H. Leader	Smith, Drehrer, Churchman, Paul & Ford.
Lancaster	Lancaster	West End Grade	168	45,000	2/15/22	2/15/22	H. C. Blake	C. E. Urban
Lancaster	Earl Twp.	Western Rural	36	11,000	8/ 2/21	4/ 4/22	William Good	State Dept. of Inst.
Lancaster	Ephrata Twp.	Bethany Rural	88	12,000	4/20/22	6/ 3/22	Bd. of Education	State Dept. of Inst.
Lancaster	Manor Twp.	High	30	70,000	5/28/22	6/20/22	W. D. Marburger	M. P. Evans
Texas								
Kaufman	Kaufman	High	350	100,000	4/22/22	7/28/22	W. W. Biard	C. H. Page & Bro.
Wichita	Burkburnett	High	500	150,000	5/11/22	8/31/22	J. S. Mills	C. H. Page & Bro.
Virginia								
Rockbridge	Buena Vista	High	500	60,000	11/ 9/22	—/—/23	J. R. Janney	
Wisconsin								
Kenosha	Kenosha	Junior High	800	250,000	6/20/22	—/—/23		J. D. Chubb
Kenosha	Kenosha	High	1500	1,000,000	6/20/22	—/—/23		J. D. Chubb
Kenosha	Kenosha	Elementary	375	75,000	6/20/22	—/—/23		J. D. Chubb

Professional Standards for Classroom Teachers[1]

JESSIE A. SKINNER

President, Portland High-School Teachers' Association, Portland, Oregon

WHEN I received this subject, I thought with Napoleon, "Thirty Centuries have the Pyramids looked down upon you!"

"Professional Standards for Teachers." It is like Sally Ann's "old dress that has been turned wrong side out and hind side before and sponged and pressed and made over until you can't tell whether it's silk or calico or what." It has been lengthened, shortened, narrowed, taken in here, let out there, combined with new material, paneled, ruffled, and frilled. Yet that same old dress has to be made over once more and made to look like new. Can anybody be deceived? Perhaps not. Only a few who have recently moved into the neighborhood. The old-timers know the thing by heart, can tell the color a mile away, distinguish the material in the dark and recognize the pattern if they saw it in *Vogue*. It is the same old dress.

A teacher knows—that is anyone here knows—that she should have a high type of mental equipment; that she should improve by professional study; that she should have a fine attitude toward her work; that she should be loyal to superiors; coöperate with all; give efficient service to community and State; be an example to all in word, in deed, in thought; so live, so die, go home to glory and wear a crown forever and ever.

Teachers are of two classes—those who need a speech like this and those who do not. The people who are here are of the second kind—they attend teachers' meetings, read educational magazines, know the creeds of professionalism. Those of the first kind are not here; they do not care for educational meetings, will not read the magazines, and if they found this in their mail would throw it in the waste basket.

One who enters the teaching profession—if only for a year or two, until the law office can support itself or sweetheart earn enough to support two—should enter it with the idea of giving to the work all one has to give. In some way or other such a one should be made to feel that there is an obligation to the profession more vital than her ability to draw the pay check.

The teachers who are trying to do something for the schools, for the community, and for the teachers themselves find such expressions very familiar and very tiresome, "Oh! That doesn't make any difference to me. I don't expect to be here another year." "Tenure is all right for you people, but it doesn't interest me." "A retirement fund is all right for the old teachers, but I don't expect to teach all my life." "Why should I join any teachers' association? I don't care anything about it. It doesn't do me any good." "Oh! don't talk to me about school. I just hate it."

I should like to have this teacher change the "I don't expect" into an "I do expect." Let her say: "I may not be in this work long, but while I am in it I will give to all phases of it my interest and attention. I'll know everything I can about it; put my very best effort into it; and in so doing I'm sure I'll find it interesting and enjoyable." "Perhaps, too, I can make a place for myself that will be worth while, so that when I leave I shall feel I have done something to help along the biggest thing in the world."

What a joy, what an inspiration it would be if we all talked like that! Too many teachers are ashamed of and decry their own profession. They will not "talk shop" because they do not like to be known as teachers. Did you ever know a real doctor who wasn't interested in his profession, in his patients, and who did not like to talk about them? Doctors talk operations; lawyers talk cases; engineers talk projects; business men talk business; society women talk bridge; married women discuss their maids and their children. Talk shop? Every one talks shop. Why shouldn't a teacher talk about school? It is the biggest business in the world and the one in which most people should be vitally interested. If this teacher would change her attitude toward her profession—be interested in it—and quit deprecating the fact that she is a teacher, she would do much toward popularizing education with the public. Rudyard Kipling says, that "a man who talks shop is always interesting because he knows what he is talking about."

The teacher who goes to the other extreme, who never puts on the "exhaust" when it comes to school affairs, who carries a critical attitude with her wherever she goes, is as bad as the former. I can readily understand why others would not care to be in the same class. Her conversation reminds me of the story of the negro servant who gave out with equanimity the same kind of feed to all animals.

"Jim," said the farmer, "have you fed the horses?"

"Yassir."

"What did you feed 'em?"

"Hay."

"Have you fed the cows?"

"Yassir."

"What did you feed 'em?"

"Hay."

"Did you feed the ducks?"

"Yassir."

"What did you feed 'em?"

"Hay?"

"Did they eat it?"

"Nawsir: Dey didn't exactly eat it, so far as I saw, but dey was talking about it when I lef'."

With all the routine of classroom work, with the weariness that comes at the end of the day, it is hard to keep up one's general information, one's interest in community affairs and community problems. But the teacher should establish as many lines of communication with the world outside of school as possible. She should know her community and in what ways she can best serve it. Too many teachers have their first introduction to the community when they ask for an increase in salary.

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

[1] An address delivered before the general session of the National Education Association, Boston, Massachusetts, July 3, 1922.

Keep Me From Petty Thought

A. Evelyn Newman

Colorado State Teachers' College,
Greeley, Colorado

Keep me from automatic rule and petty thought.
With lips all prayerful let me drink from Nature's chalice the spirit of the mountains' patience,
The tenderness of night, the changing beauty of the sea and sky,
The impartial justice of the sun,
The life-renewing vigor of the rain.
Grant me the courage-blade to carve through prejudice and propaganda,
Revealing false all doctrines not four-square with the great Master's Brotherhood of Man.
(Yea, and the Sisterhood of Woman, long delayed.)
Protect me from the academic blight of theory unapplied
And from the paralytic touch of habit that benumbs creative power.
Give me the philosophic sweetness which is akin to that of simple folk.
Make each day to be a great and joyous venture with young souls—
Those acolytes and priests of the New Order for which so many millions died.
Arouse me that I may unbind Prometheus
From rocks of cruelty and greed and tribal gods.
Grant that I, the teacher, may stand firm in this so perilous and sacrificial leadership of youth.
O God of Peace, Love, and Universal Salvation,
Create in me a clean and contrite heart,
Kindle my mind with the undying flame,
Bestow upon my tongue the Pentecostal power,
That I, Thy prophet of a fairer world,
May see it safely born to prove Thy word.

real service in helping to build the kind of citizenry the Nation needs?

St. Peter stood at the gate of Heaven receiving those who came, and questioning them concerning their work on earth. There was the lawyer, who with his record for fairness and justice had gained an enviable position in his town; the doctor, who with his skill had relieved the pain and suffering of his fellows; the minister, who had guided their souls aright; and the legislator, whom his townsmen had honored with a place in the law-making body of his State. Then the school teacher. "And what have you done?" asked St. Peter. "I? Why I started each one of these on his way to success. I gave him the ambition to be a strong and useful citizen."

How necessary, then, that we give real service. Do teachers ever try to "get by"? Are we ever time-servers instead of service-givers? We should achieve, not merely serve time. An interpretation of service submitted by a postal carrier and given out by ex-Postmaster General Will H. Hays says: "One of the greatest hindrances to the smooth revolution of the industrial wheel is the idea that a person's time is worth so much an hour. One hour of your time or my time in itself is simply worth nothing. One hour of your service—one hour of my service—that's a different proposition."

The nature of the educational system is such that it demands leadership and coöperation. A football player may think that the quarterback would have done better had he called an end-run instead of a line-buck, but it isn't his job to do the signaling. It is his to play the game, play up and play it well. If the teacher doesn't know the joy of doing real team work, then it is time to get busy. If she can't do it, then let her get a little business of her own where team work isn't essential.

The teacher should be ready and willing at all times to serve on committees when called on to do some important work outside of her own classroom. True, it is easier not to do so, but whoever achieved anything without effort?

The principal of the school in which I teach said to me not long ago: "Mr. S— is a wonderful man. I couldn't get along without him. That athletic work takes so much time and he does it all. And Miss B— with the school magazine, and Mr. R— with the band, and Miss S— with the scholarship committee. What would I do without them? I couldn't run my school." Then he turned to Mr. B—, saying: "You'd better go home," adding, "I wonder how many principals have to tell their teachers to quit working?" We would not fail him nor our school.

Is it worth while? Of the 217 students who graduated from Jefferson High School in June, more than 170 have signified their intention of continuing their education in higher institutions of learning.

The teacher, and I may add the principal and the superintendent, should be fair and just to all, and should deal out that justice without fear or favor. Our work should be bigger than our job. John should be punished or promoted according to his merits, not according to the influence his father has in the community. We have talked about this for a long time, but the fear of our position has made cowards of too many. It is impossible to make honest citizens if we set an example of dishonesty.

In all phases of her work the teacher should be human; she should not be as the little boy in his essay on gender pictured her. He said: "Gender is of three sects—masculine, feminine, and neuter. Masculine is the man sect, feminine the woman sect, and neuter, things having no life. Examples, hero, tigress, and teacher."

She should have a real human interest in boys and girls as such, not as so many containers to be filled with facts. She should be a student of psychology written and personality unwritten, remembering that John and Mary, Chauncey and "Anne spelled with an E," Izzy, Ole, Anatole are all problems that cannot be solved by the book.

She should be a real human being in her relations with other people, and not get the idea that intellectuality will make up for everything else. She should avoid the critical attitude that makes other people uncomfortable in her presence; should surround herself with professional books and magazines, and command respect for herself and her profession. Let her quit being sorry for herself, like her profession, or quit it, and serve the cause of education by doing so.

ENROLMENT *and* AFFILIATION

Life Enlistments

THIS is the first of a series of lists of persons who have become active members for life in the National Education Association. The goal for the present school year is one thousand such members. The quota for each State is equal to the number of Senators and Representatives in Congress. Full information about life enlistments may be had by writing to the State Director or to Mr. J. W. Crabtree, Secretary, 1201 Sixteenth Street Northwest, Washington, D. C. Additional lists of active members for life will appear in future numbers of THE JOURNAL.

AYDELOTTE, FRANK, *President, Swarthmore College*, Swarthmore, Pennsylvania. (15)
BAGLEY, WILLIAM CHANDLER, *Professor of Education, Teachers College, Columbia University*, New York City, New York, (7)
CARLSON, PHILIP E., *Principal, Roosevelt High School*, 2547-10th Avenue South, Minneapolis, Minnesota. (27)
CLARK, M. G., *Superintendent of Schools*, Sioux City, Iowa. (16)
COOK, WILLIAM ADELBERT, *Department of Education, University of South Dakota*, Vermilion, South Dakota. (1)
CORT, AMBROSE, *Principal, William J. Morrison School*, Rockaway Avenue & McDougal Street, New York City, N. Y. (5)
CRABTREE, J. W., *Secretary, National Education Association*, 1201 Sixteenth Street Northwest, Washington, D. C. (28)
ENGLISH, HARRY, *Secretary, Board of Examiners, Public Schools*, Franklin Building, Washington, D. C. (21)
FINLAYSON, JOHN D., *Fairmont College*, Wichita, Kansas. (14)
HAAS, FRANCIS B., *Bureau of Administration*, Department of Public Instruction, Harrisburg, Pennsylvania. (26)
HINES, LINNAEUS NEAL, *President of the Indiana State Normal Schools at Terre Haute and Muncie*, 1221 South Sixth Street, Terre Haute, Indiana. (23)
HOSMAN, EVERETT M., *Secretary, Nebraska State Teachers Association*, Lincoln, Nebraska. (13)
JOHNSON, THOMAS E., *State Superintendent of Public Instruction*, Lansing, Michigan. (4)
KELLEY, JAMES HERBERT, *Secretary, Pennsylvania State Education Association*, 10 South Market Square, Harrisburg, Pennsylvania. (3)
LINDBORG, ARTHUR E., *Assistant Director of Education*, St. Croix, V. I. (19)
MACCRACKEN, JOHN HENRY, *President, Lafayette College*, Easton, Pennsylvania. (12)
MAGILL, HUGH STEWART, *General Secretary of the International Sunday School Council of Religious Education*, Wardman Park Hotel, Washington, D. C. (2)
MORGAN, JOY ELMER, *Managing Editor of* THE JOURNAL, National Education Association, 1201 16th Street Northwest, Washington, D. C. (30)
NEWLON, JESSE H., *Superintendent of Public Schools*, Denver, Colorado. (8)
OBERHOLTZER, E. E., *Superintendent of Schools*, Tulsa, Oklahoma. (20)
SEERLEY, HOMER HORATIO, *President, Iowa State Teachers College*, Cedar Falls, Iowa. (18)
SIMS, JOHN FRANCIS, *President, State Normal School*, Stevens Point, Wisconsin. (6)
SMITH, HARRY LESTER, *School of Education*, Indiana University, Bloomington, Indiana. (10)
STRAYER, MRS. GEORGE D., *Teachers College*, Columbia University, New York City, New York. (11)
THALMAN, J. L., *Principal, Provisio Township High School*, Maywood, Illinois. (24)
THALMAN, JOHN W., *Superintendent of Schools*, St. Joseph, Missouri. (17)
WALTERS, R. J., *Superintendent of Schools*, Rocky Ford, Colorado. (9)
WILSON, H. B., *Superintendent of Schools*, Berkeley, California. (25)
WOODWARD, ANNIE CARLTON, *High School*, Summerville, Massachusetts. (22)

Affiliated Local Associations

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

ABILENE, KANSAS, *Abilene City Teachers' Association*, Ethel Giles, Secretary.
BELLEFONTAINE, OHIO, *Bellefontaine Teachers' Association*, Susie Parker, Secretary.
BROCKTON, MASS., *Brockton Teachers' Association*, Annie Burgess, Secretary.
HUNTINGTON, W. VA., *West Virginia Teachers' Association*, Helane W. Pryor, Secretary.
KALAMAZOO, MICH., *Kalamazoo Teachers' Club*, Gladys Todd, Secretary.
LEBANON, PA., *Lebanon County Branch of Pennsylvania State Teachers' Association*, Lavinia Boyer, Secretary.
LITTLE ROCK, ARK., *Robert E. Lee N. E. A. Club*, Ada Green, Secretary.
MALDEN, MASS., *Middlesex County Teachers' Association*, Arthur L. Doe, Secretary.
NEW YORK CITY, N. Y., *Association of Teachers of Districts 2 and 3*, Rufina A. Carls, Secretary.
TULSA, OKLA., *Tulsa Teachers' Club*, Avis Smith, Secretary.
WEEHAWKEN, N. J., *North Hudson Schoolmasters' Club*, Fred Ortel, Secretary.

Completed Enrolments

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

ABERDEEN, S. DAK., *Aberdeen City Teachers' Association*, Lydia M. Leistikow, Secretary.
ALAMEDA, CALIF., *Alameda Girls' School; Everett School*, Ada Bird, Principal; *Longfellow School*, Alice Orne Hunt, Principal.
ALTUS, OKLA., *Altus Public Schools*, Arty B. Smith, Superintendent; *Junior High School*, Charles Hatfield, Principal; *Senior High School*, B. O. Corbin, Principal; *Washington School*, May Fullerton, Principal; *Wilson School*, Stella Berry, Principal.
BAKERSFIELD, CALIF., *Emerson School*, Mrs. June S. Schley, Principal.
BAYONNE, N. J., *Horace Mann School*, Thomas Agnew, Principal.
BELINGTON, W. VA., *Belington Public Schools*, J. H. Rohrabaugh, Superintendent; *Grade Schools*, Dossie Bartlett, Principal; *Junior High School*, O. J. Woodford, Principal.
BELMONT, MASS., *Belmont High School*, Sanford B. Comery, Principal; *Brighton Street School*, Eva S. Burns, Principal; *Daniel Butler School*, Alice Farrar, Principal; *Homer School*, Vivian C. Dingley, Principal; *Josiah S. Kendall School*, John J. Vantura, Principal; *Payson Park School*, Jessie P. Whitney, Principal.
BELVIDERE, ILL., *Belvidere High School*, L. B. Beckington, Principal.
BERKELEY, CALIF., *Cragmont Elementary School*, Sue J. Irwin, Principal; *Garfield Junior High School*, D. L. Hennessey, Principal; *Hillside Elementary School*, Jeanette Barrows, Principal; *Jefferson Elementary School*, Mary O'Bannon, Principal; *John Muir Elementary School*, Lydia Atterbury, Principal; *Le Conte Elementary School*, John A. Imrie, Principal; *Longfellow Elementary School*, Annie Woodall, Principal; *McKinley Elementary School*, C. L. Barker, Principal; *Oxford Elementary School*, Mrs. Clara M. Parkridge, Principal; *Part Time Continuation High School*, W. W. Patty, Principal; *University Elementary School*, George E. Kyte, Principal; *Washington Elementary School*, A. J. Hamilton, Principal.
BINGHAM CANYON, UTAH, *Bingham Central School*, Helen Ashton, Principal; *Bingham High School*, L. W. Nielsen, Principal; *Highland Boy School*, H. W. Jorgenson, Principal; *Upper Bingham School*, Nanna Swenson, Principal.
BINGHAMTON, N. Y., *Alfred Street School*, Mrs. Ida M. Lane, Principal; *St. John Avenue School*, Mary E. Hunt, Principal.
BLOOMINGTON, IND., *Bloomington Junior High School*, Mary A. Kerr, Principal.
BOISE, IDAHO, *Central School*, Miss Coral M. Norton, Principal.
BOULDER, COLO., *Mapleton School*, Susie M. Lace, Principal.
BROOKLINE, MASS., *Driscoll School*, Minerva E. Fales, Principal; *Edward Devotion School*, Charles H. Taylor, Principal; *Pierce School*, Mary McSkimmon, Principal.
BURLINGTON, IOWA, *Burlington High School*, Ray H. Bracewell, Principal; *Charles Elliott Perkins School*, Anna L. Robins, Principal; *Jacob Gartner Lauman School*, Mabel S. Young, Principal; *James Wilson Grimes School*, Louise C. Gutekunst, Principal; *John Lockwood Corse School*, Robert K. Corlett, Principal; *Lincoln School*, Mary C. McKitterick, Principal; *North Hill School*, Josephine B. Burt, Principal; *Prospect Hill School*, Mary G. Leebrick, Principal; *Robert Graham Saunderson School*, Martha Cox, Principal; *Sunnyside School*, Hattie E. Kline, Principal; *Washington School*, Ivy Langley, Principal; *William Salter School*, William J. Samson, Principal.
BURLINGTON, VT., *Adams School*, Emma J. Chapman, Principal.
BURNSIDE, CONN., *Burnside Grammar School*, Mabel I. Moore, Principal.
CHELSEA, MASS., *Cary School*, Adelaide Pierce, Principal.

CHICAGO HEIGHTS, ILL., *U. S. Grant Elementary School,* Florentine Peters, Principal.

CINCINNATI, OHIO, *Jackson School,* Albertina Bechmann, Principal; *Pleasant Ridge School,* T. L. Simmermon, Principal; *Vine School,* E. E. Ellis, Principal.

CLEVELAND, OHIO, *Huck School,* N. O. Knight, Principal.

DEKALB, ILL., *DeKalb Township High School,* R. G. Bea, Superintendent.

DETROIT, MICH., *Barstow School,* G. A. Birkam, Principal; *Bellevue School,* Florence E. Geer, Principal; *Brownson School,* William A. Ellis, Principal; *Burton School,* Flora M. Miller, Principal; *Carstens School,* James G. Lake, Principal; *Chandler School,* Amelia C. Smith, Principal; *Crosman School,* Lotta V. McGregory, Principal; *Duane Doty School,* M. Emmett Weatherby, Principal; *Duffield School,* William A. Ellis, Principal, *Duffield Annex,* William A. Ellis, Principal; *Farrand School,* Grace E. Morton, Principal; *Greenfield Park School,* Teresina Facchinetti, Principal; *Hely School,* Nora L. Egan, Principal; *Myra Jones School,* Emma E. Coughlin, Principal; *Keating School,* Mrs. Amelia Durst Young, Principal; *Leland School,* Grace F. Woolfenden, Principal; *Lyon School,* Edith E. Shaw, Principal; *McKinley School,* Lefrieda S. McLean, Principal; *Marcy School,* Margaret A. Holmes, Principal; *Marr School,* Jennie M. Fleming, Principal; *John D. Pierce School,* O. B. Healy, Principal; *Roberts School,* Blanche M. Coulson, Assistant Principal; *Scripps School,* Mrs. Catherine Wineman, Principal; *Smith School,* Grace E. Beattie, Principal; *Stephens School,* Hiram W. Miller, Principal; *Thirkell School,* Alice E. Robison, Principal; *Thomas School,* Adella G. Richardson, Principal; *Williams School,* Camelia M. Stark, Principal; *Wingert School,* Marian Terry, Principal.

DRAPER, UTAH, *Draper School,* Reid Beck, Principal.

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

EAST HARTFORD, CONN., *Center School,* Catherine Finnegan, Principal.

EAST LANSING, MICH., *East Lansing High School,* W. C. Buchanan, Principal; *Liberty Hyde Bailey School,* Muriel Bowan, Principal.

EAST PEPPERELL, MASS., *Bolton Junior High School,* Susan L. Dow, Principal.

ELGIN, ILL., *Columbia School,* Aimee E. Lyford, Principal; *Franklin School,* Mabel H. Price, Principal; *Lincoln School,* Hattie M. Griffin, Principal; *George P. Lord School,* Mary C. Bateman, Principal; *Lowrie School,* Mary Donoghue, Principal; *McKinley School,* Wilerdean Gillilan, Principal; *Washington School,* Myrtle E. Huff, Principal; *Abby C. Wing School,* Mrs. Mattie H. Walls, Principal.

ELYRIA, OHIO, *Elyria Public Schools,* F. M. Shelton, Superintendent; *Ely School,* Bertha Philpott, Principal; *Franklin School,* Hittie McCloy, Principal; *Garford School,* Nellie Mantle, Principal; *Gates School,* Leanna Moore, Principal; *Hamilton School,* Elizabeth Freese, Principal; *High School,* R. P. Vaughn, Principal; *Jefferson School,* Myrtle Halliwill, Principal; *McKinley School,* Lizzie Hahn, Principal.

EMERYVILLE, CALIF., *Emeryville Grammar School,* Daniel B. Lacy, Principal.

ERIE, PA., *Columbus School,* John L. Coughlin, Principal.

EUCLID, OHIO, *Euclid Village Schools,* W. A. Franks, Superintendent; *Boulevard School,* Mrs. K. Ellis Ricklesimer, Principal; *Euclid School,* R. B. Sharrock, Principal; *Noble School,* Mrs. Bessie Wells, Principal; *Roosevelt School,* Edna E. Felt, Principal; *Shore School,* D. E. Metts, Principal; *Special Teachers' Department,* Grace Henry, Head.

FAIRBURY, ILL., *Edison Public School,* Nell Carrithers, Principal; *Fairbury Township High School,* E. W. Powers, Principal; *Isaac Walton Public School,* Ruth E. Bradshaw, Principal.

FLEMING, COLO., *Fleming Public Schools,* Harold V. Baker, Superintendent.

GRAND RAPIDS, MICH., *Jefferson School,* Clara E. Skinner, Principal.

HIAWATHA, KANS., *C. H. Janes School,* Mrs. Pearle A. Richards, Principal.

HUNTSVILLE, OHIO, *McArthur-Huntsville School,* E. J. Arnold, Superintendent.

INDIANAPOLIS, IND., *Shaw School Number 40,* Beulah W. Price, Principal; *School Number 56,* Grace M. Black, Principal.

IRONWOOD, MICH., *Newport School,* Carrie J. Bond, Principal; *Oliver School.*

KENOSHA, WIS., *Lincoln Junior High School,* Maud Shelton, Principal.

LAKEWOOD, OHIO, *Landon School,* Ella B. Money, Principal.

LARK, UTAH, *Lark School,* W. R. Stevens, Principal.

LEXINGTON, UTAH, *Lexington High School Faculty,* Roy G. Bigeloy, Principal.

LIHNE, KANAI, HAWAII, *Lihne Grammar School,* H. Stephens Simpson, Principal.

LOGAN, UTAH, *Logan City Teachers' Association,* Agnes K. Dewey, Secretary.

LORAIN, OHIO, *Brownell School,* Chloe E. Keller, Principal; *Harrison School,* Georgia E. Mead, Principal; *Hawthorne School,* E. E. Bruell, Principal; *Lincoln School,* G. F. Creamer, Principal; *Lowell School,* G. F. Creamer, Principal; *Whittier School,* R. B. Faris, Principal.

LOS ANGELES, CALIF., *Hewitt School,* Mary A. Colestock, Principal; *San Fernando School,* Callie M. Darnell, Principal; *Woodcrest School,* Jessamine Crapsser, Principal.

MACOMB, ILL., *Douglas School; Junior High School,* Margaret Crain, Principal.

MASSILON, OHIO, *Lorin Andrews School,* E. G. Bowers, Principal; *Emerson School,* E. G. Bowers, Principal; *Franklin School,* E. W. Lucas, Principal; *Harvey School,* A. I. Mayer, Principal; *Edmund A. Jones School,* J. C. Tannehill, Principal; *Lincoln School,* E. W. Lucas, Principal; *Longfellow School,* Mary E. Nill, Principal; *Horace Mann School,* Manly S. Clark, Principal; *Washington High School,* Harry R. Gorrell, Principal; *Whittier School,* Manly S. Clark, Principal.

MAYWOOD, ILL., *Provisio Township High School,* J. L. Thalman, Principal.

MUSKOGEE, OKLA., *Irving School,* T. E. Jones, Principal; *Longfellow School,* J. A. Knox, Principal.

NAPERVILLE, ILL., *Naperville Public Schools,* O. A. Waterman, Superintendent; *Naperville High School,* Blanche V. Graham, Principal.

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

NEW ORLEANS, LA., *McDonogh Memorial School,* Mary H. Howe, Principal.

NORFOLK, VA., *Henry Clay School,* Ellie Marcus Marx, Principal.

OBERLIN, OHIO, *Oberlin Public Schools,* Howard L. Rawdon, Superintendent; *Elementary School,* Mabel B. Askew, Principal; *High School,* W. Z. Morrison, Principal.

OMAHA, NEBR., *Beals School,* Helen M. Longsdorf, Principal; *Columbian School,* Jeannette Newlean, Principal; *Commenius School,* Margaret O'Toole, Principal; *South Lincoln School,* Jessie S. Flynt, Principal; *Train School,* Grace Koch, Principal.

ORMOND, FLA., *Pierson School,* G. D. Pinholster, Principal.

PHILADELPHIA, PA., *Frankford High School,* G. Alvin Snook, Principal; *Charles W. Henry School,* Caroline T. Moffett, Supervising Principal; *Leidy-Bennett School,* Margaret Robinson, Principal; *Manayunk School,* Howard B. Gladfelter, Principal; *Parker School,* Ella J. Finley, Principal.

PIEDMONT, CALIF., *Egbert W. Beach School,* Florence E. Luke, Principal; *Frank C. Havens School,* Ellen Driscoll, Principal; *Piedmont High School,* H. W. Jones, Principal.

PONTIAC, ILL., *Pontiac Township High School,* Marguerite Grady, Secretary.

PORTLAND, MAINE, *Libby School,* Alice L. Custis, Principal.

PORTLAND, OREGON, *Joseph Kellogg School,* E. T. Falting, Principal.

PORT ORANGE, FLA., *Port Orange School,* A. L. Hardy, Principal.

QUINCY, ILL., *Emerson School,* Sara Louise Derrick, Principal.

RANDOLPH, VT., *Randolph High School,* Jasper H. Wright, Principal.

RED BLUFF, CALIF., *Monroe School,* Edna Bayle, Principal.

RIVERTON, UTAH, *Bluffdale School,* Joseph S. Fish, Principal; *Herriman School,* E. L. Crawford, Principal; *Riverton School,* S. F. Stephenson, Principal.

ST. CLOUD, MINN., *St. Cloud Public Schools,* P. R. Spencer, Superintendent; *Franklin School; High School,* Elizabeth Clark, Principal; *Lincoln School,* Ellen Pettitt, Principal; *Roosevelt School,* Avisia Mabury, Principal; *Union School,* Mary Gallagher, Principal; *Washington School,* Edith Perkins, Principal.

ST. LOUIS, MO., *Special School Number 11,* Nellie P. Bashaw, First Assistant.

SAND SPRINGS, OKLA., *Sand Springs Public Schools,* Frank R. Pauly, Superintendent; *Central Grade School,* M. W. Taylor, Principal; *Garfield School,* C. C. Jelks, Principal; *High School,* E. D. Brewer, Principal; *Lake School,* Hazel Sampson, Principal; *Medio School,* R. W. Gehres, Principal.

SANDY, UTAH, *Butler School,* B. L. Lofgren, Principal; *Crescent School,* W. R. Edgel, Principal; *Granite School,* J. Arthur Mecham, Principal; *Jordan School,* D. C. Jensen, Superintendent; *Jordan High School,* E. W. Robinson, Principal; *Midvale School,* E. E. Greenwood, Principal; *Sandy School,* A. E. Peterson, Principal; *South Jordan School,* A. R. King, Principal; *Union School,* H. W. Burgon, Principal; *West Jordan School,* W. W. Malstrom, Principal.

SAN FRANCISCO, CALIF., *Balboa School,* Lucy F. Adams, Principal.

SAN JOSE, CALIF., *Washington School,* E. Holland, Principal.

SARATOGA, WYO., *Saratoga School,* C. W. Duerig, Principal.

SEDALIA, MO., *Arlington School,* Minnie Murphy, Principal; *Broadway School,* Lida Burress, Principal; *Eugene Field School,* Mrs. Anna Hannum, Principal; *Jefferson School,* Ethel McCluney, Principal; *Horace Mann School,* Belle Steele, Principal; *Prospect School,* Nina K. Slater, Principal; *Summit School,* Lydia D. Montgomery, Principal; *Supervisors of Sedalia; Washington School,* Anna Greer, Principal; *Whittier School,* Minnie A. Shaffer, Principal.

SOUTH ACTION, MASS., *South Acton School,* Mrs. Helen H. Cummings, Principal.

SOUTH BEND, IND., *Franklin School,* Edythe J. Brown, Principal.

SOUTH HAVEN, MICH., *South Haven Public*

Schools, L. C. Mohr, Superintendent; *Central School,* Agnes French, Principal; *Hartman School,* Maude Merson, Principal; *Indiana School,* Ada Bardwell, Principal; *Junior High School,* Frank Ayres, Principal; *North Shore School,* Vera Selkirk, Principal; *South Haven High School,* J. R. Hervey, Principal; *Special Teachers Department,* Cecile Gebhart, Head.

TACOMA, WASH., *Longfellow School,* Eva G. Smith, Principal.

TOLEDO, OHIO, *Indiana School,* Harriett S. Johnson, Principal.

TUBAC, ARIZ., *Tubac School,* S. H. Beattie, Principal.

WAIMEA, KAUAI, HAWAII, *Waimea Junior High School,* G. S. Sessions, Principal.

WARRENSBURG, MO., *Teachers' Community Association of the Central Missouri Teachers' College,* Gertrude Hosey, Secretary.

WAUKEGAN, ILL., *Cook School,* Alma Dietmeyer, Principal; *Waukegan Township High School,* Paul G. W. Keller, Superintendent.

WILKINSBURG, PA., *Wilkinsburg Public Schools,* William H. Martin, Superintendent; *Horner School,* Mary H. Gibson, Principal; *Johnston School,* Elizabeth O. Evans, Principal; *Junior High School,* E. E. Hicks, Principal; *Kelly School,* Eleanor B. Ralston, Principal; *McNair School,* Mrs. Mary A. Gregg, Principal; *Semple School,* Mrs. Elizabeth J. Sloane, Principal; *Senior High School,* W. C. Graham, Principal; *Special Teachers' Department.*

WINNETKA, ILL., *Winnetka Public Schools,* Carlton W. Washburne, Superintendent; *Greeley School,* Mrs. Julia Ostegaard, Principal; *Horace Mann School,* Soren Ostergaard, Principal; *Hubbard Woods School,* Marion Carswell, Principal; *Skokie School,* Willard W. Batty, Principal.

WOOSTER, OHIO, *Bowman Street School,* H. D. Wile, Principal.

WRAY, COLO., *Wray Public School.*

YOUNGSTOWN, OHIO, *Myrtle Avenue School,* Ferne Irey, Principal.

ZANESVILLE, OHIO, *Madison School,* Anna M. Garges, Principal; *Sheridan School,* Beulah C. Thompson, Principal.

GUIDE TO BOOKS

Select List

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

BOK, EDWARD WILLIAM. A Dutch boy fifty years after. N. Y., Scribner, 1921. 217p. illus. 80c.

An abridged edition of *The Americanization of Edward Bok.* Tells the story of his school life in Brooklyn, his early efforts to aid his family, the beginnings of his journalistic career, his later success, and wide influence as an editor. Suitable for seventh and eighth grades.

BORAAS, JULIUS. Teaching to think. N. Y., Macmillan, 1922. 289p. illus. $1.60.

An interesting text on an unusual subject, written for teachers who desire to cultivate the habit of thought in students. Its purpose is to "discover the principal types of thinking which are required in everyday life, and to indicate practical ways and means for their development in the ordinary school."—*Preface.* A list of thought problems is appended to each chapter and there are vocabulary tests, a bibiography, and index.

CATHER, WILLA SIBERT. One of ours. N. Y., Knopf, 1922. 459p. $2.50.

Life on the broad Nebraska prairies, his years at college and his marriage all failed to enable Claude Wheeler to realize life as the great and beautiful thing he believed it must be. With the war he finds an outlet for his ideals and energy. The characters are real people and the descriptions make lasting pictures.

DAVIS, SHELDON EMMOR. The technique of teaching. N. Y., Macmillan, 1922. 346p. illus. $1.40.

Practical suggestions for the teaching of grade school subjects, with definite examples of methods used. More specific than Parker, *General methods of teaching in elementary schools.* Chapter bibliographies.

KUHLMANN, FRED. A handbook of mental tests. Balt., Warwick, 1922. 208p. $2.

A revision, much extended, of the Binet-Simon tests for determining the mental development of children and adults. Based on the observation of seven thousand children and adults, both normal and feeble-minded, for a period of seven years. Author is director, Minnesota Research Bureau in Mental Deficiency and psychologist for the Minnesota State Department of Education.

LUCKIESH, M. The book of the sky; a résumé of personal experience and observation. N. Y., Dutton, 1922. 236p. illus. $3.50.

Entertaining descriptions of the wonders of cloudland and its aspects and meanings in revealing the winds and foretelling the weather, for the general reader and the aerial traveler. Technicalities have been reduced to a minimum. Illustrated with photographs of cloud phenomena.

MCKINNEY, JAMES. Success through vocational guidance, by James McKinney and A. M. Simons. Chic., Amer. Tech. Soc., 1922. 270p. $2.

Analysis of the principal occupations open to young men, describing the character of the work, the qualifications necessary, both personal and educational, and the average remuneration. More detailed and specific than Richard's *The man of tomorrow.*

PHILADELPHIA. South Philadelphia high school for girls. Everyday manners for American boys and girls. N. Y., Macmillan, 1922. 115p. illus. $1.

Live boys and girls will prefer this for the clever gaiety of its maxims which epitomize actual experiences worked out by the children themselves, to the more stereotyped form of *Manners and conduct in school and out.* Humorous topical insets, quaint silhouette illustrations, and chapter problems. Its originality should stimulate an interest in good manners.

REYNOLDS, FRANCIS JOSEPH, *ed.* Reynolds' comprehensive atlas and gazetteer of the world; rev. to date by Adam Ward. 1922 ed. N. Y., Reynolds, 1922. 356p. illus. maps. 39½cm. $4.50.

Good up-to-date atlas, with special features not usually found including illustrated physical and commercial analysis of the world; illustrated gazetteer of cities and towns of the world with numerous maps; gazetteer of railroads giving length of main line and total mileage of passenger carrying lines in the U. S., Canada, and Mexico, with maps; auto maps of States, with motor-car laws of the U. S. and Canada and traffic rules followed in most cities; chronology of world war and succeeding events of world history to May 25, 1922. 1920 Federal census used. The best cheap atlas for library use.

RUCKER, AUGUSTA. Ten talks to girls on health. N. Y., Woman's press, 1921. 99p. $1.

Chapters suggestive rather than detailed, covering the principles necessary for complete and healthy living. Prepared primarily for club leaders, but will be useful to any social worker interested in the development of girls' characters. Each chapter is preceded by an outline and there is a bibliography.

SNEDDEN, DAVID SAMUEL. Educational sociology. (Social science series.) N. Y., Century, 1922. 689p. $4.

Valuable and suggestive for mature students on account of the wide variety of problems for discussion. The first two parts cover general sociological questions. The third and fourth parts cover the sociological aspects of education. Questions for discussion at the end of each chapter and chapter bibliographies. Stronger on the educational side than Chancellor's *Educational sociology.*

STEWART, CORA WILSON. Moonlight schools. N. Y., Dutton, 1922. 194p. illus. $2.

The story of a movement for adult education originating in Kentucky in 1911, which has spread far beyond the borders of that State and has for its aim the abolition of illiteracy throughout the country. Amusing and pathetic stories are told of some of the students, ranging in age from eighteen to ninety-eight, eager to make the most of their new opportunities.

THOMAS, FRANK WATERS. Training for effective study (Riverside textbooks in education. Division of secondary education). Bost., Houghton, 1922. 251p. $1.90.

"A practical discussion of effective methods for training school pupils to organize their study procedure."—*Subtitle.* Bibliography (2p.) and suggested readings following chapters. Not for the student, as is Kitson's *How to use your mind.*

VAN DENBURG, JOSEPH KING. The junior high school idea. N. Y., Holt, 1922. 423p. $1.50.

A textbook for teachers giving the results obtained in the Speyer experimental junior high school in New York city, in which the aims and practices discussed have been or are being worked out with a slected group of about six hundred boys from twenty elementary schools under the charge of carefully selected teachers, the whole experiment having been under the supervision of Teachers College, Columbia University.

Chapter questions, appendixes containing courses of study offered, bibliography divided into elementary school teachers', high-school teachers' and supervisors' professional library and index. More practical and concrete than either Bennett, *The junior high school,* or Briggs, *The junior high school,* as it gives the results of an experiment conducted in one school where especially favorable conditions existed, making expert observation possible over an extended period.

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 the *Monthly Catalogue* of U. S. Public Documents, No. 333, for September, 1922, and from the various publishing houses represented.

ADAMS, ELIZABETH STARBUCK. *Junior typewriting.* N. Y., Gregg Pub. Co., 1922. 95p. $1.

BATHO, DOROTHY, and HYDE, A. LILIAN comps. *A school edition of the Old Testament.* N. Y., Macmillan, 1922. 180p. $1.20.

BIRDWOOD, WILBUR D. *Euclid's outline of sex; a Freudian study; ill. by Herb Roth.* N. Y., Holt. 1922. 75p. $1.50

BLACK, NEWTON HENRY, and DAVIS, HARVEY N. *Practical physics.* N. Y., Macmillan, 1922. 564p. $1.68.

BROOKS, SAMUEL S. *Improving schools by standardized tests.* Boston, Houghton Mifflin, 1922. 293p. $1.75.

BRUCE, ROBERT. *Brandywine: a revolutionary battlefield on the main traveled highway between N. Y., Phila., Balt., and Wash.; in coöperation with Am. Auto Assn., Auto. Club of Am., Nat'l Highways Assn.* 18 Old Slip, New York City, National Highways Association, Author, 1922. 53p. 75c.

BRYCE, JAMES VISCOUNT. *The hindrances to good citizenship.* New Haven, Conn., Yale Univ. Press, 1922. 138p. $1.25.

BURCH, HENRY REED, and PATTERSON, S. HOWARD. *Problems of American democracy, political, economic, social.* N. Y., Macmillan, 1922. 601p. $1.72.

CAPPER, ARTHUR. *The Agricultural Bloc; with an introd. by Kenyon L. Butterfield.* N. Y., Harcourt, Brace, 1922. 178p. $1.25.

CASSEL, GUSTAV. *Money and foreign exchange after 1914.* N. Y., Macmillan, 1922. 287p. $2.25.

CLARK, W. IRVING. *Health service in industry.* N. Y., Macmillan, 1922. 168p. $2.

CONANT, LAWRENCE WICKES. *Tackling Tech.; suggestions for the undergraduate in technical school or college.* N. Y., Ronald Press. 197p. $1.50.

COOK, KATHERINE M. *Supervision of rural schools.* U. S. Bureau of Educ., Bul. 10, 1922. Supt. of Docs., Wash., D. C., Govt. Printing Off. Paper. 114p. 15c.

CORSON, DAVID B., and CORNISH, HUBERT R. *Founders of freedom in America; a biographical history for the elementary grades.* N. Y., Hinds, Hayden & Eldredge, 1922. 305p. $1.12.

CRESSON, WILLIAM PENN. *The Holy alliance; the European background of the Monroe doctrine.* N. Y., Oxford, 1922. 158p. $1.50.

CUNEO, SHERMAN A. *From printer to president.* Phila., Dorrance, 1922. 153p. Illustrated. $1.75.

DAVIS, KARY CADMUS. *Horticulture; a textbook for high schools and normals.* Phila., Lippincott, 1922. 416p. $1.75.

DAVISON, ALBERT WATSON, and VAN KLOOSTER, HENRY S. *Laboratory manual of physical chemistry.* N. Y., Wiley. 1922. 190p. $2.

DETWEILER, FREDERICK G. *The negro press in the United States.* Chic., Univ. of Chic. Press, 1922. 274p. $3.

DEWEY, DAVIS RICH. *Financial history of the United States; 8th ed.* N. Y., Longmans, Green & Co., 1922. 567p. $2.50.

DEWEY, DAVIS RICH, *and* SHUGRUE, MARTIN JOSEPH. *Banking and credit; a textbook for colleges and schools of business administration.* N. Y., Ronald Press, 507p. $3.

DULL, CHARLES E. *Essentials of modern physics.* N. Y., Holt. 535p. $1.72.

DUNBAR, CHARLES F. *The theory and history of banking.* 4th ed. N. Y., Putnam, 1922. 327p. $1.85.

EGBERT, JAMES C. *University summer schools.* U. S. Bureau of Educ. Bul. 31, 1922. Supt. of Docs., Wash., D. C., Govt. Print. Off. Paper. 14p. 5c.

FARIS, JOHN T. *Men who conquered (a discussion of success).* N. Y., Revell, 1922. 185p. $1.25.

FISHER, BOYD. *Mental causes of accidents.* Boston, Houghton, Mifflin Company. 315p. $2.50.

FORMAN, SAMUEL EAGLE. *Our republic; a brief history of the American people.* N. Y., Century. 869p. $5.

FOSTER, OLIVE HYDE. *Housekeeping, cookery, and sewing for little girls.* N. Y., Duffield, 1922. 394p. $2.

FOX, FLORENCE C. *Tendencies in primary education.* U. S. Bureau of Educ., Teachers' leaflet 10, Sept., 1922. Wash., D. C., U. S. Bureau of Educ. Free.

GEBHART, JOHN C. *Malnutrition and school feeding.* U. S. Bureau of Educ. Bull. 37, 1921. Supt. of Docs., Wash., D. C., Govt. Print. Off. Paper. 42p. 5c.

GRAESER, C. A. *Reference chart of Spanish verbs.* Yonkers, N. Y. World Bk. Co., 1922. Paper. 8p. $3 per 25.

GRIMM, JAKOB LUDWIG KARL, and GRIMM, WILHELM KARL. *The golden bird and other stories.* Illustrated. Phila., Jacobs, 1922. 115p. 75c.

—— *Snow White and other stories.* illustrated. Phila., Jacobs, 1922. 115p. 75c.

GUBBINS, JOHN HARINGTON. *The making of modern Japan; an account of the progress of Japan from pre-feudal days to constitutional government and the position of a great power; with chapters on religion, the complex family system, education, etc.* Phila., Lippincott, 1922. 316p. $5.

GUEDALLA, PHILIP. *The second empire; Bonapartism; the prince; the president; the emperor.* N. Y., Putnam. 457p. $5.

GULICK, SIDNEY LEWIS. *The Christian crusade for a warless world.* N. Y., Macmillan. 197p. $1. Cloth.

HADLEY, HERBERT SPENCER. *Rome and the world today; a study, in comparison with present conditions, of the reorganization of civilization under the Roman empire which brought to a war-worn world 200 years of peace.* N. Y., Putnam. 378p. $3.50.

HALL, JENNIE. *Buried cities; with many drawings and photographs from original sources.* N. Y., Macmillan. 171p. $2.

HAMMOND, C. S., AND CO. *Hammond's modern atlas of the world.* N. Y., Author, 1922. 176p. $3.

HAUGHTON, PERCY D. *Football and how to watch it.* Illustrated. Boston, M. Jones. 231p. $3.

HAZELTINE, MARY EMOGENE. *Fundamentals of reference service;* reprinted from Wisconsin Library Bulletin, rev. ed. Chic., Am. Library Assn., 1922. 16p. Paper, 25c.

HEWLETT, R. TANNER. *A manual of bacteriology, clinical, and applied.* N. Y., Macmillan, 1921. 807p. $6.

HOBHOUSE, LEONARD TRELAWNEY. *The elements of social justice (philosophy).* N. Y., Holt, 1922. 247p. $2.

HOLLEY, CHARLES ELMER. *The teacher's techinque.* N. Y., Century. 378p. $2.

HOLZINGER, MARION STONE. *Fundamentals of business English.* Yonkers, N. Y., World Bk. Co. 260p. $1.28.

HUGHES, RAY OSGOOD. *Problems of American democracy.* Boston, Allyn and Bacon, 1922. 666p. $1.60.

JACKSON, WALTER CLINTON. *A boy's life of Booker T. Washington.* N. Y., Macmillan. 158p. $1.25.

JACOBS, LEO. *Three types of practical ethical movements of the last half century.* N. Y., Macmillan, 1922. 184p. $1.50.

JAMES, WILLIAM. *Dictionary of the English and German languages; 46th ed.; rewritten and enl.; English-German and German-English in 1 v.* Chic., Regan Pub. Corp. 544p. $2.25.

JAMES, WILLIAM, and GRASSI, GIUSEPPE. *Dictionary of the English and Italian languages; 15 ed.; rewritten and enl.* Chic., Regan Pub. Corp. 364p. $2.25.

JAMES, WILLIAM, and MOLÉ, A. *Dictionary of the English and French languages; 21st ed.; rewritten and enl.* Chic., Regan Pub. Corp. 673p. $2.25.

JOHNSEN, JULIA E. *Cancellation of the allied debt.* N. Y., H. W. Wilson Co., 1922. 61p. 75c.

KIRBY, RICHARD SHELTON. *Exercises in the elements of descriptive geometry.* N. Y., Wiley, 1922. 59p. $1.

LANE, FRANKLIN KNIGHT. *The letters of (author), personal and political; ed. by Anne Wintermute Lane and Louise Herrick Wall.* Boston, Houghton, Mifflin & Co. 473p. $5.

LARCOM, LUCY. *A New England Girlhood; Outlined from Memory.* Boston, Houghton, Mifflin, 1889. 274p. Riverside Literature Series, No. 12. Cloth binding, 80c.

LEONARD, STERLING ANDRUS. *Reading for realization of varied experience; for the primary and intermediate grades and the junior and senior high school.* Phila., Lippincott, 1922. Paper, 50c.

LEVITAS, ARNOLD. *Editorial English; a manual for proof-readers, printers, editorial workers, and people who are engaged in literary pursuits.* 21 Montgomery St., Jersey City, N. J., W. A. Hildebrand, 1923. 300p. $3.

LIBBY, FREDERICK J. *War on war: campaign textbook.* Wash., D. C., National Council for Reduction of Armaments, 1922. 70p. 10c. or 12 copies for $1.

LOMBARD, ELLEN C. *Home education by means of reading courses and coöperation of State and National agencies.* U. S. Bureau of Educ. Home Education Circular 2. Supt. of Docs., Wash., D. C., Gov't Print. Off. Paper, 11p. 5c.

MASSACHUSETTS DEPARTMENT OF EDUCATION; DIVISION OF UNIVERSITY EXTENSION. *State supported University Extension courses offered for correspondence instruction.* Boston, State Dept. of Education, 1922. 15p. Paper. Apply.

MAYERSTEIN, A. A., comp. *How divide the word; a compilation of 7200 words in most common use showing their correct division into syllables, and designed especially for handy reference of printers, proofreaders, stenographers, correspondents, etc.; 2nd ed.;* rev. and enl. Lafayette, Ind., Compiler, 1922. 96p. $1.

MEEKER, EZRA. *Ox-team days on the Oregon Trail.* Rev. & ed. by H. R. Driggs,

Yonkers, N. Y., World Bk. Co., 1922. 235p. $1.20.

MEYER, HENRY HERMAN, ed. *The superintendent's helper.* N. Y., Methodist Bk. Concern, 1923. 190p. 40c.

MILLER, HARRY LLOYD. *Directing study; educating for mastery through creative thinking.* N. Y., Scribner, 1922. 385p. $1.80.

MILLER, HUGH CRICHTON, M. A., M. D. *The new psychology and the teacher.* N. Y., Seltzer. 225p. $1.60.

NESBIT, WILBUR D. *First principles of advertising.* N. Y., Gregg Pub. Co., 1922. 115p. Trade edition, $1.50; School edition, $1.

NEW YORK STATE DEPT. OF LABOR. *Course of employment in New York State from 1914-1921.* (Special bull. no. 113; Sept., 1922.) N. Y., Author. 136p. Paper. Free while supply lasts.

NIVER, HARMON BAY. *Complete geography; Pennsylvania ed.* N. Y., Hinds, Hayden & Eldredge, 1922. 399p. $1.40.

NORMAN, JAMES WILLIAM. *A comparison of tendencies in secondary education in England and the United States.* N. Y., Teachers College, 1922. 205p. $2.50. Paper, $2.

OBERHOLTZER, ELLIS PAXSON. *The morals of the movie.* Phila., Penn. 251p. $1.25.

OGBURN, WILLIAM FIELDING. *Social change with respect to culture and original nature.* N. Y., Huebsch. 384p. $2.

OLCOTT, FRANCES JENKINS. *Good stories for great birthdays.* Boston, Houghton Mifflin, 1922. 511p. $3.

PENCE, RAYMOND WOODBURY. *Short stories by present-day authors.* N. Y., Macmillan, 1922. 431p. $1.80.

RAZOVSKY, CECILIA. *What every emigrant should know; a simple pamphlet for the guidance and benefit of prospective immigrants to the U. S.; also in Yiddish.* National Council of Jewish Women, 1922. 63p. 10c.

RICHARDS, JOHN N. *Dramatized rhythm plays; Mother Goose and traditional.* N. Y., A. S. Barnes & Co., 1922. 58p. ill. $2.40.

RILEY, EUGENE BONIFACE. *Economics;* including recent examination questions; (Globe outline Ser.) N. Y., Globe Bk. Co., 1922. Paper. 96p. 60c.

ROBBINS, HAYES. *The labor movement and the farmer;* introd. by Kenyon L. Butterfield N. Y., Harcourt, Brace, 1922. 201p. $1.25.

RUSSELL, BERTRAND ARTHUR WILLIAM. *The problem of China.* N. Y., Century. 276p. $2.

SAWYER, JOSEPH DILLAWAY. *History of the Pilgrims and Puritans:* their ancestry and descendants; basis of Americanization. 8 W. 47th St., N. Y., Century History Co., 1922. 3 v. 405+468+440p. Half lea., $44.50; buck. $39.50.

SEARSON, J. W., MARTIN, GEORGE E., and TINLEY, LUCY WILLIAMS. *Studies in reading:* additional primer. Chic., Univ. Pub. Co., 1922. 138p.

SHARP, DALLAS LORE. *Education in a democracy.* Boston, Houghton Mifflin, 1919-'22. 154p. $1.25.

SMITH, FRED B. *On the trail of the peacemakers.* N. Y., Macmillan, 1922. 239p. $1.75.

SMITH, WILLIAM A. *The reading process.* N. Y., Macmillan. 279p. $1.40.

STANDARD CATALOG BIMONTHLY: *a selected list of best books for the small library.* (Vol. 1, No. 5.) N. Y., H. W. Wilson Co., 1922. Paper.

STEARNS, LUTIE EUGENIA. *Essentials in library administration.* Chic., American Library Ass'n, 1922. 87p.

STEINER, RUDOLPH. *The threefold commonwealth.* 701 Carnegie Hall, N. Y., Threefold Commonwealth Pub. Ass'n, 1922. 246p. $2.

STOCKDER, ARCHIBALD H. *Business ownership organization.* (Am. business ser.) N. Y., Holt, 1922. 631p. $3.

STODDARD, BURR CLINTON. *America's race heritage:* immigration. N. Y., National Historical Soc., 1922. 400p. $4.

STRONG, E. K. JR. *Brief introductory psychology for teachers.* Balt., Warwick & York, 1922. 252p.

THORNDIKE, EDWARD LEE. *The teachers' word book.* N. Y., Columbia Univ., Teachers College. 74c. (Corrected from October JOURNAL.)

THORPE, FRANCIS NEWTON. *The essentials of American government.* N. Y., Putnam. 206p. $1.75.

THURSTONE, L. L. *Thurstone employment tests; examination in clerical work; form A.* Yonkers, N. Y., World Bk. Co., 1922. Paper, $1.50 per 25.

——. *Thurstone employment tests; examination in typing; form A.* Yonkers, N. Y., World Bk. Co., 1922. Paper, $1.50 per 25.

TOWNER, EARL, and HESSER, ERNEST. *Glee and chorus book for male voices.* N. Y., Silver, Burdett & Co., 1922. 144p.

TREASURY DEPARTMENT, U. S. PUBLIC HEALTH SERVICE. *High schools and sex education:* a manual of suggestions on education related to sex. Supt. of Docs., Govt. Print. Office, Wash., D. C. 105p. 50c.

U. S. BUREAU OF EDUCATION. *A kindergarten-first-grade curriculum.* U. S. Bureau of Education Bulletin, 1922. no. 15. 73p. 10c.

U. S. BUREAU OF EDUCATION. *Milk and our school children.* Supt. of Docs., Gov't Print. Off., Washington, D. C. 31p. Paper. 5c.

U. S. DEPARTMENT OF LABOR. *Suggestions for securing and holding attendance of foreign-born adults upon public-school English and citizenship classes.* Supt. of Docs., Gov't Print. Office, Wash., D. C. 30p. Paper. 5c.

WALKER, CHARLES RUMFORD. *Steel.* The diary of a furnace worker. Boston, Atlantic Monthly Press, 1922. 164p.

WALKER, R. G. *A classified selection of problems in accounting.* Ann Arbor, Mich., George Wahr, 1922. 181p. $1.50.

WARREN, HOWARD CROSBY. *Elements of human psychology.* Bost., Houghton Mifflin. 426p. $2.25.

WASHBURN, ROBERT M. *Productive dairying; 2nd ed. rev.* Phila., Lippincott, 1922. 436p. $2.50.

WATKINS, GORDON S. *An introduction to the study of labor problems;* (Social science ser.) N. Y., Crowell, 1922. 679p. $3.

WHEELER, OLIVE A. *Bergson and education;* with a foreword by J. L. Paton N. Y., Longmans, Green, 1922. 130p. $2.25.

WILLIAMS, JESSE FEIRING. *The organization and administration of physical education.* N. Y., Macmillan. 338p. $2.

—— *Personal hygiene applied.* Phila., Saunders. 412p. $2.50.

WILSON, GEORGE GRAFTON. *International law; 8th ed.; earlier eds. by (author) and George Fox Tucker,* N. Y., Silver, Burdett, 1922. 550p. $4.

WILSON, GEORGE PICKETT. *Informal oral composition.* Boston, Palmer Co., 1922. 201p. $1.20.

WISE, STEPHEN S. *Children versus parent.* N. Y., Macmillan, 1922. 139p. $1.25.

WOODS, FREDERICK SHENSTONE, and BAILEY, FREDERICK HAROLD. *Elementary calculus.* Boston, Ginn and Co., 1922. 326p. $3.

Books About Franklin

BENJAMIN FRANKLIN was a great reader and lover of books. He encouraged the use of books by others and is often referred to as the father of the American free public library. From his reading he derived much of the good judgment and knowledge of world affairs which enabled him to play a leading rôle in the development of the American Nation. His writings have been translated into many languages and about him many books have been written. Some of the best of them are here listed. Franklin's birthday, January 17, may well be celebrated by reading in these books. This list with notes was prepared especially for THE JOURNAL by Miss May Massee, editor of *The Booklist* of the American Library Association.

FRANKLIN, BENJAMIN. Autobiography: and a sketch of Franklin's life from the point where the autobiography ends, drawn chiefly from his letters. Boston, Houghton, 1902. 253p. $1.25. Illustrated by E. Boyd Smith, N. Y., Holt, 1916. $2.25.

Probably no other book gives a better picture of the early periods of our history, made doubly interesting by the personal element of the book. For upper grades and high school.

BACHELLER, IRVING ADDISON. In the days of Poor Richard. Indianapolis, Bobbs-Merrill, 1922. $2.

A love story that introduces Washington and Franklin and which has a good deal of historic atmosphere. For high-school age.

BALDWIN, JAMES. Four great Americans. N. Y., American Book Co., 1897. 64c.

Washington, Franklin, Webster, Lincoln. The simply told and short account of Franklin's life can be used in the third and fourth grades.

BROOKS, ELDRIDGE STREETER. True story of Benjamin Franklin. Boston, Lothrop, 1898. 250p. illustrated. $2.

Interestingly told for children from the fourth to seventh grades. Has many illustrations.

DUDLEY, EDWARD LAWRENCE. Benjamin Franklin (True stories of great Americans). N. Y., Macmillan, 1915. 232p. $1.

His career as printer, scientist, philosopher, and diplomat entertainingly told and suitable for sixth and seventh grade reading.

HAWTHORNE, NATHANIEL. Grandfather's chair and biographical stories. Boston, Houghton, 1907. $2. Biographical stories (Riverside literature series). Boston, Houghton. 32c.

Recounts an incident in Franklin's boyhood wherein he and friends learn that public good cannot result from injury to an individual.

MORSE, JOHN TORREY. Benjamin Franklin (American statesmen). Boston, Houghton, 1897. 428p. $2.

For the adult reader.

OSWALD, JOHN CLYDE. Benjamin Franklin, printer. Garden City, L. I., Doubleday, 1917. $2.

A biographical sketch that deals especially with Franklin's work as a printer. Illustrated with facsimiles and extracts from Franklin's works.

Selected Booklist on Rural Education

THE FOLLOWING LIST OF BOOKS was prepared by a committee of three in the Department of Rural Education, Teachers College, Columbia University, New York. This committee consisted of Miss Mabel Carney, Miss Fannie W. Dunn, and Miss Rosamond Root. In compiling the list the committee first formulated standards for evaluating the books considered and then reviewed practically everything written in the rural field. By the standards adopted each book chosen had to meet the following requirements:

1. Relate specifically to rural education as conducted in public schools. This immediately eliminated all books on rural sociology.

2. Uphold democratic American standards of educational opportunity designed to give country children as fair a chance as all others. Books endorsing the vocationalization of the rural elementary school have been ruled out at this point.

3. Make a practical, definite, and current contribution to the present-day problems of rural education.

4. Be well written.

Beside meeting the above requirements the list has been obviously restricted further for want of space. This has necessitated the choice of but one book in each division of the field and forced the omission of some volumes which would otherwise have been included. Notwithstanding these limitations the selections finally made will serve, it is believed, as a standard list for the practical guidance of all engaged in rural school work or interested in its promotion.

ANDRESS, J. MACE. *Health Education in Rural Schools.* Houghton Mifflin Company, Boston, 1919.

The author of this book introduces his subject with a good statement of health conditions in the country and then devotes the major part of his discussion to the teaching of health and the formation of health habits among rural children. The book contains good reference lists, illustrations, and class exercises.

BETTS, G. H. and HALL, OTIS E. *Better Rural Schools.* Bobbs-Merrill Company, Indianapolis, 1914.

One of the fullest and most detailed of the early books on rural education. Treats questions of curriculum, teacher-training, and administration, with special emphasis upon consolidation.

BRIM, O. G. *Rural Education.* Macmillan Company, New York. (Ready in February.)

A critical study of the objectives and needs of rural elementary education. Defines the two schools of thought in rural education and emphasizes the danger of vocationalizing the rural elementary school and restricting country children to the limitations of their immediate environment. Part one deals with the proposed purposes of rural elementary education; part two with standards for judging these purposes; part three with the educational possibilities and needs of the rural environment; and part four with the practical implications of the philosophy set forth, for rural elementary education. A notable contribution on a timely theme.

BUTTERFIELD, KENYON L. *The Farmer and the New Day.* Macmillan Company, Chicago, 1919.

A stimulating and vision-giving treatment of the national and international problems of agriculture and country life. Emphasizes the fundamental principles and methods by which agricultural improvement and an adjustment to world affairs can be made, and stresses education as a chief essential in this adjustment.

CARNEY, MABEL. *Country Life and the Country School.* Row Peterson and Company, Chicago, 1912.

An inspirational treatment of the whole general problem of rural school improvement. Especially helpful are the appendixes and the practical suggestions at the close of each chapter for relating the work of the school to the various agencies and institutions of the rural community.

CHALLMAN, S. A. *The Rural School Plant.* Bruce Publishing Company, Milwaukee, 1917.

An excellent discussion of rural school buildings and grounds. Contains floor plans and photographs of the best standard plans for rural schools approved by the various States, and also a chapter on teachers' homes.

CUBBERLEY, ELLWOOD P. *Rural Life and Education.* Macmillan Company, Chicago, 1914. (Revised 1922.)

A consideration of the rural school problem as a phase of the much larger problem of rural life. Contains an especially good historical introduction and is particularly helpful on the administrative phases of rural school improvement.

DEWEY, EVELYN. *New Schools for Old.* E. P. Dutton Company, New York, 1919.

A popular account of the work of Mrs. Marie Turner Harvey in the Porter Rural school at Kirksville, Missouri. Practical, concrete, and inspirational. One of the best reading circle books yet written in the rural field.

FINNEY, ROSS L., and SCHAFER, ALBERT L. *The Administration of Village and Consolidated Schools.* Macmillan Company, New York, 1920.

The only book yet written which deals with the specific problems of village school principals. The large topics considered include: governmental administration; the principal's personal-official relations; adapting the school to the needs of the child; and the business side.

FOGHT, H. W. *The Rural Teacher and His Work.* Macmillan Company, Chicago, 1920.

Especially valuable as a recent compilation of facts and information in the rural school field. Scholarly, authoritative, and well illustrated. A good text for general survey courses in rural education.

GALPIN, C. J. *Rural Life.* Century Company, New York, 1918.

A careful and painstaking study of the characteristics and problems of the local rural community with special emphasis upon town and country relations. Particularly valuable are the chapters on the psychology of rural life; the structure of rural society; the social rôle of the housewife and child; the rural relations of high schools; and on surveys.

NATIONAL CHILD LABOR COMMITTEE. *Rural Child Welfare.* Macmillan Company, Chicago, 1922.

An inquiry by the National Child Labor Committee based upon conditions in West Virginia. Gives a vivid and reliable portrayal of home life, child labor, rural school attendance, rural recreation, and rural child neglect in eleven counties of the State. A most appealing and conscience-stirring presentation of a serious National situation. This book should be read by every educational leader in the country.

PITTMAN, M. S. *Successful Teaching in Rural Schools.* American Book Company, Chicago, 1922.

A popular treatment of the problems of the rural school presented in the form of letters between two country teachers. As a reading circle book and a popular treatment of the necessity and possibilities of rural school supervision this little volume has no peer.

RAPEER, LOUIS W. *The Consolidated Rural School.* Charles Scribner's Sons, New York, 1920.

A compilation of twenty-two chapters on various phases of consolidation written by the author and specialists in the field. Contains illustrations and a good bibliography.

SHOWALTER, N. D. *A Handbook for Rural School Officers.* Houghton Mifflin Company, Boston, 1920.

A concise volume well suited to the purpose stated in the title and written by a man of much practical experience.

THE JOURNAL OF RURAL EDUCATION. *Volume I, Numbers 1 to 10.* September to June inclusive, 1921-22. $1 per set. Order from H. W. Foght, Normal School, Aberdeen, S. D.

Official publication of the Department of Rural Education of the National Education Association. Planned primarily for county superintendents, rural supervisors, rural normal directors, and consolidated and village school principals. Subscriptions for the current year at $3 each may be sent to Miss Mabel Carney, Teachers College, Columbia University, New York, but complete sets of the first volume may be had for $1 each as directed above.

WILKINSON, W. A. *Rural School Management.* Silver, Burdett and Company, Chicago, 1917.

The only book yet available which confines itself wholly to the immediate problems of the rural teacher. For this reason it is especially valuable as a text in its field for normal school classes and teacher-training high schools.

WOOFTER, T. J. *Teaching in Rural Schools.* Houghton Mifflin Company, Boston, 1917.

A treatment of rural school method. Part one discusses the organization, instruction, and control of the one-teacher rural school, while part two is devoted to the teaching of the elementary school subjects.

Cleveland's Educational Enterprises

CLYDE R. MILLER

Director of Publications, Cleveland Public Schools
Cleveland, Ohio

WITH nearly a million in population, Cleveland is fifth city in size in America. It belongs to that group of mid-western cities which in the past forty years have grown into vast industrial centers. These cities are now characterized by a population that consists largely of immigrants and the children of immigrants—a population that presents vast and fundamental problems to education and to educators.

These problems are of as much concern to the Nation as they are to individual cities. Conditions that are typical in Cleveland are being newly created in places, large and small, far from Cleveland as industry spreads and demands labor for its machines.

Vast numbers of our population, especially in industrial centers, are not fit for democracy today. Can a public school system designed for children of the Anglo-Saxon stock which pioneered in the Middle West prove effective in preparing for democracy hordes of children whose fathers and mothers came from Central and Southeastern Europe? Can such a school system adequately prepare children for life under the conditions of modern industry?

Consider Cleveland for a moment. Only thirty-five per cent of the children in its public schools are of native-born white parents. A recent census conducted by the division of research of the Cleveland public schools showed that fifty-seven nationalities are represented in the schools. The figure is exact, not facetious. The public-school enrolment this year is approximately 130,000. Sixty-five per cent of these boys and girls are from homes where a foreign language is much spoken, and where life and habits, much or part of the time, are in accord with foreign rather than American standards.

The usual casual or business visitor to Cleveland sees the city as a center of industry and commerce. It is here that the freighters which ply the Great Lakes leave most of their cargoes of iron ore. It is here that thousands of train loads of coal from the mining fields of Ohio, Pennsylvania, and West Virginia are dumped. Steel, and a thousand and one things that are fabricated from steel, are made in Cleveland. The city's demands for labor for its mills and shops have been vast and we have the conditions mentioned above.

The visitor interested in education sees also the challenge which these conditions make for the schools and wonders, perhaps, if or how this challenge is being met.

The Cleveland board of education, most of the members of which have been elected in recent years on a non-partisan and non-political platform, and Mr. R. G. Jones, the superintendent of schools, have accepted the task of building a school system, equipped for mass production and yet flexible enough to render effective service in training boys and girls to meet conditions of modern life.

In the lower grades the visitor will find much stress on reading and language, for it is in these grades that the brunt of the colossal work of Americanizing falls. The visitor will discover nearly a score of junior high schools in which great care is being taken to classify children on the basis of their individual aptitudes and capacities. He will see in the senior high schools something of the results of such classification. There are ten of these senior highs and more under construction. Two of them are great technical schools and two offer commercial courses. Even so, in the face of this emphasis upon the utilitarian, Cleveland has been careful not to neglect the cultural. Every high-school in the city sends a quota of graduates into the colleges of arts, philosophy, and science. Of the ten senior highs six are academic. The present ratio of the cultural to the utilitarian will be maintained, and cultural education will receive greater stress in the very considerable expansion of high-school facilities now under way in Cleveland.

Cleveland as a city is progressive. Public policies are made and carried out, for the most part, by citizens whose ancestors were the pioneers of the old Western Reserve district of Ohio. Tradition and conservatism are conspicuous by their scarcity. The real leaders (who frequently are not in the public eye at all) are sane, strong, courageous men and women who are not afraid to try something because it is new. At the same time they are not cranks nor faddists.

It is quite likely, therefore, that Cleveland will be the first very large city in America to make a logical, broadscale application of intelligence testing to its public schools. As a matter of fact, the ground work for this application is being done. Conditions are being carefully studied. Teachers are being instructed and informed that they may be ready and sympathetic. The curriculum is undergoing scrutiny to the end that changes may be made, which, with a more effective classification of pupils according to aptitudes, capabilities, and capacities, will eliminate waste and make for economy in the public-school system.

There are many features of interest in the Cleveland public schools and many more in other educational institutions of the city. To name them all would make but a catalog of this short article. It seems better to have attempted a brief definition of the city, its problem and its spirit. Nevertheless, a few outstanding facts may well have a place in the information about the city and its schools.

Cleveland received much advertising some seven years ago because it was having its schools surveyed under the direction of Mr. Leonard P. Ayres. (Mr. Ayres is now a Cleveland resident himself and vice-president of one of the city's large banks.) The survey recommended many changes in the direction of progress and paved the way for the choice of Dr. F. E. Spaulding as superintendent of schools. Dr. Spaulding came in 1917. His first step was to reorganize the administrative staff of the public schools. He persuaded Mr. Robinson G. Jones, then superintendent at Rockford, Illinois, to accept the deputy superintendency at Cleveland. When Dr. Spaulding resigned in 1920 to organize the new graduate school of education at Yale, he was succeeded by Mr. Jones in the Cleveland superintendency.

Under the administrations of Dr. Spaulding and Mr. Jones many changes have taken place in the school system, among them the following:

Rules of board of education have been

simplified to permit the board more time to study the city's tremendous educational problems.

Constant effort has been made to keep formality and conservatism from the teaching.

Professional leadership and stimulus have been developed by bringing into the system experts in the various fields of education and by the virtual abandonment of the old normal school and the creation in its stead of the Cleveland School of Education which is affiliated with Western Reserve University.

Appointments of principals have been placed on a basis of merit instead of length of service and a system to train teachers of unusual ability to fill executive positions has been put into operation.

A new salary schedule, providing large increases, has been adopted.

A psychological clinic for the diagnosis of exceptional children has been established.

A building program, involving the expenditure of $28,000,000, has been partially carried out. By 1924 at least $24,000,000 will have been expended or obligated for new schools.

A department of attendance, census, and vocational guidance has been created to bring about a more accurate check on children of school age, to remedy conditions causing truants, and to throw all possible safeguards about children leaving school.

A division of publications has been created to aid in informing teachers and the public of the aims and accomplishments of the schools and to attend to publication of courses of study, reports, and monographs.

Health inspection of pupils and health education has been greatly extended.

An extensive program of part-time education for adults and youths has been carried out, mostly in evening schools.

Classes for over-age children have been established. Likewise, classes for gifted children and much fundamental work has been done towards large-scale classification of children on the basis of aptitude and capability.

Greater stress has been laid on vocational guidance. A go-to-high-school campaign has been conducted and has met with marked success.

Military training has been made compulsory for high-school boys.

New developments in school architecture, particularly those responsible for one-story buildings, have been tried and tested.

Much could be written about any of these changes. Some of the methods followed in bringing about and putting into operation these newer things in education have been developed in and are peculiar to Cleveland.

An outstanding characteristic of Cleveland's educational progress is the correlation among many educational units all of them with a connection more or less close, official or unofficial, with the public schools. Cleveland is the home of Western Reserve University and Case School of Applied Science. Both work very closely with the Cleveland School of Education, maintained by the board of education for the training of teachers. Western Reserve University, indeed, is affiliated with the School of Education, and now grants degrees in education for advanced work carried there.

The Cleveland Museum of Art, in addition to performing the usual function of such an institution, provides classes in art appreciation and drawing for teachers and pupils of the public schools. Thousands of Cleveland children have instruction at the museum. Similarly, this remarkably effective institution is in constant and close coöperation with the universities and the public library, with the school for the training of kindergartners, with the Cleveland School of Art, and with the recently organized Museum of Natural History. If the purpose of a museum of art is primarily educative, Cleveland's museum is close to a hundred per cent effective. The Cleveland School of Art, to which reference has been made, is a private institution but of such far-reaching influence for civic good as to command a place in any educational perspective of the city. This school is under the leadership of Henry Turner Bailey who was brought to Cleveland some years ago by the business and industrial interests. Mr. Bailey has done much to make art serve those interests and to make business and industry serve art. There should be no chasm between the artistic and the utilitarian, he maintains; the useful is all the better for being beautiful.

Few public libraries in the world can compare with the Cleveland Public Library in community service. Under the late William Howard Brett, perhaps the greatest public librarian any American city has known, succeeded by Miss Linda Eastman, who has carried on his vision, this institution has developed and carried into practice ideals of service which are second only to the public schools in their practical, cultural, and spiritual effects on the city's cosmopolitan population. Nearly every neighborhood in the city has its own branch library with full resources of the main library at its disposal. Every school building has library service in some form and some of them have branch libraries. Librarians serving in school branches receive part of their pay from the board of education. Indeed, between the public schools and the public library there is a sympathy, an understanding, a coördination that may well be the model for any community in the United States. The public library recently established a branch in the school headquarters building to render special service to the superintendent of schools and his staff. This service includes book reviews, information, and preparation of bibliographies as well as that usually rendered by an efficient library. So helpful has it been to the headquarters' staff that this year it has been extended to all of the public-school principals.

The same type of coöperation unites the public-school system with a score or more of organizations engaged in social, health, educational, and recreational activities, each with its special field, locality, or emphasis. The more important points of contact with these are through the schools' departments of educational extension (evening schools, playgrounds, recreation, community centers, gardening), vocational guidance and health education.

The secret of Cleveland's remarkable civic spirit is in the ability of its people to work together for the realization of civic and educational ideals. Into this spirit enters a vast amount of initiative tempered and guided by sanity, tolerance, and unselfishness. There are vast and tremendous problems in public education in this large and growing industrial community, and it is in such a spirit that the solution of them is being attacked and carried on. Cleveland wants to have the best public schools in America. It does not boast that it has the best. Much remains to be done to increase the effectiveness of educational institutions, public and private. This truth is too self-evident for any community to boast too loudly of what it now has.

EVERY follower of God and friend of human-kind will find the only sure means of carrying forward the particular reform to which he is devoted in universal education.—Horace Mann.

Department of Superintendence

Schedule of Meetings and Tentative Program for the Cleveland Meeting, February 24 to March 2, 1923

Saturday Evening

February 24, 1923

The National Society for the Study of Education—Ball Room, Hotel Cleveland.

Sunday Afternoon

February 25, 1923

Department of Superintendence—Old Stone Church

Monday Morning

February 26, 1923

Department of Superintendence—Public Auditorium

Monday Afternoon

February 26, 1923

Department of Superintendence, Executive Session—Engineers' Hall

Attendance at the Monday afternoon meeting of the Department of Superintendence will be limited to members only. Eight superintendents will briefly give from their own experience solutions of perplexing administrative problems which today confront many school systems. This meeting will conclude with the annual business session.

National Association of High-School Inspectors and Supervisors—Georgian Room, Hotel Cleveland.

National Society of College Teachers of Education—Ball Room, Hollenden Hotel.

Department of Vocational Education and Practical Arts—Assembly Hall, Hollenden Hotel.

National Association of Deans of Women—Main Assembly Room, Hotel Statler.

National Association of Secondary School Principals—Rainbow Room, Winton Hotel.

Department of Elementary School Principals—Ball Room, Winton Hotel.

City Teacher-Training School Section—Cleveland School of Education.

Monday Evening

February 26, 1923

Department of Superintendence—Public Auditorium

Tuesday Morning

February 27, 1923

Department of Superintendence—Public Auditorium

Progress in Solving Financial Problems in Education will be the general theme, the plan being to show the progress which has taken place since the Chicago meeting. The separate topics involved are: The Cost and the Fiscal Administration of Schools. Some Facts from the Educational Finance Inquiry; The Tax Problem in Financing Public Education; What the Schools Do in Relation to What They Cost; Symposium—Budget Making and Spending.

JOHN H. BEVERIDGE, president of the Department of Superintendence, 1922-23, and superintendent of schools, Omaha, Nebraska. Mr. Beveridge, who came to Omaha after ten years of service as superintendent of schools in Council Bluffs, Iowa, is prominent in the work of the Rotary Club, the Boy Scout organization, and in other business and lay movements.

Tuesday Afternoon

February 27, 1923

National Council of Education—Public Auditorium.

Department of Rural Education—Main Assembly Room, Hotel Cleveland.

National Association of High-School Supervisors and Inspectors—Georgian Room, Hotel Cleveland.

National Society of College Teachers of Education—Ball Room, Hollenden Hotel.

Department of Vocational Education and Practical Arts—Assembly Hall, Hollenden Hotel.

National Association of Deans of Women—Main Assembly Room, Hotel Statler.

National Association of Secondary School Principals—Rainbow Room, Winton Hotel.

Department of Elementary School Principals—Ball Room, Winton Hotel.

City Teacher-Training School Section—Cleveland School of Education.

Council Kindergarten Supervisors and Training Teachers—Luncheon and Meeting—Place to be announced.

Tuesday Evening

February 27, 1923

Department of Superintendence—Public Auditorium

Joint meeting with Department of Elementary School Principals, Department of Rural Education, and National Association of Secondary School Principals. This program is in charge of Superintendent Jesse H. Newlon, of Denver, Colorado.

Most of the State dinners will be held Tuesday evening, and in deference to this fact, the program in the Public Auditorium will not begin until 8:30 P.M. It is the plan to have the State groups gather for a social hour at five o'clock with a view to prompt adjournment after dinner.

Wednesday Morning

February 28, 1923

Department of Superintendence—Public Auditorium

The Curriculum will be the Wednesday morning theme, including discussion of the following topics: Saving Time Through the Curriculum; Reorganization on Basis of Projects, Pro and Con; Reorganization on Basis of Individual Instruction; and Reorganization of Curriculum Involved in the Platoon System of Schools.

Wednesday Afternoon

February 28, 1923

Department of Elementary School Principals—Public Auditorium.

Department of Rural Education, Sectional Meetings—Committee Rooms, Public Auditorium.

National Society of College Teachers of Education—Ball Room, Hollenden Hotel.

Educational Research Association—Assembly Hall, Hollenden Hotel.

National Council of Education—Main Assembly Room, Hotel Statler.

National Association of Deans of Women—Lattice Room, Hotel Statler.

National Association of Secondary School Principals—Ball Room, Winton Hotel.

Wednesday Evening

February 28, 1923

This evening will be given over to the annual college dinners. Unusual interest in this feature of the convention is evidenced by the fact that ten of the leading colleges had made banquet reservations before the end of November.

Thursday Morning

March 1, 1923

Round Tables of Superintendents—Group Meetings.

Department of Rural Education—Main Assembly Room, Hotel Cleveland.

Educational Research Association—Assembly Hall, Hollenden Hotel.

National Council of State Departments of Education—Lattice Room, Statler Hotel.

Thursday Afternoon

March 1, 1923

Educational Research Association—Public Auditorium.

Department of Rural Education—Main Assembly Room, Hotel Cleveland.

National Council of Primary Education—Ball Room, Hollenden Hotel.

National Council of Education—Main Assembly Room, Hotel Statler.

National Council of State Departments of Education—Lattice Room, Statler Hotel.

National Association of Secondary School Principals—Rainbow Room, Hotel Winton.

Department of Elementary School Principals—Ball Room, Winton Hotel.

Thursday Evening

March 1, 1923

Department of Superintendence—Public Auditorium

Friday Morning

March 2, 1923

Department of Rural Education—Main Assembly Room, Hotel Cleveland.

THE CENTRAL PASSENGER ASSOCIATION will sell round-trip tickets on the Identification Certificate plan, at one and one half fare for the round trip, applicable for members of the National Education Association and dependent members of their families only. Tickets will be good via the same route in both directions and will be sold from Central Passenger Association territory beginning February 21. When validated, tickets will be good for return on any day within the final limit; passengers must, however, reach original starting point not later than midnight of March 8. Dates of sale from more distant territory governed by other passenger associations may be obtained from local ticket agents. Identification Certificates will not be ready for distribution until the middle of January.

THE National Council of Education, has arranged three sessions. On Tuesday afternoon in the Public Auditorium, the field of the National Council will be outlined in general terms. Meetings in the Ball Room of Hotel Statler on Wednesday afternoon and Thursday afternoon will be for the intensive consideration of the problems before the Council.

Superintendent James M. Gwinn, New Orleans, La., is president; Ada Van Stone Harris, Pittsburgh, Pa., Vice-President; and Adelaide Steele Baylor, Washington, D. C., Secretary.

THE National Society for the Study of Education will hold two meetings. The first will be Saturday evening, February 24, in the Hotel Cleveland, at which time Part One of the 1923 Yearbook of the Society will be discussed. It is entitled, "English Composition, Its Aims, Methods and Measurement," and was written by Professor Earl Hudelson. Part Two of the Yearbook deals with "The Social Studies," and is being prepared under the direction of Professor Harold O. Rugg.

The officers are: President, Ernest Horn, State University of Iowa, Iowa City, Iowa; Secretary-treasurer, Guy M. Whipple, University of Michigan, Ann Arbor, Mich.

THE FIRST published list of members of the Department of Superintendence will appear in the first Annual of that Department, to be distributed to the members at the Cleveland Convention in February. This roll will constitute a "Who's Who" in educational administration.

A feature of this Annual will be an article on the status of the superintendent based on the data collected by the committee appointed at the Cleveland meeting in 1920, of which Dr. C. E. Chadsey is chairman. The chapter comparing the superintendents' preparation and compensation with other professions such as law, medicine, engineering, and the Army, will be found especially valuable. Other articles have been chosen with a view to recording and aiding the professional progress of the superintendent.

New members who enrol in the Department before the end of January will have their names included in the first published membership.

THE Department of Rural Education is preparing an exhibit of progress in rural schools to be shown in the Cleveland Convention Hall. Colorado alone is furnishing a display which when mounted will be over eighty feet in length.

The general meetings of the Rural Department will be held in the Ball Room, Hotel Cleveland, Tuesday afternoon, Thursday morning, Thursday afternoon, and Friday morning, with sectional meetings Wednesday afternoon in the Committee Rooms of the Convention Hall, adjacent to the exhibit. The annual banquet is Thursday evening.

The officers of this Department are: President, Dr. C. G. Sargent, Fort Collins, Colo.; Vice-President, Amalia M. Bengston, Olivia, Minn.; Secretary, Mabel Carney, New York; Treasurer, William McKinley Robinson, Orleans, Vt.

THE Department of Elementary School Principals has been carrying on an active and progressive program, including the publication of a Yearbook and quarterly bulletins. The meetings of this Department will attract unusual interest. The Winton Ball Room has been reserved for the afternoons of Monday, Tuesday, and Thursday. The principals will stage a great gathering in the Public Auditorium on Wednesday afternoon.

The officers of this Department are: President, Worth McClure, Seattle, Wash.; First Vice-President, Anna Laura Force, Denver, Colo.; Second Vice-President, Thomas Agnew, Bayonne, N. J.; Third Vice-President, Elizabeth Arlett, Oakland, Calif.; Recording Secretary, Jessie Fink, Grand Rapids, Mich.; Corresponding Secretary, W. T. Longshore, Kansas City, Mo.; Treasurer, Courtland V. Davis, Norfolk, Va.

THE Department of Vocational Education and Practical Arts has scheduled meetings for the afternoons of Monday and Tuesday in Assembly Hall, Hollenden Hotel.

The officers are: President, L. H. Dennis, Harrisburg, Pa.; Vice-President, Benjamin W. Johnson, Berkeley, Calif.; Recording Secretary, C. C. Colvin, Springfield, Ill.; Corresponding Secretary, Leigh J. Rodgers, Boston, Mass.

THE City Teacher-Training School Section hold a two-day meeting in the Cleveland School of Education. Monday morning will be devoted to a symposium of the distinctive features of the City Training School, followed in the afternoon with an inspection of the Cleveland School of Education. Tuesday morning practice teaching will be discussed, and Tuesday afternoon will be given to a discussion of costs.

The officers are: President, S. A. Courtis, Detroit, Mich.; Secretary, Louise Robertson, Louisville, Ky.

THE Council of Kindergarten Supervisors and Training Teachers will hold two sessions Tuesday afternoon and evening, February 27. The afternoon session at 2 P. M. will discuss the following: (1) Kindergarten Objectives which may be measured in terms of the Modern Elementary School; (2) How these Objectives may be built upon the Lower Grades; (3) New Objectives in Training Teachers for the Kindergartens of Today.

At the Tuesday evening session at 8 o'clock papers on Nursery Schools and Habit Clinics will be given and discussed.

The chairman of the Council is Miss Lillian B. Poor, director of kindergartens, school committee, Boston, Mass.

THE Educational Research Association will meet in the Hollenden Assembly Hall, Wednesday afternoon. A public meeting will be staged in the Public Auditorium, Thursday afternoon, and executive sessions, limited to members only, on the mornings of Wednesday and Thursday.

THE National Association of High-School Inspectors and Supervisors will hold its meetings on Monday and Tuesday afternoons at two o'clock, February 26 and 27, in the Georgian Room, Hotel Cleveland.

The Monday afternoon session will be devoted to reports of committees appointed last year: (1) Committees on Determination of High-School Levels of Pupil Attainment—(*a*) Committee on Number of Tests to be Undertaken and Method of Attack—W. L.

Spencer, State High-School Inspector of Alabama, chairman; (*b*) Committee on Tests to be used—H. G. Childs, Indiana, chairman; (3) Committee on Finance—J. T. Giles, State High-School Inspector of Wisconsin, chairman; (4) Committee on Cooperation of other Organizations—H. A. Hollister, Illinois, chairman; and (2) Committee on School Planning—C. D. Kingsley, State Inspector of High-Schools for Massachusetts, chairman.

The Tuesday afternoon session will be a round-table conference on the following topics: (1) Should high-school inspectors oppose, encourage, or ignore the tendency in some communities toward financial retrenchment in school support? (2) High spots in different States. What has been done in your State by yourself or by one of your schools that is likely to prove of interest or value to the school inspectors of other States? Speakers on these topics are expected to emphasize the *how* and *why*. Each speaker is limited to five minutes and should therefore have ready for distribution copies of a summary of his remarks.

The officers of the Association are: President, H. A. Hollister, University of Illinois, Urbana, Ill.; Vice-President, L. L. Friend, Charleston, W. Va.; Secretary-Treasurer, J. B. Edmonson, Ann Arbor, Mich.

THE National Association of Secondary School Principals will hold its annual meeting in the Winton Hotel, Cleveland, February 27 to March 1. There will be five sessions, in addition to three round-table conferences on the junior high school, the small high school, and the large high school. On Tuesday evening this Association will join the rural and elementary-school principals in the discussion of the general theme "Administering Public Education in the Interests of the Child and the State." The topics for the other sessions will include educational and vocational guidance, dean of girls, grouping of pupils according to tests, moral training, the place of the junior high school, overcrowded buildings, place of social affairs, secondary school objectives, effect of compulsory education laws, high-school activities, and cooperative government.

The officers in charge of the Association for this year are: President, Edward Rynearson, principal of Fifth Avenue High School, Pittsburgh, Pa.; First Vice-President, Ray H. Bracewell, principal of High School, Burlington, Iowa; Second Vice-President, Philip W. L. Cox, principal of Lincoln Junior-Senior High School, Teachers College, Columbia University, New York City; Secretary-Treasurer, H. V. Church, principal of J. Sterling Morton High School, Cicero, Ill.

The members of the executive committee are: Charles A. Bradley, principal of Manual Training High School, Denver, Colo.; Edmund D. Lyon, principal of East High School, Cincinnati, Ohio; Merle Prunty, principal of Central High School, Tulsa, Okla.

THE National Council of Primary Education, of which Miss Ella Victoria Dobbs, of Columbus, Mo., is chairman, will hold its annual meeting Thursday afternoon at the Hollenden Hotel, the topic for discussion being "Promotion Requirements." Committee reports on subject matter and on equipment will follow. Local arrangements are in charge of Faye Henley, 2079 Adelbert Road, Cleveland. A luncheon in the Hollenden Ball Room will precede the meeting.

THE National Council of State Departments of Education is arranging two sessions of that organization to be held Thursday morning and afternoon in the Hotel Statler. State Superintendent John M. Matzen, of Lincoln, Nebraska, is president.

THE Department of Deans of Women will meet February 26, 27, 28, at the Hotel Statler. The program for Monday includes a meeting of the executive committee and a business session, followed by a luncheon with the National Committee of Bureaus of Occupations. A joint session with the Bureaus of Occupations will be held in the afternoon at which opportunity for personal conference between members of both groups will be afforded.

Tuesday morning is the time of the section meetings. At the luncheon that day a report will be heard from the Paris Conference of World's Association of University Women. The afternoon topic will be, "How can educational institutions meet the present social demand for leaders who shall be men and women of moral power."

On Wednesday the section meetings will be followed by an informal luncheon and the general business session in the afternoon, with the annual banquet in the evening.

The National Committee of Bureaus of Occupations is holding its Annual Conference Friday and Saturday, February 23 and 24, in Cleveland. Deans of Women are cordially invited to attend their sessions.

Reservations should be made at the Hotel Statler as early as possible. Names of the applicants must be given. No reservations are valid without the individual's name. State the date of arrival and departure, and that you are a member of the Department of Deans of Women. Single rooms are exhausted.

THE National Society of College Teachers of Education hold three meetings on the afternoons of Monday, Tuesday, and Wednesday, in the Assembly Hall of the Hollenden Hotel. This hotel is headquarters of the National Education Association and only two blocks from the Public Auditorium. Dr. John W. Withers, president of the Society, has in preparation a program of high standard. Arthur J. Jones, Philadelphia, Pa., is secretary-treasurer.

THE NATIONAL CONFERENCE on Educational Method will hold sessions on Tuesday and Wednesday afternoons in the Rookwood Fountain Room, Hotel Olmstead.

The officers are: President, Margaret Noonan, New York; Vice-President, W. F. Tidyman, Farmville, Va.; Secretary-Treasurer, James F. Hosic, New York City.

SUPERINTENDENTS' round-table meetings are scheduled for Thursday morning, March first. Superintendent Carlton B. Gibson, of Savannah, Georgia, leader of the meeting for cities from thirty thousand up to one hundred thousand, has selected the following topics for discussion: Nationalizing Education, Pro and Con; Better Teacher Training Before and After Entering the Profession; Larger Conservation of Educational Opportunities for Youth; and Better Business Methods in Educational Administration. The first topic will be handled in the form of a debate. Two speakers will be assigned to the second topic as well, one to emphasize "before," the other "after."

NOTES *and* ANNOUNCEMENTS

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

TENTATIVE PROGRAMS for the Cleveland meetings, which appear in this number, will be followed by more complete statements in the February number.

HOTEL RESERVATIONS for the meeting of the Department of Superintendence may be made through Mr. A. C. Eldridge, Room 403, Chamber of Commerce Building, Cleveland, Ohio.

FIELD-SECRETARY J. O. ENGLEMAN has recently returned from a field trip during which he addressed the State associations in New Mexico and Idaho. He reports excellent meetings in both States, and gratifying interest in the Towner-Sterling bill. It was freely claimed by teachers of New Mexico that one prominent candidate for Congress was defeated largely because she failed to assure her constituents that if elected she would support the measure. The successful candidate was a friend of the bill.

THE COMMERCIAL EXHIBITS in connection with the Cleveland meeting will be held in the new auditorium. Many attractive features are already indicated.

CAMPAIGNS FOR LIFE MEMBERSHIP in the National Education Association are under way in most of the States. Which State will be first to enlist its quota?

THE VOLUME OF PROCEEDINGS for 1922 was mailed to five-dollar members early in December. It contains over fifteen hundred pages and is the largest volume ever issued by the Association. It is volume No. 60 in a collection of educational literature which includes the addresses of leaders in education through nearly three generations of American educational development.

THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS whose first Yearbook was one of the significant educational achievements of 1922 has entered its quarterly Bulletin as second-class mail matter. The July number will be the annual Yearbook, which this year is under the editorship of Mr. John L. Bracken, principal of the U. S. Grant School, Duluth, Minnesota. This Yearbook will deal with the elementary school curriculum and its development in the light of the testing movement.

MISS HARRIET BEALE, of the State Teachers College, Mankato, Minnesota, was an official delegate representing the Southwestern District of the Minnesota Education Association,

SALARY SCHEDULES—Washington, D. C.

Population 537,571

Classification of teachers	Groups	First year	Second year	Third year	Fourth year	Additional annual increments		Maximum
						Number	Amount	
Elementary, junior high with elementary school certificates, kindergarten and school librarians	A	$1,400	$1,500	$1,600	$1,700	3	$100	$2,000
	B	2,100	2,200	2,300	2,400	0	.....	2,400
Junior high with high-school certificates, senior high and city normal school	A	1,800	1,900	2,000	2,100	5	100	2,600
	B	2,700	2,800	2,900	3,000	0	.....	3,000
Elementary principals	4 to 7 rooms	2,100	2,200	2,300	2,400	0	.....	2,400
	8 to 15 rooms	2,200	2,300	2,400	2,500	0	.....	2,500
Elementary administrative principals	16 or more rooms	2,600	2,700	2,800	2,900	1	100	3,000
Directors and heads of Departments	Community center department and school attendance department	3,100	3,200	3,300	3,400	0	.....	3,400
Junior high principals	.....	3,500	3,600	3,700	3,800	2	100	4,000
Principals—senior high, city normal and district supervising		4,000	4,100	4,200	4,300	2	100	4,500
Community center department	General secretary	1,400	1,500	1,600	1,700	3	100	2,000
	Secretaries	1,200	1,300	1,400	1,500	0	.....	1,500
School attendance department	Chief attendance officers and census inspector	1,400	1,500	1,600	1,700	31	100	2,000
Board of examiners	Chief examiner	4,000	4,100	4,200	4,300	2	100	4,500
Assistant superintendent	.....	4,500	.....	.....	.....	.....	.....	.....
First assistant superintendent	.....	5,000	.....	.....	.....	.....	.....	.....
Superintendent	.....	10,000	.....	.....	.....	.....	.....	.....

1. This schedule is proposed in the Capper Teachers' Salary and School Reorganization bill, passed unanimously by the Senate, December 5, 1922, and now before the House of Representatives.

at the Boston Meeting. Through some oversight, her name was omitted from the list of delegates published in the September JOURNAL.

THE TEACHERS of Williamson, Mingo County, West Virginia, have maintained a hundred per cent membership in the National Education Association for five successive years, according to a report received recently from Superintendent Davis.

IMPROVED METHODS for financing public education are part of the program of the Minnesota Education Association. A committee under the chairmanship of Dr. F. H. Swift, of the College of Education, University of Minnesota, has prepared an unusually thorough report on Public School Finance in the State, which is to become the basis for action in the 1923 legislature. The State Association is standing for increased support by the State, either in the form of a direct three-mill tax levy, in addition to the present one-mill State tax and the income from the permanent school fund, or an annual appropriation equivalent to what the three-mill levy would produce.

THRIFT WEEK will be observed in many schools January 17 to 23, which is the week of the birthday of Benjamin Franklin, who in his autobiography attributed much of his success to his practice of thrift. Full information about the week may be had from Mr. John A. Goodell, secretary of the National Thrift Committee, 347 Madison Avenue, New York City.

ARTICLES IN THE JOURNAL of the National Education Association are used as a basis of discussion at the monthly meetings of the teachers of Massillon, Ohio, according to a letter received from Superintendent L. E. York, who reports that the 120 teachers of Massillon are all members of the Association.

THE SECRETARY of the Colorado Education Association reports a record-breaking convention during the week of November 7-10. The convention was held in three divisions; at Grand Junction, Pueblo, and Denver. The enrolments surpassed that of any previous year. More than seventy five per cent of Colorado's teachers are members of the State organization.

THE ALASKA EDUCATION ASSOCIATION has voted to affiliate with the National Education Association. The officers are: president, G. C. Mitchell, superintendent of schools, Douglas; secretary-treasurer, W. L. Gross, superintendent of schools, Wrangell.

THE DENVER GRADE TEACHERS' ASSOCIATION and the Senior High-School Teachers' Association have merged into one organization under the name of Denver Classroom Teachers' Association, which is making plans for publishing a magazine. The single salary schedule has been in successful operation in Denver for two years.

THE PROFESSIONAL ORGANIZATION of teachers in a local association to develop public sentiment in support of education and to cooperate in the solution of local educational problems; in a State association to develop through legislation in the State an efficient and adequately supported school system; and in the National Education Association to develop and support a National program of education, including the enactment of the Towner-Sterling bill into law, is now generally recognized. The Wisconsin Teachers' Association favors a budget plan for the collection and payment of dues in local, State, and National educational associations.—Resolution adopted by the Wisconsin Teachers' Association November 10, 1922.

THE BIRTHDAY OF WOODROW WILSON will be observed in many schools on January 28 by exercises in which the events of the war period will be reviewed.

CHARACTER EDUCATION COMMITTEE ASKS FOR MATERIAL—The Association's Committee on Character Education wishes information relating to moral instruction, including marked copies of courses of study, detailed accounts of methods, measuring scales, and other material used in the schools. Contributions should be sent to Mr. Milton Bennion, Chairman, Character Education Committee, University of Utah, Salt Lake City.

THE GRADED LIST OF BOOKS FOR CHILDREN, which was compiled by the Elementary School Committee of the Library Department of the National Education Association, and published by the American Library Association, may now be had in a pamphlet edition. The regular price of the bound volume is $1.25. The paper edition will be sold only in lots of one hundred copies or more at $40 per hundred, $165 for five hundred, and $275 per thousand. Many school systems will buy copies for the use of all teachers. Inquiries should be addressed to the Ameri-

can Library Association, 78 East Washington Street, Chicago, Illinois.

ATTENDANCE AT FIFTY CONSECUTIVE SESSIONS of the Iowa State Teachers' Association is the remarkable record of President Homer H. Seerley, of the Iowa State Teachers' College at Cedar Falls, Iowa. In recognition of this fact and of President Seerley's labors in behalf of education, a part of one of the sessions of the State meeting was given over to the appreciation of his work. The president of the Iowa State Teachers' Association, Superintendent L. H. Minkle, of Fort Dodge, presented Dr. Seerley a life membership in the State association, and President William B. Owen, of the National Education Association, was presented a life membership in the National organization—both the gifts of the State association.

A LIFE MEMBERSHIP in the National Education Association was presented to Secretary J. W. Crabtree by the members of the headquarters' staff as a Christmas present.

MR. E. G. DOUDNA, formerly superintendent of public schools at Wisconsin Rapids, Wisconsin, assumed the duties of the full-time secretary of the Wisconsin Teachers' Association on January 1, 1923, at a salary of $5500.

IN THE FIELD

OHIO DEFEATS UNDESIRABLE AMENDMENTS—Two constitutional amendments voted upon by the people of Ohio, in the recent election, were defeated. "An important element in the opposition," according to *The Bulletin of the National Tax Association,* "was the attitude of the State Teachers Association which took the ground that the proposed rate limitations endangered the future of school revenues. This was perhaps a somewhat debatable conclusion but it proved an effective criticism, as is evidenced by the result at the polls."

FLORIDA PASSES IMPORTANT AMENDMENT—According to a letter from State Superintendent Cawthon, the Florida Constitution was amended by a large majority at the recent election so as to provide for a district levy of ten mills instead of three mills. It is now possible to levy a total of twenty-six mills, including State, county, and district support of education.

THE ILLINOIS EDUCATIONAL COMMISSION will propose to the coming session of the State Legislature changes in the method of distributing the millions of dollars of Illinois State school funds, which are said to be the first attempt at a scientific distribution plan, according to the *Illinois State Register.* Mr. A. M. Shelton, director of the State Department of Registration and Education, is chairman of the commission.

CALIFORNIA DEFEATS AMENDMENT which would handicap educators—An amendment increasing the number of signatures required for an initiative measure was defeated by a majority of over a hundred thousand in the November elections. The measure was vigorously opposed by the California Teachers Association, on the ground that it would make it more difficult to submit to the people measures for increased school support.

THE MISSOURI COUNTY UNIT LAW passed by the last legislature and appealed by referendum to the November election was defeated according to reports received from the Association's State Director in Missouri.

AN AMENDMENT to the constitution in Oregon, adopted at the November election, provides for the attendance of all children at public schools.

EIGHT NATIONAL SOCIETIES OF JAPAN have united in the National Council for Reduction of Armaments of Japan, according to a report recently issued by the National Council for Prevention of War, Washington, D. C.

INCREASED DETERMINATION on the part of the forces behind the State education program in Washington is reported to be the result of the defeat of the "thirty-ten" plan at the November election. With the State Education Association and the Parent-Teacher Association renewing their efforts on behalf of this measure, success is predicted the next time the issue is brought before the people of the State.

CANCELLATION OF WAR DEBTS was advocated by President John Grier Hibben, of Princeton University, in a recent address at Rice Institute, Houston, Texas.

THE GENERAL EDUCATION BOARD, of 161 Broadway, New York City, has created two new departments. A division of college and university accounting, under the direction of Mr. H. A. Thorkelson, will assist institutions wishing to improve their system of budget making and accounting. A division of school surveys, under the direction of Dr. Frank J. Bachman, will work in cooperation with State and city departments of education.

THE CONGRESSIONAL LIBRARY now exceeds three million volumes and is growing at the rate of a hundred thousand volumes a year, according to the report of the librarian recently submitted to Congress. This enormous number of volumes which fills many miles of shelves, is supplemented by many millions of manuscripts, maps, photographs, and pieces of music.

MRS. WINIFRED MASON HUCK, who has succeeded her father as a member at large from Illinois, in the House of Representatives, has announced her intention of supporting the Towner-Sterling bill.

AS A RESULT of a recent decision of the Mississippi Supreme Court, the friends of education in that State are facing a campaign in which the State equalizing school fund will be the issue. In 1915 the State adopted an initiative amendment to its constitution. In 1917 the Supreme Court decided that this amendment had been constitutionally adopted. In 1919, working under the amendment, the people of Mississippi voted an equalizing school fund, to which the State Legislature appropriated the sum of $1,268,741. On October 23, 1922, the Supreme Court reversed its decision of 1917 by declaring the initiative amendment unconstitutional, which means that action taken under that amendment is void. This is a thunderbolt out of a clear sky, and unless some solution can soon be found, spells disaster to education in many Mississippi counties.

MISS ELIZABETH JOHNSON, principal of Lafayette School, Erie, Pennsylvania, passed away, October 6, after forty-seven years of service in the schools of that city.

PRIZES FOR ESSAYS on economic intelligence are offered by Mr. Alvin T. Simonds, president of the Simonds Saw Company, of Fitchburg, Massachusetts. Prizes of one thousand and five hundred dollars are open to pupils in high schools and normal schools of United States and Canada. Full information may be had from the contest editor, Simonds Saw Manufacturing Company, Fitchburg, Massachusetts.

SUPERINTENDENT ROY L. WHITE, of Gallup, New Mexico, is president of the State Association for 1922-23. Mr. T. W. Conway is the full-time secretary of the State association, and Miss Isabel Echols is State superintendent-elect of public instruction.

ONE OF THE ANNUAL FEATURES of the meeting of the Idaho Education Association is a banquet given by the Boise Chamber of Commerce, at which the business men exhibit their enthusiasm for education.

TWO NEW EDUCATIONAL magazines have been announced to appear in January, 1923. The School Executives Magazine will be published by the University Publishing Company at Lincoln, Nebraska, under the managing editorship of Mr. J. W. Searson. The American Review (bi-monthly) will be published by the Public School Publishing Company, of Bloomington, Illinois, and will "undertake to serve those men and women through the country who are giving intelligent and thoughtful consideration to a formulation of the purposes of American life."

A SURVEY of the high schools of California is being made under the direction of Dr. C. E. Rugh, of the University of California. The survey will include studies of unit cost of the different high-school subjects and of the load of principals and teachers.

THE VOTERS OF CLEVELAND have approved the $5,000,000 bond issue which had been requested by the board of education. This bond issue was necessitated by the fact that school rooms to accommodate 12,000 pupils will be needed by next September. Two years ago the voters authorized the borrowing of $15,000,000 for the erection of new school buildings.

ETHICS FOR TEACHERS—The Iowa State Teachers' Association adopted the following code of ethics at its meeting on Friday, November 3, 1922. The code was prepared by a committee consisting of: F. T. Vasey, Mason City; Anna J. Johnson, Ft. Dodge; Margaret Coulter, Sioux City; Mittie M. Pile, Council Bluffs; Herbert Martin, Des Moines; L. H. Minkel, Ft. Dodge; and F. C. Ensign, chairman, Iowa City.

He who teaches should have faith in his calling and should believe in boys and girls. The expression of this faith involves a fivefold ethical obligation:

I. To self—(1) The teacher should be neat and cleanly in person and of noble mind. (2) He should be faithful in the discharge of duty; able, after closest self-examination, to respect himself. (3) He should seek to improve himself in all qualities essential to one who is to direct and modify the lives of others.

II. To the children—(1) The teacher should always be courteous, kind, and sympathetic. (2) He should respect personality and seek to discover and develop the abilities and capacities of each. (3) He should train for citizenship, inculcating respect for law and order and the habit of obedience to properly constituted authority.

III. To the community—(1) The teacher should demonstrate the importance and significance of education. (2) He should identify himself actively with civic and social interests. (3) He should protect the rights of children

IV. To fellow-workers—(1) The teacher should be courteous, appreciative, friendly, and frank. (2) He should stimulate scientific inquiry and should freely share the fruits of his own investigation. (3) In seeking appointment, he should be sportsmanlike and fair. (4) Between the teacher and the supervisory or administrative officials there should be full and generous confidence and coöperation.

V. To the profession—(1) The teacher should stand for the highest ideals of educational service. (2) He should recognize that work well done is in itself partial recompense for his labors. (3) He should maintain an open mind towards all forms of professional progress. (4) In business relations his conduct should be such as to dignify his profession. (5) He should perform his daily tasks so skilfully and so joyously that some of the choicest spirits will be inspired to carry on his work.

ETHICS FOR TEACHERS—A code of ethics for Mississippi teachers was adopted in 1918 as follows:

1. No teacher should lend his or her name in any way whatsoever in a situation which has arisen from attack upon a teacher for personal or political reasons.

2. A teacher should not sever a contract with a school board without sufficient notice, and then only if to do so is in conformity with the rules and regulations under which the teacher entered into the contract. On the contrary no teacher should be displaced without timely warning.

3. To apply for a position held by another and not known positively to be vacant is a violation of professional ethics. Nor should a teacher enter into negotiations with school authorities regarding a position that has not been formally and officially declared vacant. This, however, shall never be construed as precluding the right of teachers to direct letters of inquiry to educational authorities as to probable vacancies in schools or school systems. Advancement or a change of position should not be sought through criticism of another teacher.

4. A situation may develop in a community in which no ambitious or self-respecting teacher could hope to succeed. Under such circumstances others in the profession should inform prospective candidates of existing conditions; and it should be considered unethical to accept such a position without a change in conditions.

5. Teachers should not make special requests to individual members of the school board. If an unusual or extraordinary condition should arise, a teacher may go direct to the board, but this should be done with full knowledge of the superintendent or principal. The practice of teachers going direct to the board with complaints or for favors should be condemned as opposed to a professional spirit and as counter to principles of successful organization and management.

6. A superintendent or principal should regard himself as in honor bound to accord any teacher due consideration and justice, and be prepared to give any complaint a fair and impartial hearing. His attitude toward his teachers should be governed by the principle of merit alone.

7. That harmony and unity may prevail in the work of the school, teachers should observe a respectful attitude toward each other and to the principal and superintendent of the schools. They should not indulge in criticism of each other or of the principal or superintendent, excepting when the good of the school is involved, and then only under conditions which will permit of defense.

8. It is most unprofessional and unethical for a school superintendent or principal to issue a testimonial to a teacher ascribing qualifications which she does not possess. In giving a verbal or confidential estimate of a teacher's qualifications for a position, school men should be absolutely frank with one another and altogether act without any mental reservation whatever.

9. It is unethical for a teacher to recommend to any school board a teacher for a definite position unless said position has been officially, legally, and conclusively declared vacant.

10. Bad opinion of the members of the board of education, of a superintendent, or other superior school official, no matter what the reason for such opinion, can never justify a teacher or other inferior official in public expression of such opinions as long as such official relationship exists. Those in authority are in turn duty bound to withhold from the public information and opinions as to the personal qualifications or the personal attainment of teachers so long as said teachers are under contract.

11. Obtaining and securing positions by fawning upon members of boards of education or others in authority by courting their personal favor, or by doubtful relations with them will be regarded as undignified and unethical by respectable and self-respecting teachers. The election of teachers to office should be based solely upon merit. No other should be so quick or so zealous to insist upon elections under such system as teachers themselves.

12. In communicating with parents or guardians, teachers should exercise the utmost candor. They should hold inviolable information as to the financial limitations of children or wards, their physical or mental defects, their genealogies, or any other information the public discussion or mention of which would tend to prove displeasing or discouraging to said parents, guardian, children, or wards.

13. Teachers should fearlessly expose corrupt or dishonest conduct in the profession, and there should be no hesitancy on the part of teachers in exercising the utmost diligence to disqualify and debar the criminal teacher whose conduct at any time becomes a reproach to the profession.

14. It is perfectly proper at all times for teachers to seek preferment and promotion by legitimate means; but any sort of endeavor or to establish reputation or to obtain position by innuendo, exploitations, complimentary press notices, or advertisements, is undignified and unprofessional.

15. It is undignified and unprofessional for any teacher desiring to succeed to a given position to use any influence whatsoever or permit his name to be used whereby the incumbent may be handicapped or a vacancy created. Social, political, religious, or denominational prejudices should never be aroused against an incumbent by a prospective candidate.

16. A superintendent or other official to whom is delegated or entrusted the power to employ teachers should not knowingly employ a teacher without the knowledge and consent of the employers of said teacher.

17. Adverse criticism of a predecessor or of a teacher employed in the same system, particularly of a teacher of a lower grade is unethical, and should not be indulged in by those who are mindful and regardful of the dignity of teaching. Such criticism, if made, should be made only with the intent of serving some good end.

18. It is the duty of every teacher in Mississippi to become a member of the Mississippi State Teachers' Association, to pay the membership dues annually, and to respond cheerfully to all demands for service made on him by the association.

19. A committee of three may be appointed by the president of the State Teachers' Association to investigate charges or reports of violations of this code of ethics as heretofore set forth and to render to the president a decision sustaining the said charges or reports or exonerating the teacher. This committee should be so appointed at the written request of any teacher against whom such reports or charges have been made, or at the written request of any teacher desiring to charge another teacher with the violation of the code of ethics.