

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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Published monthly, except July and August, by the
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET NORTHWEST, WASHINGTON, D. C.

Entered as second class matter October 28, 1920, at the postoffice at Washington, D. C., under the Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

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Educational Achievements—1922

THE BEST CURE for pessimism about educational progress is a survey of what is actually being done. Early in December THE JOURNAL sent letters to three people in each of the various States asking for a brief statement describing the one educational achievement in the State which they thought most significant. Letters were sent to State superintendents, to State directors of the National Education Association, and to secretaries of State education associations—all persons who are on the firing line and who are in a position to observe the sweep of the educational advance. In spite of the pressure of work which precedes the holiday season, replies were received from nearly all of the States.

In most cases the progress made strikes at the very heart of educational needs. Such topics as increased civic interest, improved teacher training, stronger professional organizations, consolidation, and equalization of educational opportunity receive emphatic emphasis.

Alabama—The organization of a citizens' conference paralleling in organization the Alabama Education Association, with six hundred members present at the first meeting and with the expressed determination of seeing the job through until Alabama stands educationally at least up to the United States average.—H. G. Dowling, secretary-treasurer, Alabama Education Association, Cullman.

Children are remaining in school. Increase in high-school attendance this year over last, 18 per cent, though school population increased only 2 per cent.—C. B. Glenn, superintendent of schools, Birmingham, and N. E. A. State director.

Arizona—The adoption of new certification regulations requiring continued self-improvement of the teacher in service and aiming at complete elimination of the untrained teacher by 1927.—Elsie Toles, State superintendent of public instruction, Phoenix.

The application of more scientific and effective methods, not only in teaching, but in administration, demanded by the

economic conditions in the State.—H. E. Hendrix, N. E. A. State director for Arizona, superintendent of schools, Mesa.

Arkansas—Deep and widespread popular movement for more school revenue. Results depend on coming legislature.—A. B. Hill, State superintendent of public instruction, Little Rock.

Arousing public interest in schools and the school problems. The establish-

SCHOOL AND SOUND CITIZENSHIP—The school must save democracy and civilization for progress by nurturing the constructive impulses of the common man. The greatest safeguard against future wars will be found in the intellectual perception by democracy of the unity of civilization, and the active participation of the common man in the social and political questions of the day. The school must give the knowledge upon which sound citizenship is founded, and the moral fiber which active citizenship demands.—W. G. Cove, president, National Union of Teachers, England and Wales, Rhondda, Wales.

ing of opportunity schools in fifty-nine of the seventy-five counties in the State of Arkansas.—Annie G. Griffey, N. E. A. State director for Arkansas, Little Rock.

California—The improvement of rural education through the employment by the counties of more than a hundred rural supervisors and the establishment in rural districts of a salary scale based, in all but a few instances, upon a twelve-hundred-dollar minimum.—Will C. Wood, superintendent of public instruction, Sacramento.

School bonds carried: in Los Angeles, \$17,500,000; in San Francisco, \$12,500,000.—Mary F. Mooney, N. E. A.

State director for California, San Francisco.

Colorado—Growing professional solidarity evidenced by greatly increased memberships in educational organizations—local, State, and National.—H. B. Smith, secretary of the Colorado Education Association, and N. E. A. State director.

Colorado won both first and second place in the classification of the ten best consolidated schools in the United States.—Katherine L. Craig, State superintendent of public instruction, Denver.

Connecticut—(1) The establishment of a department of standards; (2) the compulsory education law which required that two and one half hours be devoted to physical education each week for every child; and (3) a teachers' certification law which is sure to promote professional training.—L. T. Garrison, N. E. A. State director for Connecticut, regional supervisor, State Board of Education, Willimantic.

A State system of certification of teachers became operative July 1, 1922. A new normal school plant at New Britain cost \$750,000.—A. B. Meredith, commissioner of education, Hartford.

Delaware—We now finance our schools so that it costs a local district no more to run a good school than to run a poor one.—H. V. Holloway, State superintendent of public instruction, Dover.

Adoption of the State unit as a basis for school support. Thus the handicap of dependence upon local support has been removed and equality of educational opportunity assured.—Agnes Snyder, secretary of the Delaware State Education Association.

District of Columbia—The passage of the new salary bill for the District of Columbia public schools by the United States Senate without debate. Similar action by the House will make it a law.—Harry English, N. E. A. State director for the District of Columbia, head of Department of Mathematics, High Schools, Washington, D. C.

The awakening of public interest and civic activity in the support of an adequate constructive school program.—

Frank W. Ballou, superintendent of public schools, Washington, D. C.

Florida—In the general election in November, 1922, an amendment to our State constitution was passed raising the maximum special tax school district levy from three to ten mills.—W. S. Cawthon, State superintendent of public instruction, Tallahassee.

Georgia—The determination of the people shown by compulsory county-wide local taxation, by consolidated rural schools, and by the demand for better trained teachers, to give the boys and girls of the State every educational advantage.—Kyle T. Alfriend, N. E. A. State director, Bessie Tift College, Forsyth.

The realization on the part of teachers of the need for better preparation. The enrolment in the summer schools showed an increase of about 50 per cent.—Walter P. Jones, secretary of the Georgia Education Association, Lanier High School, Macon.

Hawaii—The investigations and recommendations of a joint committee of Americans and Japanese concerning the curriculum and textbooks of Hawaii's two hundred foreign language schools (Japanese, Chinese, and Korean), culminating in further regulation of these alien schools.—Vaughan MacCaughy, superintendent of public instruction, Honolulu.

Illinois—The report of the educational committee, authorized by the governor, on the reorganization of all school laws, prepared for the legislature at its biennial session, January, 1923.—Mrs. Sarah L. Thomas, N. E. A. State director for Illinois, 401 Kishwaukee St., Rockford.

Indiana—Completion of State-wide school survey, followed by a constructive legislative school program.—Benjamin J. Burris, State superintendent of public instruction, Indianapolis, and H. L. Smith, N. E. A. State director for Indiana, Indiana University, Bloomington.

Iowa—Raised \$15,000 among teachers for annuities campaign. Iowa committee wrote code for teaching morals to children, which took \$20,000 prize.—L. H. Minkel, N. E. A. State director for Iowa, superintendent of schools, Fort Dodge.

Something over \$10,000,000 was expended in erecting temples of learning.—Charles F. Pye, secretary of the Iowa State Teachers' Association, Des Moines.

10,000 children in mining-camp schools had an opportunity for an education; 439 consolidated schools; 34,743 chil-

dren transported.—P. E. McClenahan, superintendent of public instruction, Des Moines.

Kansas—The solidifying of the educational forces of the State for the support of the report of the Kansas School Code Commission.—F. L. Pinet, secretary, Kansas State Teachers Association, Topeka.

Kentucky—(1) An appropriation of \$45,000 for professional staff for the State educational department, and (2) the establishment of county summer training schools under State control. More than 8000 of the 14,000 teachers attended these schools.—J. W. Carr, high school supervisor, State Department of Education, Frankfort.

Louisiana—The growth of the Louisiana Teachers' Association, which will hereafter employ a full-time secretary and publish an educational journal.—W. S. Lafargue, N. E. A. State director for Louisiana, superintendent of schools, Thibodaux.

For the past few years Louisiana has emphasized instructional supervision. During 1922 the demonstration lesson has been given the place of prime importance in this field. The demonstration lesson has been extensively used in supervisors' conferences and teachers' institutes; it has been an important activity in State and local supervision; it has been used to emphasize the value of supervised study and has been the outstanding means used to improve instruction in the classroom.—T. H. Harris, State superintendent of education, Baton Rouge.

Maine—The new school fund law which provides a three and one third mill tax on State valuation. Out of it is deducted \$100,000 to be distributed among towns having tax rates which exceed the average tax rates of the State; then deducted the cost of free tuition of non-resident pupils in high schools. The fund is distributed (1) on teaching positions, (2) on school census, (3) on aggregate daily attendance.—A. O. Thomas, State superintendent of public schools, Augusta, and H. A. Allan, N. E. A. State director for Maine, State agent for rural education, Augusta.

Maryland—The passage of an act appropriating \$235,000 to be used as an equalization fund in fifteen of the twenty-three counties unable to carry out the State program for higher salaries and better trained teachers on a sixty-seven cent county tax rate.—Hugh W. Caldwell, secretary of the Maryland State Teachers' Association, Elkton.

Massachusetts—The response of the

teachers to President McSkimmon's appeal for membership in the National Education Association. Within the year the number of members was increased from 1200 to 9000.—Ernest Makechnie, secretary of the Massachusetts Teachers Federation, Boston.

Continuing generous financial support. Successful inauguration of State-wide continuation schools. Rapid growth in adult education, particularly in the field of immigrant education. Establishment of State-wide physical education on recreational basis.—Payson Smith, commissioner of education, Boston.

Michigan—The development of the State Teachers' Association by means of sectional meetings to a membership of well over twenty thousand.—T. E. Johnson, State superintendent of public instruction, Lansing.

The enrolment of 19,000 teachers over ninety-five per cent of all employed, in our re-organized association, and the successful development of our district and representative assembly meetings.—E. T. Cameron, secretary of the Michigan State Teachers' Association, Lansing.

Minnesota—The decided increase in enrolment in the teachers' colleges and in the State university and the decided increase in membership in the State and National associations.—J. C. Brown, N. E. A. State director for Minnesota, president of the State Normal School, St. Cloud.

The qualifications of teachers in the schools of Minnesota are as good as before the war. The regular fall term enrolment in the teachers' colleges is 59 per cent larger than in the corresponding term of 1920.—J. M. McConnell, commissioner of education, St. Paul.

Maintenance of high standards in education as evidenced by increased enrolment in teachers' professional courses, no lowering of salaries, added school buildings and equipment facilities, and increased membership in the State Association.—C. G. Schulz, secretary of the Minnesota Education Association, St. Paul.

Mississippi—The rapid elimination of the small, weak schools and the building in their stead of a few strong central schools. We now have 787 consolidated schools that have taken the place of over 2500 smaller schools.—W. F. Bond, State superintendent of public education, Jackson.

Missouri—While the enumeration of children of school age in the State last year was only 1275 more than the enu-

meration for the previous year, the enrolment in the schools was 43,265 more than the year previous.—Sam A. Baker, State superintendent of public schools, Jefferson.

Montana—Work of State Teachers' Association in creating public interest in unfair tax burden borne by school district as compared with small State support.—May Trumper, State superintendent of public instruction, Helena.

Nebraska—The growing professional consciousness of Nebraska teachers as evidenced by the large enrolment in the State Association, together with the establishment of their own professional journal.—E. M. Hosman, secretary Nebraska State Teachers' Association, Lincoln.

The solidification of the educational forces through the reorganization of the Nebraska State Teachers' Association on a representative basis, with its accompanying forward-looking program.—C. Ray Gates, N. E. A. State director for Nebraska, superintendent of schools, Grand Island.

Nevada—The first junior high-school building in the State of Nevada is now being built in Reno at a cost of \$200,000. Reno has a population of about 12,000.—Mrs. L. C. Booth, N. E. A. State director for Nevada, Reno.

Unanimous endorsement by Nevada teachers of the Towner-Sterling bill and high individual enrolment of Nevada teachers in the National Education Association.—K. W. Mitchell, secretary of the Nevada State Education Association, Winnemucca.

New Hampshire—Only 315 children in New Hampshire were enrolled in 1921-22 in schools which were in session for fewer than thirty-six weeks.—E. W. Butterfield, commissioner of education, Concord.

One fourth of all teachers took summer courses, normal school enrolment increased twenty-five per cent, and enrolment in three-year normal school courses increased one hundred per cent.—Clifton A. Towle, N. E. A. State director for New Hampshire, Exeter.

New Jersey—To accommodate an increase over the previous year of eighteen per cent in high-school enrolment and about six per cent in elementary school enrolment there were expended \$18,000,000 for new school buildings and equipment in New Jersey during the year of 1921-22.—John Enright, commissioner of education, Trenton.

New Mexico—The establishing of a

large number of consolidated schools.—John V. Conway, State superintendent of public instruction, Santa Fe.

New York—Raising standard of teaching profession by lengthening courses in State normal schools from two to three years and articulating more closely teacher certification with professional training.—Frank P. Graves, State commissioner of education, Albany.

SCHOOL A HUMANIZING AGENT—The school in modern society is the social unit for the exercise and development of all that we term humanism. And there is abundant evidence that the schools of Europe and America are realizing their high mission and calling in the preservation of the human in this machine age. No longer do we regard the children as passive recipients of facts. No longer do we emphasize mere knowledge. We recognize variant individualities and unfolding personalities. We treat with reverence and wonder unfolding life. The escape for the child from a mechanized society is found in the spontaneous activities of the school.—W. G. Cove, president, National Union of Teachers, England and Wales, Rhondda, Wales.

Definite steps were taken to grade New York City children by scientifically ascertained mental ages and to adjust the course of study to these facts; also, 10,000 teachers joined the National Education Association.—Ambrose Cort, N. E. A. State director for New York, principal of Public School No. 73, Brooklyn.

North Carolina—In 1919-20 the number of teachers that had not less than standard high-school education and six weeks of professional training was forty-six per cent of the total number of teachers in the State. But in 1921-22 it was seventy-four of the total. In 1921-22 the total number of teachers employed was 19,540, and 12,500 of these attended summer schools from six to twelve weeks.—E. C. Brooks, State superintendent of public instruction, Raleigh.

North Dakota—The best trained

teachers in the history of the State in our one-room schools.—A. C. Berg, N. E. A. State director for North Dakota, State inspector of rural schools, Towner.

Ohio—The point reached where no teacher without one year's normal training need be certificated; entrance to fifty-six country normal schools refused unpromising applicants.—W. B. Bliss, assistant director of education, Columbus.

Oklahoma—Over thirteen thousand of the seventeen thousand teachers in this State attended the summer schools for nine weeks during the summer, doing credit work.—R. H. Wilson, State superintendent of public instruction, Oklahoma City.

Secured passage of the State educational survey law and enrolled 99.8 per cent of teachers of the State as members of the State Association.—M. R. Floyd, secretary of the Oklahoma Education Association, Oklahoma City.

Oregon—The passage of the compulsory education bill which abolishes all private and parochial schools and forces all children of compulsory school age to attend the public schools.—E. H. Whitney, N. E. A. State director for Oregon, assistant superintendent, of schools, Portland.

Pennsylvania—The movement inaugurated to equalize educational opportunity by placing, not later than September 1, 1927, in every classroom of the State a teacher who shall possess qualifications equivalent to graduation from a four-year high-school course and an approved professional course in a State normal school or college of not less than two years.—Thomas E. Finegan, State superintendent of public instruction, Harrisburg.

The enrolment in the 1922 summer schools of 28,850 of the 45,487 certificated teachers of the State, the present enrolment of 5445 students in our fourteen State normal schools, a gain of 2000 over last year, and the attendance of 53,134 students in our accredited colleges and universities, 12,000 of whom are registered in educational courses.—James H. Kelley, N. E. A. State director for Pennsylvania, secretary of the Pennsylvania State Education Association, Harrisburg.

Rhode Island—Sixty per cent of the teachers attended professional classes. School expenditures increased twenty per cent. Legislation effected most significant improvement in State and municipal administration; minimum sal-

ary \$650, average salary over \$1400.—Walter E. Ranger, commissioner of education, Providence.

Legislation providing that all private schools and institutions of learning shall be registered with and make annual reports to the State board of education.—William O. Holden, N. E. A. State director for Rhode Island, Pawtucket.

South Carolina—Gratifying growth was secured in enrolment, average attendance, teaching efficiency, and popular support.—J. E. Swearingen, State superintendent of education, Columbia.

South Dakota—Increased professional spirit shown in larger summer school attendance, elimination of third grade certificates, 33 1-3 per cent increase in enrolment in State Education Association.—A. H. Seymour, secretary of the South Dakota Education Association, Northern Normal and Industrial School, Aberdeen.

Laws requiring a minimum eight months' term of school, compulsory attendance, and State truancy officer have increased attendance per rural pupil nearly one month.—Fred L. Shaw, State superintendent of public instruction, Pierre.

The advancement of its normal schools to become degree-granting four-year teachers' colleges, together with the expansion of the old summer schools to fully organized "fourth quarters" of the school year, with an attendance last year of 3800 teachers out of 7200 teachers employed in the State.—Harold W. Focht, N. E. A. State director for South Dakota, president of the Northern Normal and Industrial School, Aberdeen.

Tennessee—Under the new method of apportioning State elementary school funds as provided for in the Acts of 1921, not a single school in Tennessee will be in session fewer than one hundred days this year as against one school with fewer than one hundred days in 1921 and fourteen schools for the preceding year. Apportionment of State elementary school funds on the basis of average daily attendance has resulted in a net attendance increase of more than forty thousand.—J. B. Brown, State superintendent of public instruction, Nashville.

The rural elementary school term in Tennessee has been increased from 119 to 140 days in two years.—S. L. Smith, N. E. A. State director for Tennessee, general field agent for rural schools, Nashville.

Texas—Practically every thinker,

leader, editor, teacher, and member of our legislature is studying the problems of education in Texas with an earnestness never before noted.—R. T. Ellis, secretary of the Texas State Teachers' Association, Fort Worth.

The report of a committee appointed by the Governor to consider educational matters in Texas, which report recommends a comprehensive, impartial survey of the entire educational system of the State.—Annie Webb Blanton, State superintendent of public instruction, Austin.

Utah—Prevention of the reduction in teachers' salaries, thereby maintaining, if not increasing, the efficiency of the teaching force.—C. N. Jensen, State superintendent of public instruction, Salt Lake City.

A large decrease in the number of uncertificated teachers and a corresponding marked increase in the professional standard among the teachers employed in the State.—L. John Nuttall, secretary of the Utah Educational Association, Salt Lake City.

The loyal response from teachers to the call for retrenchment, which made it possible through assigning larger classes and longer hours to maintain salary schedules and to maintain without appreciable difference educational standards.—J. M. Adamson, secretary of the Utah Educational Association, Salt Lake City.

Vermont—Thorough reorganization of the State system of normal schools and training classes for teachers; comprehensive program well under way for standardization of all rural schools of the State.—C. H. Dempsey, commissioner of education, Montpelier.

Virginia—Public school fund increased from \$16,100,000 to \$20,800,000. Average daily attendance increased 49,000. Seventy-seven per cent of teachers hold first grade or higher certificates. Sixty per cent of teachers attended summer schools.—Harris Hart, State superintendent of public instruction, Richmond; and C. H. Heatwole, secretary of the Virginia State Teachers Association, Richmond.

State-wide abolition of district school boards and a substitution of county boards, making the county a unit of administration, and reducing the school-board membership from about fifteen hundred to about five hundred.—Nannie W. Thompson, N. E. A. State director for Virginia, 120 Second Avenue, Richmond.

Washington—Initiative campaign for increased State support won forty

per cent of the voters and educated both profession and public in problems of school finance.—Arthur L. Marsh, secretary of the Washington Education Association, Seattle.

West Virginia—Enrolled in approved spring and summer schools, 7459 of 10,629 elementary teachers, and extended course in three normal schools, one of which became standard teachers' college.—W. W. Trent, secretary of the West Virginia State Education Association, Elkins.

(1) Training in service of seventy per cent of all elementary teachers in approved spring and summer schools in 1922. (2) Increase of one million dollars per year, for the past two years, for State aid to elementary schools. (3) Institution of teachers' salary schedule producing large increases in pay of teachers. (4) The production of systems of standardization for rural schools with State aid under State supervision.—George M. Ford, State superintendent of free schools, Charleston.

Wisconsin—The decided stand that the "powers that be" are taking for the four-year teachers' colleges.—M. A. Bussewitz, secretary of the Wisconsin Teachers' Association, Milwaukee.

All of the rural schools of the State have been supplied with legally qualified teachers, having in addition to the minimum academic preparation required by law at least one year of professional work devoted to instruction and training preparatory to the work of teaching.—John Callahan, State superintendent of public schools, Madison.

The first meeting of the Representative Assembly of the re-organized Wisconsin Teachers' Association of which E. D. Doudna was chosen full-time secretary.—John F. Sims, N. E. A. State director for Wisconsin, Stevens Point.

Wyoming—Increase in professional consciousness as evidenced by the large enrolment in State and National associations.—C. M. Whitlow, secretary of the Wyoming State Teachers' Association, Riverton.

The enrolment in the high schools of Wyoming has increased twenty-five per cent during 1922, indicating that the solution of the problem of high-school attendance in this sparsely settled State may be at hand.—Katharine A. Morton, State superintendent of public instruction, Cheyenne.

WE must have men who are large enough to be international and national at the same time.—Franklin K. Lane.

Boys Who Are Boy Scouts

JAMES E. WEST

Chief Scout Executive of the Boy Scouts of America, The Fifth Avenue Building, New York City



JAMES E. WEST

Scouting in the United States will be officially thirteen years old on the eighth of February next. In those thirteen years the movement has spread and grown until it is firmly

planted and "going strong," as the boys themselves would say, in every State in the Union, as well as in Hawaii and Alaska, and numbers a membership of 500,000 scouts and over 127,000 scout leaders, a total exceeding the combined scout membership of all the other countries in the world as reported by the International Bureau at London.

From the beginning up to today, though the scope of the work has enormously increased with its growing membership, the Boy Scouts of America has remained fundamentally unchanged in its purpose and ideals. It is a movement not for any one type or class of boy, but for all boys everywhere. It is non-sectarian, non-partisan, non-military. It cares not of what creed a boy is. Jew, Catholic, or Protestant—it matters not. It cares not whether he be a country boy or a city boy, a boy with well-filled pockets or a boy who earns every cent of his living. So long as he is at least twelve years old and willing to take and keep the pledge known as the Scout Oath, he is welcome to the movement, privileged to all scouting can give him of fun and fellowship and profit.

The Scout Oath runs as follows: "On my honor I will do my best: (1) To do my duty to God and my Country, and to obey the Scout Law; (2) To help other people at all times; (3) To keep myself physically strong, mentally awake, and morally straight.

The Scout Law enjoins the boy to honor and loyalty and obedience, to cheerfulness, courage and courtesy, reverence and purity. Like the knights of old the scout is pledged to service. He must do his daily good turn, look about always for chances to help somebody

who needs his help. This service may be a small one like helping a woman across the street, capturing a stray kite for a weeping kiddie, binding up the paw of an injured dog, or it may be the saving of a life, the putting out of a forest fire, the prevention of a panic. The principle is the same. The scout is pledged to service, trained for service. He has not only the will but also the power to help others, in big emergencies and little needs because he is taught to Be Prepared, which, by the way, is the Scout Motto.

The program of scouting is one that is recognized by leading educators the world over as an ideal system of recreation—education. Dean Russell, of Columbia University, has said of it, "I would consider myself a prince among schoolmen if I could devise a school program in which the curriculum should appeal so directly to the boy's interests and the courses of study apply so serviceably to adult needs," and a school principal comments, "Scouting has done what no other scheme of education has been able to do—made the boy want to learn."

That perhaps is one of the great secrets of the popularity of scouting, that it does give the boy not only something which any grown-up would count worth knowing how to do, but also something that a boy thinks worth doing, something he likes to do. Flashing signal messages, following and laying trails, building bridges, tying knots, swimming, hiking, setting up tents, cooking camp "eats," stalking birds and animals in their native haunts with camera instead of gun, learning what to do in case of accident, how to rescue a drowning person, and put out a forest fire. These are things that appeal to every manly boy in and for themselves, aside from the educational value involved.

Every point in this program, every phase of scout activity has a double purpose, not only to help the boy to achieve technical skill in a given task but also to develop character. Character building—the helping of boys to be manly, clean, thorough, loyal, honest, brave, unselfish—the moulding of plastic

youth to desirable, patriotic, serviceable citizenship—these are fundamental in the scout plan.

Scouting is coöperative. It seeks not to take the place of existing agencies for the happiness, well-being, and development of boys, but to supplement and reinforce these at every possible point.

Churches and Sunday schools have found the movement a powerful ally in providing a desirable boys' work plan, a program of practical Christianity which operates not only on the seventh day but on all seven days of the week.

Fathers and mothers find that Tom and Bob are pleasanter, more companionable, more trustworthy members of the household because they are also members of a scout troop. The sense of social responsibility, loyal team play, the willingness to be of service are developed almost unconsciously in the growing boy. He is being prepared daily to be a desirable member not only of his own family, his own community, but also of that big family of which Uncle Sam is the head. Young America in the making, trained for citizenship!

All over the country scouts are participating in community service of all kinds. Fighting forest fires, spreading public health propaganda, planting trees, caring for public parks, conducting city clean-ups, searching out and reporting fire traps or germ sources, acting with the police in managing traffic, guarding dangerous crossings, protecting trees and flowers, demonstrating safety first, patrolling bathing beaches and coasting hills—these are only a few of the hundreds of public service tasks which scouts perform gladly, efficiently, cheerfully, because they are scouts and therefore trained for service.

A volume might be written on the subject of scout coöperation with public schools. From the beginning school men have welcomed the movement and given it their hearty support. Scoutcraft is not in any sense a substitute for schooling, but we believe, and the facts seem to justify our faith, that the thoroughness, keenness of wit, loyalty, enthusiasm, zeal for self development, respect for law and order that are engendered by scouting are all invaluable impetus to better work in school as well as out of it.

In many schools, scouts are in charge of fire drills, guard crossings where children pass, demonstrate first aid, serve as sanitary squads to see that yards and latrines are in proper condition, have responsibility of raising and lowering

Your House of Happiness

By B. Y. Williams

[From The Ladies' Home Journal]

Take what God gives, O heart of mine,
And build your house of happiness.
Perchance some have been given more;
But many have been given less.
The treasure lying at your feet,
Whose value you but faintly guess,
Another builder, looking on,
Would barter heaven to possess.

Have you found work that you can do?
Is there a heart that loves you best?
Is there a spot somewhere called home
Where, spent and worn, your soul may rest?
A friendly tree? A book? A song?
A dog that loves your hand's caress?
A store of health to meet life's needs?
Oh, build your house of happiness!

Trust not tomorrow's dawn to bring
The dreamed-of joy for which you wait;
You have enough of pleasant things
To house your soul in goodly state;
Tomorrow Time's relentless stream
May bear what now you have away;
Take what God gives, O heart, and build
Your house of happiness today!

school flags, and so forth. "We find that when there is work to be done we invariably call upon the scouts," says one principal. "Scouts are of great assistance in promoting school spirit, loyalty, and honest adherence to principles of student government," writes another.

Possibly the most striking example of school and scout cooperation is afforded by the so-called Detroit plan. In this city a field scout executive, serving under the supervision of the scout executive and employed by the Board of Education is the direct link between the local scout council and the Board of Education. Scouts meet in school buildings and have the privilege of the use of swimming pools and other equipment upon application. In turn they hold themselves ready for any and all services to the school for which their training specifically fits them, and are expected to bring scout spirit to bear on school life, which they do to a not unappreciable extent according to all reports.

In Fort Worth, Texas, the local scout council is formed of citizens representing

the Board of Education, the faculty of schools, and parent and teachers' associations as well as of the various religious, civic, and professional interests of the town. The local court of honor and examiners for scout tests are practically all experts from among the teaching force of the city. The scout executive is an ex-officio member of the public school faculty. The plan followed encourages Church and Sunday school attendance and considers the scout's church relations as a part of his school record.

This last is in accord with the policy of the organization since at the beginning of the history of scouting in this country the twelfth law, which has no counterpart in the English form was added as follows: "A scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion."

Scouting is not a reformatory movement. It exists to form, rather than to reform. Nevertheless it has been used to remarkable effect in several delinquent homes and reformatories, in many

instances giving the unfortunate lads involved their first real inkling of standards of honor and decency and reverence for right.

Scouting believes and acts on the faith that there are no bad boys, that those who are so called are only misdirected, underprivileged boys, who have never been given the right kind of leadership, the right kind of fun, the right kind of outlet for that terrible and splendid energy which every normal boy of whatever rank in life possesses. If more boys could be made Boy Scouts, we claim, and we have many famous judges on our side, there would be less need of reformatories. Let us not blame the boys, but society, that so many go astray and choose the low road instead of the high road for want of a helping, guiding sympathetic hand in the developing period.

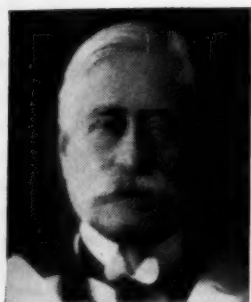
Not long ago the story reached us of a boy who was a typical "gangster," running wild in the streets, defying the law at every turn. The boy happened to want to become a scout and accordingly applied to a scoutmaster whom he knew for admission to his troop. The scoutmaster naturally hesitated. He was responsible to the parents of his boys. He was responsible to scouting. He couldn't take in any boy who happened to want to come in if his coming would be detrimental to the others or to the movement. But he wanted to help the boy who obviously needed just what scouting could give him, so he explained thoroughly and patiently just what scouting was and how high a standard it demanded of those who followed it, asked the applicant if he thought he could make the complete right about face, practically make himself over inside and out. The boy considered it. He knew it was a big job he was tackling but more than anything else he wanted to be a scout, wanted vaguely too perhaps to live up to that fine ideal which the man he admired greatly set before him. He promised to have a try at it, was taken in on probation, made good, became a scout that the movement may well be proud of, doubly proud in that he had overcome so much in attaining true scoutdom.

I like to tell this story for two reasons, first because it shows what scouting can do for a boy if he meets it half way and really accepts its obligations as well as its privileges, and second, because it shows what manner of men our scoutmasters are. I wish I could shout it from the housetops so that all the people in the United States could hear and

know what these volunteer leaders in scouting are doing, serving year after year in the cause of better boyhood, giving of their time, their thought, their energy, themselves, without pay. Conserving boyhood, leading boys "over the top" to manhood, "physically strong, mentally awake, morally straight"—this is the task of the scoutmaster and blessed

is he who undertakes it wholeheartedly. As for boys who are boy scouts, just get acquainted with a few of them and see if you don't want your son to be one of them. Find out what they are doing in your town and see if you don't agree with President Harding when he said, "I am with the boy scout movement heart and soul."

The American University Union¹



GEORGE E. MACLEAN

AT 50 RUSSELL SQUARE, a few steps from the huge pile of the British Museum and facing one of the largest of those enclosed green quadrangles which

are a peculiar feature of London topography is an old brick-front house which might have been the home of the Sedleys or the Osborns in *Vanity Fair*. In the early nineteenth century this quarter of London, known as Bloomsbury, was occupied by the families of the rich merchants whose business houses were eastward in the city, but long ago the city began to push its bastions into the West End, and Bloomsbury, resisting the invasion of the world of affairs, has become a district of learned societies and students' lodging houses. Here stands University College, one of the institutions which make up the widely scattered and growing University of London. Here it is hoped will one day rise the building of a united University of London.

Number 50 in the meantime houses on its ground floor the Universities Bureau of the British Empire, which was founded in 1912 to unite the institutions of higher education in the British Isles, Canada, Australia, New Zealand, South Africa, and India for the formulation of common educational policies. On the floor above is the British Division of the American University Union

in Europe. Still higher are the Office National des Universités et Écoles Françaises and the Anglo-Danish Students' Bureau.

The American University Union in Europe was founded in Paris in 1917 as a war organization, and its activities soon spread to London and Rome. Throughout the American participation in the war its work was largely to promote the physical and moral welfare of thousands of young university men on their way to or from the front. After the armistice it undertook and carried through the task of helping to organize the educational opportunities offered by British and French universities to members of the American Expeditionary Force during the interval between the cessation of hostilities and return to the United States. During this period the office near Trafalgar Square, in London, was under the direction of Professor John W. Cunliffe, of Columbia University, the present secretary to the board of trustees in New York City. His organizing ability and practical knowledge of the British educational world ensured the prosperity of this phase of the work, which was brought to a successful conclusion under the administration of Professor Carl Russell Fish, of Wisconsin University, the second Director. After the repatriation of the American army and the return of the European universities to more or less normal conditions the function of the British Division of the Union underwent a definite change. Aside from the shift in the centre of operations the scope of the work was somewhat extended. It became evident that the business of the Union in London was to encourage the development of connections between the universities of America and Great Britain especially in the region of graduate and professional studies. This could be accomplished in two ways—by bringing the graduate student into a new environment by ex-

change of students, or by bringing the professor into a new environment by exchange of teachers. The Union in London now exists for these two purposes and also to serve as a centralizing office for all enquiries originating on either side of the Atlantic with regard to educational conditions on the other side. The British Division is fortunate in having as its present director, Dr. George Edwin MacLean, formerly chancellor of the University of Nebraska and later president of the State University of Iowa. Dr. MacLean is thoroughly familiar with the organization of education in both countries, having made in particular several studies of British universities for the Bureau of Education of the United States Government.

The American University Union is supported by the contributions of some seventy-five universities and colleges in the United States. It is under the patronage of the President of the United States, the President of the French Republic, the President of the Board of Education in Great Britain, and the Ministers of Education and Ambassadors of Great Britain, France, Italy, and Belgium. The Board of Trustees includes, as institutional trustees, the presidents of Chicago, Cornell, Harvard, Illinois, Minnesota, and Princeton, besides representatives of the Association of American Colleges and the American Association of University Professors. The director of the American Council on Education and the director of the Institute of International Education are *ex-officio* trustees. Everything possible has been done to make the Union in its two divisions at Paris and in London a kind of educational clearing-house or, to change the analogy, an educational diplomatic or consular office in which individuals and their credentials can be certified so that they will be readily accepted by foreign university officials.

All American teachers and students who find themselves in London are urged to register immediately at the offices of the Union. The staff there are prepared and willing to offer, free of charge, any kind of advice needed, not only in connection with university work, but on all questions affecting the comfort of the American visitors. The director and the executive secretary undertake to put teachers and students in personal touch with officials or private persons whom they desire to meet in connection with their work or observations in the British Isles.

¹This article, which was prepared for THE JOURNAL by Mr. R. H. Simpson, executive secretary of the British Division of the American University in Europe, 50 Russell Square, London, W. C. 1, deals primarily with that division of the Union. The Continental Division has headquarters at One Rue de Fleurus, Paris. The representative in Italy is Mr. H. Blakiston Wilkins, Porta San Pan Crazio, Rome 29.

SALARY SCHEDULES—Harrisburg, Pennsylvania

Population 75,917—Effective September, 1922

Classification of teachers	Education and experience	First year	Second year	Third year	Fourth year	Additional annual increments		Maximum salary
						Number	Amount	
Elementary and intermediate	Holders of normal certificates	\$1,000	\$1,100	\$1,200	\$1,300	5	\$100	\$1,800
	Holders of permanent certificates and normal diplomas	1,100	1,200	1,300	1,400	4	100	1,800
High school	College graduate 2 years experience	1,400	1,500	1,600	1,700	8	100	2,500
	College graduate, masters degree 4 years experience	1,400	1,500	1,600	1,700	11	100	2,800
	College graduate, doctors degree 4 years experience	1,800	1,900	2,000	2,100	7	100	2,800
Shop	4 years high school or equivalent 4 years trade training 2 years experience	1,400	1,500	1,600	1,700	5	100	2,200
	4 years high school or equivalent 4 years trade training 2 years experience 1 year professional training	1,400	1,500	1,600	1,700	6	100	2,300
	4 years high school or equivalent 4 years trade training 2 years experience 2 years professional training	1,400	1,500	1,600	1,700	8	100	2,500
Other special certificates	4 years high school 2 years training 2 years experience	1,400	1,500	1,600	1,700	5	100	2,200
	4 years high school 3 years training 2 years experience	1,400	1,500	1,600	1,700	6	100	2,300
	4 years high school 4 years training 4 years experience	1,400	1,500	1,600	1,700	8	100	2,500
Elementary principals	Normal diploma or college graduates plus course in supervision and experience in grades supervised	1,500	1,600	1,700	1,800	7	100	2,500

The salaries of principals of the intermediate schools range from a minimum of \$3,000 to a maximum of \$4,000, with an annual increment of \$200.

The salaries of principals of the high schools range from a minimum of \$3,000 to a maximum of \$4,500, with an annual increment of \$200.

The salaries of supervisors range from a minimum of \$2,000 to a maximum of \$3,500, with an annual increment of \$200.

The salaries of head teachers, teachers in the open air schools, schools for backward pupils, detention schools and other special schools not requiring special State certification, are \$100 more than the teachers in the regular schools.

All teachers and elementary principals may be granted an immediate additional increase of \$50 in salary and the maximum for each teacher may be increased \$50 for each eight semester units of college credit provided that such increase in salary and maximum shall not exceed \$300.

high school generally means an increase of salary for doing work probably less burdensome than that for which the lower salary was received.

This is all wrong, and it is time that this injustice should be corrected. The theory on which the policy of paying high-school teachers more than is paid to teachers in the elementary schools rests on the belief that the high-school teacher's preparation has been more extensive than that of the elementary teacher. In the majority of cases this is true but with the raising of the standard of preparation in the normal schools to three and four years, the difference in either the time or money spent in getting ready to teach is not sufficient to justify the present discrimination in favor of high-school teachers. The larger number of high-school teachers seldom spend more than four years in preparation for their work. In some of the Western States the course in the normal schools now covers four years and before long this is likely to be required in most States.

For the same preparation in point of time and energy teachers should receive the same salary, provided, of course, that their teaching ability is equal. The quality and usefulness of a teacher's service, whether in the high school or elementary school, should determine the salary, not the particular grade in which a teacher happens to be placed. It is still the practice, even in some of the elementary schools, to make a distinction in salary between the primary and grammar grades. Such a practice has nothing in its favor, and should give way to the rational plan of paying teachers what their services are worth. College-trained teachers can hardly be expected to be content to work in the elementary schools for considerably less than they would receive in the high schools are poorer teachers than have the broader preparation that would come from a college course should be found in the schools below the high school.

But aside from the preparation of teachers the present discrimination against the teachers in the elementary schools cannot be defended. Teaching in the elementary schools makes a heavier demand upon the time and energy of teachers than does teaching in the high school. This fact should be taken into account in fixing the salary of teachers. Then, too, as a rule teachers in the high school are poorer teachers than in the elementary schools. They have less of the pedagogic spirit, and spend less time and money in improving themselves after beginning teaching than teachers in the elementary schools. It is not common for high-school teachers to buy or even read the newer books on education. Records show that they subscribe to few educational journals. Their classroom methods are more or less academic. There are of course exceptions to this apathetic attitude toward the pedagogic aspect of their work, but it is entirely within the truth to say that the interest of high-school teachers in professional improvement is far less than that of teachers in the lower schools.

Because of these differences it is entirely wrong to keep up the present discrimination in favor of high-school teachers as a class. Common fairness demands the abolition of a custom that has nothing to recommend it.—Editorial in *American Education*.

AN UNJUST DISCRIMINATION— There seems to be a growing belief that the difference that exists between the salaries of teachers in the elementary schools and of teachers in the high schools is altogether too great. This disparity of salary

is without any valid reason and it is a good sign that school administrators are coming to see that this marked difference in salary in favor of the high-school teacher is not justified. It happens that the transfer of a teacher from the grammar school to the

Exterminating Tuberculosis¹

THE GREATEST ASSET of any nation is the good health of its people. Since its first existence upon the earth, the human family has been in combat with disease. Until comparatively recent times the cause of disease was not known. Man was engaged in the greatest war that has ever been waged and the enemy had never been seen. This unseen enemy was constantly at work and was making frequent drives that were successful in the extreme. "Black death" in one epidemic killed approximately one fourth of the population of Europe. For centuries smallpox claimed its victims as poison claims flies. Some in this very audience have sad memories of the days when diphtheria would take all but the last few children in a community. One recalls how the burials were made at night and how the few remaining children in the community would gather in the fields by the roadside and there in the moonlight would pay their last respects to their little friends who were being borne to the cemetery.

For centuries typhoid fever took a terrific toll in human lives. During the Civil War more soldiers died from typhoid fever than from the direct causes of war. Yellow fever at one time threatened the population of our Southern States and certain tropical lands. In one epidemic there were 4031 deaths in Philadelphia. Many of you will recall the alarming headlines in the daily papers a few years ago about epidemics of the bubonic plague which occurred in San Francisco and New Orleans. Malaria and hookworm disease for decade after decade not only claimed victims, but debilitated large parts of the population of Southern States so as to render them almost useless as citizens. It is stated that in India alone 1,300,000 people die of malaria every year. Syphilis at certain times has threatened to depopulate nations, and today it plays no uncertain rôle in the low birth rate and the high infant mortality rate among the negroes of America.

¹ This paper was read by Mr. J. A. Myers, Ph. D., M. D., medical director of the Lymanhurst School for Tuberculous Children, Minneapolis, and assistant professor of medicine in the University of Minnesota, before the section on open-air classes of the Fifty-ninth Annual Convention of the Minnesota Education Association, St. Paul, October 26, 1922, under the subject *The Rôle of School Teachers and School Nurses in the Extermination of Disease, with Particular Reference to Tuberculosis*.

While these diseases were raging—partly because of them and certainly in spite of them—man was trying to develop scientifically. The human eye is not constructed for seeing close objects or minute objects, but with increasing mental powers, man developed a method of communication through written and printed matter. The eyes not being constructed for this close work were injured, and vision actually became impaired. Some of the scientific minds of the world set to work to prevent injury to the eyes resulting from close work. The result was eye lenses which, when properly fitted, gave such aid as to make it safe to use the eyes for nearly any kind of work. Moreover, it was found possible to correct most cases of defective vision by their use.

While working with various kinds of lenses, man learned that objects could be greatly magnified by their use. This led to the microscope. When this instrument was reasonably well perfected and man looked through it, a hitherto unseen world lay before his eyes. Investigation in this previously unseen world revealed many of the enemies with which man had been in war since his very existence upon the earth. Therefore, for the first time in history, he was able to enter the battlefield with enlightenment as to the nature, strength, and position of the enemy.

Most of this enlightenment came after 1870, and since that recent date many diseases have been conquered and the death rate from disease has been reduced materially. It was learned that "black death" and bubonic plague were caused by the pest germ. It was learned further that this germ often lived in the bodies of rats and ground squirrels, and that fleas which bit these animals transmitted the germ to man by biting him. The extermination of the rat and the introduction of proper sanitary measures in communities where the pest existed led to a rapid abatement of the plague.

Diphtheria was found to be caused always by one kind of germ. Scientific studies of this germ and its products resulted in antitoxin which has been the means of saving many lives. Today science has carried us one step further. We are able to go through a school or a community and with a simple test point out the individuals who would take diphtheria if exposed to it. Moreover,

we are able to administer to the susceptible individuals in such a way as to render diphtheria harmless to them.

Typhoid fever today is preventable. There is no real excuse for anyone having this disease except through ignorance or procrastination.

Malaria was found to be caused by parasites which spend one phase of their life cycle in the bodies of mosquitoes and the other phase in the blood of man. When this information was secured, it appeared that this disease could be completely exterminated by the destruction of the species of mosquitoes which transmit it. The proper education of the public is necessary for this accomplishment.

It was learned that yellow fever always was due to the bite of a certain species of mosquito. This information was obtained for the world at the expense of the lives of a few physicians. But when it was given to the world, the control of yellow fever was made possible by the extermination of this particular species of mosquito. Today it is gratifying to be able to state that yellow fever in all probability will soon be banished from the earth forever.

We have now a satisfactory treatment for hookworm so there is no scientific reason why this disease should continue to be a menace to more than one half of the world's population.

In the control of all the mentioned diseases, the education of the public has been, and now is, of utmost importance. There is no avenue of approach which will so thoroughly and lastingly educate the public as the schools. The future of disease control rests in no small part with the teachers and nurses of the schools.

One disease still remains a world problem. This disease has been with man always. From the very early writings we read descriptions of it. In the Egyptian mummies, we find evidence of its existence. In olden times, this disease was usually described as one which slowly but surely consumed the bodies of its victims. Hence, it was given the name "consumption." Careful studies of the organs involved with this disease revealed the presence of little masses called tubercles, but not until 1810 was this disease designated tuberculosis. Before 1882 its true cause was unknown and a variety of views, some based on superstition, existed as to its cause and treatment. Dr. Robert Koch became greatly interested in tuberculosis. He set to work to discover its

true cause, and in 1882 announced to the world that a small germ, the tubercle bacillus, was responsible for all cases of tuberculosis. He was able not only to see these germs by the aid of the microscope, but also to reproduce the disease by introducing them into the bodies of certain animals.

A little later, it was discovered that there were two strains of tuberculosis germs—one that was very common in lower animals, particularly cattle, and the other that was most commonly found in man. Consequently, these were designated the bovine and human types, respectively.

The tuberculosis germ gains entrance to the body in two main ways: first, through contaminated food, and second, through contaminated air. Infection of the human body may occur at any stage of life, but it is by far most common in childhood. Hamburger, of Vienna, studied a large series of children and found that by the time the twelfth year of life was reached, more than ninety per cent had been infected with tuberculosis. In St. Louis sixty-five per cent of all children under twelve years of age are said to have been infected. Dr. David A. Stewart says: "Even in the Western Canadian prairie Province of Saskatchewan a particularly good survey made last year, covering one per cent of the children of the province, showed forty-four per cent infected at six, and sixty-one per cent at sixteen. Of two hundred twenty-six young adults in training as teachers, seventy-six per cent, by reacting to tuberculin, showed latent tuberculosis. Six per cent of the young adults had a history of pleurisy, and of all examined, the children and the young adults, about one per cent were found to have disease that could be called active." Very similar results have been obtained in many parts of the world. In fact, tuberculosis has been called a disease of childhood.

Naturally, the question arises as to how tuberculosis germs are transmitted to the bodies of such large numbers of children. It has been proved beyond doubt that tuberculosis germs of cattle (bovine type) are capable of infecting and producing disease in children. Inasmuch as tuberculosis is so common in cattle, and dairy products constitute such a large part of the diets of children, one can see an outstanding cause for the prevalence of tuberculosis in children. Milk and beef from tuberculous cattle may be teeming with tuberculosis germs.

Tuberculous cattle may not be sus-

pected of having any disease as they often appear perfectly healthy. Therefore, we are fortunate, indeed, in having a simple test which usually will detect the presence of tuberculosis in cattle. By the use of this test, it is possible to determine with a reasonable degree of accuracy whether the milk from a given animal is a safe food for children.

It is a well established fact that the proper degree of heat kills the germs of tuberculosis. Therefore, milk properly pasteurized, and beef well cooked are safe foods even if obtained from tuberculous animals. In New York City before pasteurization was extensively employed, sixty-four per cent of the cases of glandular and abdominal tuberculosis were due to germs of the bovine type. At the present time, ninety-eight per cent of New York City's milk supply is pasteurized, and only sixteen per cent of the cases of glandular and abdominal tuberculosis are due to germs of the bovine type.

It is obvious, therefore, that by eliminating all tuberculous food-producing animals, and by properly heating and cooking animal foods, one may reduce tremendously the incidence of bovine tuberculosis among the children of any given community.

While the bovine type of germ is responsible for much tuberculosis in children, the human type also plays a large part in producing infection and disease. Germs may be found in certain excreta from tuberculous patients where disease is active. It is a well-known fact that the saliva and sputum of tuberculous patients may be laden with the germs of tuberculosis. It has been shown that in ordinary conversation, droplets of saliva and sputum are emitted from the mouth. These droplets are emitted with such force that they are carried a few feet in the air. If an individual coughs or sneezes, such droplets may be thrown through the air for a distance of ten feet. Therefore, if a healthy individual is located within a few feet of a tuberculous patient who is talking, coughing, or sneezing, the germ laden droplets from the patient's mouth may be inhaled by the healthy individual. Again, sputum allowed to dry in places where there is little sunshine, may become pulverized and carried with dust so as to contaminate the air which healthy individuals breathe. All this may be prevented and many healthy bodies saved from infection and disease if tuberculous patients will cover their mouths when talking, coughing, or

sneezing and will destroy every particle of sputum expectorated.

It is a very common habit in this country to place the hands about the mouth. Patients often cover the mouth with the bare hands when coughing or sneezing. If the sputum and saliva contain germs, the hands become contaminated. The patient may soon shake hands with a healthy person, possibly a child, whose hand, receiving the germs from the patient's hand, is soon brought to the mouth. The result may be tuberculous infection or even disease of the healthy person. How frequently we see such patients employed in public eating places, or in the gathering and handling of raw fruits and vegetables. The spread of tuberculosis by this method can be prevented if the patient will keep the bare hands from the mouth and will wash the hand frequently in soap and water.

The dishes used by a tuberculous patient become contaminated, and if not properly sterilized, are a source of danger.

Most of you have seen small children stoop down and place the hands in sputum lying upon the street. If you watched the same children, before many minutes passed, you saw the same hands enter their mouths. Such sputa may be carried by flies to the food on our tables or by the shoes to the floors where our children are playing. Infection by this method may be prevented if tuberculous patients will refrain from spitting upon the ground and streets and will take pains to destroy all of their sputa.

Other excreta, particularly the feces of patients suffering from active tuberculosis, usually contain large numbers of the germs. The same care should be exercised in the destruction of such excreta as in the case of sputa.

When tuberculosis germs gain entrance to the body of a child, they may start to proliferate, and lead to the early death of the child; but, if the child's body contains or develops sufficient fighting qualities (immunity) the germs may be so overcome that at that time they do not multiply sufficiently to produce disease. Yet, they may lie in a dormant state for many years. Such children are said to have tuberculous infection, but not tuberculous disease. The majority of such individuals go through life without tuberculous disease, but there are many who, in later life, because of dissipation, overwork, worry, malnutrition, and poor housing conditions, are not able to keep the germs dormant.

The germs begin to multiply and the individual becomes ill, manifesting such symptoms as fever, rapid pulse, loss of weight and strength, anemia, cough, and expectoration. The individual is then said to have tuberculous disease, which occurs most frequently between the ages of fifteen and thirty years. It has been said truthfully of tuberculosis that childhood is the seed time and that early adult life is the harvest time.

More than fifty per cent of the children who become infected with tuberculosis before the age of two years develop the disease and die, while of those infected after the age of four or five years, only about one per cent immediately develop the disease and die. About, or soon after the age of puberty, the tuberculosis harvest time begins. This is the age when many young people begin to see visions of great futures and launch out into mental and physical activities which prove too much for their physical welfare. Others, through riotous living, break down their resistance and allow disease to become master of them.

There is almost no one who has not seen the deepest of human sorrows brought into homes by tuberculosis or who does not have near friends or relatives suffering therefrom. In the World War, our country lost approximately 50,000 of its young men. That was a terrible loss and a terrific sacrifice. Yet, since the World War our country has lost approximately 600,000 lives mostly of young men and young women from disease which could have been prevented. In the State of Minnesota, more than 1800 people were reported to have died of tuberculosis, last year, while in the ten States of the upper Mississippi Valley, 19,675 deaths were reported from this disease last year. It is estimated conservatively that for every death from tuberculosis, there are six to nine living patients with active tuberculosis.

Tuberculosis in animals, in addition to being a common source of childhood infection, is a large economic problem. Mr. Thomas E. Wilson has called attention to the fact that from June, 1920, to June, 1921, the meat inspection division of the U. S. Bureau of Animal Industry condemned and destroyed enough beef and pork from tuberculous animals to supply more than 180,000 American people for one year. One must consider that these animals had reached the slaughter houses, and that the figures given do not take into con-

sideration the number of animals which died in the fields from tuberculosis.

The great loss of human life and the economic loss from tuberculosis can be prevented. Already some of you are asking how can this be done, and can we be of any help. In reply, I must say that you can render an invaluable service in this field, and I am willing to predict that the day is close upon us when the school teachers and school nurses will be looked upon as one of the most valuable assets in the campaign against tuberculosis. Dr. Ravenel, one of the pioneers in tuberculosis work in this country, recently said: "If there is one weak point in our campaign against tuberculosis, it is in the care of children." Mr. J. W. Becker, managing director of the Illinois Tuberculosis Association says: "It would seem that the time has come when public sentiment has been sufficiently aroused to justify a campaign for a teaching force trained to give proper health instruction to the children. The greatest handicap is the unpreparedness of the teachers for this work. Effort should be directed to the higher institutions of learning which have to do with the preparation of teachers." You will see, therefore, that your first duty is to gather information concerning tuberculosis in order that you may be able to use and disseminate it when the time is at hand. The establishment of a department of public health and preventive medicine in the University of Minnesota where certain courses of study may be taken by students in the school of education will soon bear fruit in dealing a real blow to tuberculosis. All schools in the country training teachers can add nothing which will so increase the wealth and happiness of American citizens as courses teaching the prevention of disease.

Probably no person is as influential, and is so able to mold the plastic life of a child as his school nurse or teacher. How frequently these children put forth their best efforts to look and act like their nurses and teachers, and how often we hear fond mothers and fathers say, "It must be so because Henry's nurse or teacher said so." One of your outstanding advantages is that you have the children at a time when well-made mental impressions are life enduring.

It is within your scope to teach the children and the people of your community the dangers of using milk and beef from cattle that have not been tested for tuberculosis, and that all milk should be pasteurized. If this is

presented to the community logically, and in the right spirit, the producers and consumers will coöperate and you will be responsible, before many years pass, for a reduced incidence of tuberculous infection among the children of your community. Also, you may teach the members of your community, the dangers of coughing and sneezing without covering the mouth, the necessity of frequently washing the hands, the need for sterilizing all dishes and the reasons for destroying all excreta. Ordinarily, you will receive excellent coöperation, but occasionally you will meet with a tuberculous patient who refuses to consider any rules of prevention and continues to expose many persons. In some sections of the country, laws provide for the removal of such patients from the home to a hospital or sanatorium, but if public sentiment is not with you, there will be considerable trouble in enforcing the law. In all this work of preventing the spread of tuberculosis, you will find that public sentiment must be with you in making certain demands, and this public sentiment cannot exist until you have trained the public to realize the dangers.

We have discussed the prevention of infection, which will aid future groups of children, but you already have in your school children who are infected. What can be done for them? They can be taught correct living and the dangers of the approaching harvest time of tuberculosis. Those who are below par and show evidence of disease should be placed in a special school for tuberculous children. The fresh-air school was first attempted in Germany in 1904. In 1908 such a school was established in Providence, Rhode Island. Since that time, numerous fresh-air schools have sprung up throughout the world. Now one finds in such schools, not only tuberculous children, but also anemic and undernourished children, and in some instances such schools are being used for perfectly healthy children in an effort to prevent disease.

This year the first International Congress of Open-Air Schools was held in Paris. The idea of the open-air school is a good one, but it is a criticism on the ventilation of our regular school buildings. A great need in schools today is a ventilating system which will insure fresh air to every child. It is more economical to invest small sums of money in this way to prevent children from becoming ill than to expend large sums to treat them after they have grown ill.

The terms "fresh-air" and "open-air" schools are not good names for these institutions. They convey to the public the idea that all that tuberculous children need is fresh-air. It is true that when these schools were begun it was generally believed that fresh-air was the most important factor in the treatment of tuberculosis. Experience has taught us that this is not true, but that three other factors are more important than fresh air. In order of their importance these are: rest, good food, and education as regards the nature and cure of their disease. It is the duty of the school nurses and teachers to transmit such information to the people of their communities. When this is generally understood, we will not hear mothers say, "The doctor says Mary has tuberculosis. We are not going to put her in one of those fresh-air schools, but are planning to take her to the country where there is more fresh air than in all the cities combined." I feel safe in predicting that the time is not far distant when our schools now designated open-air and fresh-air schools will be called schools for tuberculous children, schools for anemic children, schools for malnourished children, and that all the schools truly will be fresh-air schools. Then the name of each school will indicate the kind of work it is doing, and will convey to the public that the best known treatment for the given condition is being employed in that school and that those in charge are not depending wholly upon fresh air for their results.

The chief functions of the school for tuberculous children are: (1) to accept each child infected with tuberculosis whose physical condition requires special care; (2) to accept all children who may spread tuberculosis to others; (3) to select all cases of active tuberculosis and recommend that they be sent to sanatoria; (4) to teach tuberculous children how to get well and prevent a final break down; (5) to teach the people of the community through demonstration that tuberculosis can be controlled; (6) to give the children such education, while they are getting well, as will enable them to become useful citizens.

In schools for tuberculous children attempts are made to aid each child's fighting forces and to conserve all energy possible. Each child is given food in the proper amount three or four times per day. Games on the play ground are carefully supervised. There are supervised rest periods when each

child is required to go to bed. Special attention is paid to keeping the non-tuberculous organs in good condition. For example, the teeth, tonsils, stomach, and other organs are examined from time to time and attempts are made to remove abnormal conditions. In other words, the general health of the child is improved so as to make possible a strong fight against the existing tuberculosis. During the World War tuberculosis did not increase in our army as in those of other nations. The average daily food consumption of our soldiers was approximately four thousand calories. This, together with other special attention, unquestionably aided them in combating disease. Special care also will aid our children in keeping well.

From recent studies, Dr. Griffin concluded that at least one child in every thousand is definitely tuberculous. Even on this conservative basis there would be in the United States not less than twenty thousand tuberculous children. These figures do not include children who need care in special schools, but only those who need hospital care. The number needing special schools far exceeds the number needing hospital treatment.

From the foregoing statements, it is obvious that there is great need for schools for tuberculous children. These schools should accept high-school as well as grade-school pupils. The following quotation from Dr. Lawrason Brown is significant: "That in the ten or twelve years after graduation from high schools most cases of tuberculosis start. This brings the boys and girls to the third decade, which is, of course, the period of the greatest stress and strain in life; it is the change from the protection of the schools to the strain of business, the years when they forget themselves in study, in work, and in play. I have felt for a long time that if we could bring before the youth of our country that they are going to form in the next ten or twelve years the future sufferers from tuberculosis and help them by what simple rules they could prevent contracting the disease, we could further reduce the mortality from tuberculosis."

It is a terrific loss to our country to educate children and let them die of tuberculosis before reaching the productive age. It has been shown that in the State of Illinois alone \$1,187,000 are spent annually for the education of children who die of tuberculosis before the age of twenty years is reached. A

similar condition probably exists in each of our States. Remember that this disease which constitutes such a large economic problem and kills approximately 150,000 of our people each year is preventable!

Teacher Councils Fifty Years Ago

WALTER D. AGNEW

THAT there is nothing entirely new under the sun is again justified in the following appeal for the participation of the classroom teacher in the administration of the public schools.

At the session of the American Institute of Instruction at Providence, Rhode Island, in July 1875, Dr. Samuel Eliot, headmaster of the Girls High School, Boston, read a paper on *The Organization of School Faculties* which sounds much like such a plea for teacher participation in school management as may be found in any current educational journal.

"Teachers are not absolute and ought not to be," said Doctor Eliot, "but they ought to have a great deal of power to do what they think is right." School committees, he says, sometimes dictate the details of instruction and discipline when they are generally quite unfitted to do it. At other times it is left to superintendents who, having been teachers, are more competent than the committees but "in becoming superintendents they cease to be teachers; they are no longer on the same ground where they stood before. . . . They are in an office whose functions are not merely educational, but largely administrative; . . . from the very nature of the case . . . they are at least to some extent disqualified for the purely educational details of which teachers and teachers alone are the natural masters."

The solution of the difficulty proposed by this paper was the nomination by the teachers themselves of a large committee from among their own group out of which the school board might choose not less than ten nor more than twenty who would be known as the school faculty to serve as counselors with the superintendent and the board. A faculty that would bear much the same relation to the school board that the college faculty bears to the board of trustees.

Could any discussion of fifty years ago be more modern than this? Furthermore, the plan proposed is worthy of consideration today.

Intelligent Leadership by Professional Organization¹

NEVER before in our history has the teacher exercised the influence upon educational progress that she is exercising today. The stress and strain that the post-war period of unrest has placed upon the public school, along with other great National institutions, makes it uncertain as to just where we are going educationally, but we can no longer fail to recognize the teacher as an active and effective participant in every crucial educational battle. The day has passed when some dominating personality imbued with the zeal of a Horace Mann goes out and puts over single-handed some great educational program, the rank and file of those who should be his co-workers looking on as passive observers.

In practically every State where recent educational battles have been fought, the organized teachers of that State played a decisive rôle. The victories recently won in the States of New York, California, and Illinois, resulting in the addition of millions of dollars to their State school funds, were in each case the result of a long campaign by a well-organized State teachers' association. Ohio recently defeated two constitutional amendments. *The Bulletin of the National Tax Association* states that "an important element in the opposition was the attitude of the State Teachers' Association" which opposed the measures because they endangered the future of school revenues. California in the last election defeated an initiative measure which was vigorously opposed by the State Teachers' Association on the ground that it would make it more difficult to submit to the people measures for increased support. The State Education Association of Washington is already laying plans to reopen its fight for the principles involved in "thirty-ten," defeated at the November election. The teacher is effectively participating in local educational campaigns as the bulletins of many of the local teachers' associations testify. In short, the voice of the teacher is speaking in clear and decisive tones whenever the welfare of the schools may be effected by legislative or administrative procedure.

This increasing influence of the

teacher has both hopeful and dangerous aspects. America is to be congratulated upon the fact that 700,000 teachers, well-informed as to the needs of the schools and vitally interested in the welfare of the children, are making themselves heard whenever matters affecting the education are up for decision. On the other hand, there is danger that the teachers may through lack of information allow themselves to take attitudes that are not based on valid economic or social principles. Many of the educational measures that teachers' associations are advocating and opposing involve a knowledge of economics and political science that the past training and former activities of the teacher have not called for. Consequently, he must acquire this information before he is able to support or defend his cause intelligently. Herein lies the danger in bringing the rank and file into the educational arena. If the teachers are careful to inform themselves and are sure of their ground before taking a position on a measure affecting education, the cause of education will be immeasurably benefited. If on the other hand their positions are founded on unsound theories and based principally on selfish interests, the influence of the teacher will diminish and the public confidence so eagerly sought will soon be destroyed.

There are signs that this danger is realized by our better organized teachers' associations. More and more it is becoming the practice to base their attitudes toward National, State, and local measures affecting education upon careful investigation and research under the direction of experts.

The Illinois State Teachers' Association has recently issued a study *Taxation in Illinois*, the purpose of which is clearly stated in the Foreword:

At the meeting of the Illinois State Teachers' Association held at Springfield in December, 1921, there was adopted a somewhat vigorous resolution upon taxation. It developed afterwards during the discussion that some of the teachers felt that they did not perhaps understand the full purport of all they were subscribing to, and the directors of the Association were instructed to have prepared a monograph upon the subject. With the hope that this monograph may contribute to a better understanding of our taxation problems in Illinois, it is respectfully submitted.

The action of the Illinois Association is not unique. Similar studies are being presented by other teachers' associations as a basis for their positions on measures affecting education.

Herein lies a great opportunity for the local teachers' organizations. These organizations may serve as centers for the study and discussion of the principles involved in pending educational measures. Well-informed speakers should be brought in to discuss the larger aspects of the measures—National, State, and local—with which teachers are concerning themselves. Local bulletins may serve as a media for selected informative material. This type of matter is already being included in many local bulletins and is being well received. There are many questions about which teachers are eager for information that they may take an intelligent attitude toward educational problems of the day. Let us briefly indicate a few of them.

Whenever the matter of school support is concerned the whole question of taxation is involved. Can the country afford the increasing expenditures that education requires? Before this question can be answered one must first know over a period of years the relation between educational expenditures and the country's ability to pay. There is evidence that until 1920 educational costs increased no more rapidly than the Nation's wealth. What is involved when the percentage of the National income that is spent for education is increased? To answer this question intelligently it must be realized that the increased taxation that this necessarily involves does not represent a loss to the Nation. It merely represents a transfer of the Nation's potentially productive resources from one object to another. These resources may be left in private hands to be translated into factories, private dwellings, theater tickets, or other goods capable of satisfying human wants, or they may be taken by taxation and spent by the public to provide for roads, schoolhouses, and the maintenance of schools, which also satisfy human wants. There is evidence that the Nation will not for some time need to fear for its financial stability because of the expenditures it is making for education.

Another closely related question is that of educational equalization funds. The principle most often involved is that money should be collected where wealth exists and used where the children are being educated. The further application of this principle during the

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

next generation will be the basis of many of our hardest educational fights. This principle was involved in the initiative measure passed in California in 1920 and in the one defeated in Washington at the last election. Although defeated in Washington the *Educational Journal* of that State says that the fight has just begun, for it served to cement and unify public-school interests in that State so strongly that victory is ultimately assured. It made the teachers students of education and salesmen of their product. This principle can never be successfully downed, it is fundamentally right and therefore will triumph in the end. An irate Rhode Island farmer once threatened to shoot Henry Barnard if he caught him advocating such heresy as the partial confiscation of one man's property to educate another man's child. This "heresy" is now an accepted principle and is applied everywhere throughout the Nation. An occasional set-back when it is extended to cover larger units of territory is to be expected.

When the principle is accepted in a State that money must be collected where wealth exists and used where the children are being educated, its application immediately involves the question of the form of tax by which the money will be raised. Is it to be an increased tax on property or some form of tax based on a different measure of the ability to pay, such as an income tax? Authorities are generally agreed that the general property tax as it now exists is an anachronism—a relic of a bygone age. Why has this decision been reached by authorities and what are the features of other types of taxes such as income, business, and inheritance that recommend them?

After the State money is available for education then the question of its proper distribution arises. What is the reason for a State equalization fund and why is it fundamental to an adequate educational system? What are some of the educational consequences of an inadequate equalization fund? Millions of children are coming to adulthood illiterate and otherwise handicapped throughout life because they lacked the elemental educational opportunities that a proper distribution of State school monies might have provided.

There are also a number of problems which more directly concern the welfare of the individual teacher. A discussion of some of the fundamental questions involved in teacher retirement systems would make possible the avoidance of

many mistakes that have been made in the drafting of some teacher retirement laws. Many of the retirement laws now in effect cannot be continued in their present form since within a few years they will be bankrupt. Teachers are expecting these retirement acts to protect them in their old age, an impossibility unless the whole pension question is fought anew and victory won.

The question of the control of city school finances is a live one in about half of our American cities. The financial independence of boards of edu-

cation must be won before our city educational systems can be made most effective. Such independence can be justified on both legal and educational grounds. Local teachers' organizations can well inform themselves on this issue.

In addition to questions listed above there are always issues peculiar to the locality concerned. Combined with the broader National and State educational problems which concern all teachers they furnish local teachers' associations a rich field for study and investigation. The influence which these organizations will have in educational progress is destined to be great. The local teachers' association can make this influence most effective by making itself an agency to keep the teachers informed on the important educational questions of the day.

VOCATIONAL VERSUS LIBERAL—The narrowing effect of too early specialization needs to be brought to public attention rather often, and rather forcibly. Specialization makes for technical efficiency, but if reared on a too narrow base, specialized vocational education produces the technician rather than the man, the one-job man rather than the citizen who has interest in affairs and sympathy with his fellows and concern for the public weal.

The technically trained man we must have; modern industry and modern commerce demand him, and cannot do their work and make progress without him. But the country makes a mistake when it puts boys rather than men into this highly specialized training. The older professions, medicine and the law, avoid this error—a grave error, whether viewed from the standpoint of the practitioner and the profession or from that of the public interest. Who would think of putting high-school boys and even grammar-school boys to the study of law or medicine?

Vocational and technical education—desirable and indispensable for those students fitted by tastes, ambition, and ability, to receive the higher specialized training—will be best reared upon a broad base of liberal studies. While, at present, the doctor or the lawyer often comes to the practice of his profession too late, the young technical man perhaps as often gets into his work too early to permit his developing that interest in other learning and especially in public affairs that should be the hall mark of every educated man.—Editorial in *The American School*.

THIS brief bibliography deals with the questions touched on in this discussion. The National Education Association will be glad to receive communications from the officers of local teachers' organizations who are interested in organizing for more effective service. References can be given to material bearing upon educational questions of general interest as well as upon local questions. These communications should be addressed to the Secretary, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

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Know America—The Capitol



THE floating population of Washington, if it could be computed, would indicate the interest which the "city of magnificent distances" holds for Americans, but no in-

spection of incoming trains or hotel registers can determine the throngs that daily visit the Nation's capital.

Next to himself and his home town or city, the average citizen is interested in his country, its laws and lawmakers, its seat of government. In April and May when Washington's parks and drives reflect the lavish mood of nature countless visitors climb the steps leading to the Capitol.

Facing east on a forty-six acre plateau almost a hundred feet above the level of the Potomac, which is sea level as well, stands a structure worthy of the largest and wealthiest democracy in the world and of credit to the architects who planned it. The building and grounds are now valued at twenty-six million dollars. Once seen, the building is so stately and majestic it is easily remembered. Its most characteristic feature is the dome, made of cast-iron, weighing nearly four thousand tons, and surmounted by a twenty-foot statue of Freedom.

The history of the Capitol is the history of our country. Two years after the city of Washington was laid out in 1791 the erection of the Capitol was begun, President Washington laying the corner-stone. When in 1800 the Senate wing was finished, the foundations of the rotunda laid, and the basement of the House wing in process of construction, the removal of the seat of government from Philadelphia was effected. In those days the woods were so thick it was difficult to find one's way from the village of Georgetown to the site of the Capitol, and the housing problem was almost as acute as in 1918. Congressmen who could find no nearer accommodations put up at the Union Tavern in Georgetown, using the mail-coach, christened by John Randolph the "Royal George."

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

Accustomed as we are today to associating the "noblest building in America" with scenes of rivalry and heated controversy, it is yet somewhat difficult to conceive of its ever having been in danger of destruction. And yet it has. In July, 1814, a fleet of 4500 British landed in Chesapeake Bay, and overpowering at Bladensburg the six thousand untrained militia sent to meet them advanced on Washington. Tearing down part of the "shed" that connected the wings and adding some valuable books from the Library of Congress, they ignited these combustibles and after shooting a few war rockets through the roof left the building to burn. But a pouring rain intervened and though the House wing was badly gutted, the damage was soon repaired and work continued on the central portion until its completion thirteen years later.

Fire destroyed the western front of the center building in 1851. Twice during the Civil War was Washington in peril—in 1862 when General Lee crossed the Potomac and proceeded to Frederick, hoping to advance from there, and again in 1864 when General Early making a like maneuver defeated General Lew Wallace at Monocacy River and advanced as far as Fort Stevens, one of the defenses of Washington. An explosion occurred in the Senate wing in 1902, and during the World War, it will be remembered, a time-bomb was set in the Senate reception room, which damaged it to a slight extent.

Few buildings in Europe present as imposing a front as the grand central or rotunda portico, where the inaugural ceremonies are held. Twenty-four columns support a pediment eighty feet wide containing an allegorical group. On the southern side of this portico is a huge statue of Columbus; on the northern side, a group emblematic of pioneer days when the lives of women and children were often at the mercy of the Indians. Another marble group representing American progress adorns the façade of the northern wing.

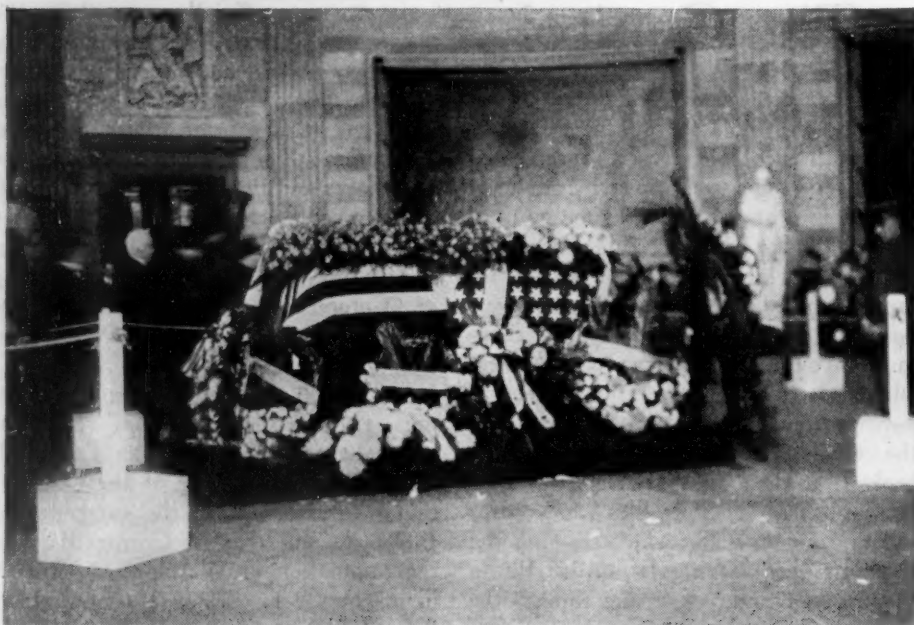
Passing from the central portico into the rotunda through the famous bronze door, we pause to note the marvelous beauty of its panels, which portray events in the life of Columbus and the discovery of America. The rotunda occupies the width of the central portion of the building and stretches unbroken to the top of the dome. Here General

Lafayette was officially greeted by the mayor of the city; here Lincoln's body lay in state; here multitudes passed before the flower-laden catafalque of the unknown soldier prior to interment at Arlington. The marble panels over the four doors and the large historical paintings attract much attention. The early historical paintings, somewhat imaginative in handling, depict the landing of Columbus, the discovery of the Mississippi, the baptism of Pocahontas, and the departure of the "Speedwell" for America. The revolutionary paintings, true to the times they represent, are the work of Colonel John Trumbull. They show the signing of the Declaration of Independence, the surrender of Burgoyne and that of Cornwallis, and the resignation of Washington. Statues in marble or bronze of Lincoln, Hamilton, Jefferson, Grant, Washington, and Lafayette may be seen in the rotunda.

The paintings of the frieze under the gallery were begun in 1878 by Constantino Brumidi, who died two years later from an injury received by falling from the scaffold while at work. His masterpiece, painted on the dome of the Capitol, is called *The Apotheosis of Washington*. Freedom stands at Washington's right, Victory at his left, and completing the circle are female figures representing the thirteen original States. Brumidi, realizing the permanent character of the Capitol, decided that real fresco decoration should prevail as in the palaces of Augustus and Nere and the baths of Titus at Rome. Other examples of his work are to be seen in the corridors, the president's room, and a few committee rooms.

Through the northern door we turn to the right to visit the most august body of judges in the land—the Supreme Court. Until 1859 this room was the Senate Chamber. Here Webster delivered his celebrated peroration of the Second Reply to Hayne. The visitor is frivolous-minded indeed who does not find himself impressed when the Chief Justice and the Associate Justices in voluminous black silk gowns file in to their respective seats.

Continuing our tour of the northern wing we enter the Senate Chamber, where once the voices of Webster, Calhoun, Benton, Preston, and Pinckney vibrated with passionate patriotism and where now the speeches of twentieth-century lawmakers reflect the same strong personal ambitions, the fiery tempers, the resentment to criticism, and the same obstinate adherence to pre-



THE ROTUNDA of the Capitol is probably associated with no more solemn ceremony involving the great mass of Americans than the one paid our unknown dead when thousands hourly passed the remains of the unknown soldier as it lay in state.

mature opinion of the bewigged senators of early days. The room is over one hundred feet long with galleries to accommodate a thousand persons. The Senate is not in session and we are at liberty to wander down the aisles noting the silver plates on each desk with the occupant's name.

On leaving we find much of interest in the corridors of this wing—notably, the portrait head of Washington by Gilbert Stuart, Power's statue of Benjamin Franklin, the eastern staircase of Tennessee marble, and the Senate bronze doors. We pause for a glance at the Vice-President's room, the President's room, and the Senate reception-room, all splendidly furnished and brilliantly decorated. The magnificence here displayed has occasionally been criticized as far too grand for a young republic, but considering that every town in Europe boasts a town hall replete with carved wood work, antique hangings, and priceless paintings we feel the expenditure is not ill-advised.

The southern door of the rotunda leads to a semi-circular room known as Statuary Hall, as it is occupied with memorial statuary of great men from many of the States. Its ceiling is a half dome sixty feet high, beneath which is a spacious gallery housing the library of the House of Representatives. Over the northern door stands Franzoni's historical clock. The acoustic properties of this Hall may well be mentioned.

From Statuary Hall a corridor leads to the southern wing occupied largely by the Hall of Representatives and its committee rooms. The Hall is somewhat larger than the Senate room with a similar seat arrangement. Back of the Speaker's desk hangs a large silk flag, the gift of the Daughters of the American Revolution; at the right on a marble pedestal stands the mace, the Speaker's symbol of authority and carried by the Sergeant-at-arms when ex-

ecuting the commands of the Speaker. The galleries are crowded whenever the House is in session with visitors eager to listen for an hour or two to that flow of oratory which Charles Dickens described as "the constant repetition of the same idea, or shadow of an idea, in fresh words." No wonder some sigh for the good old days when those "fomentors of discord," John Randolph and John Quincy Adams, discussed in heroic terms the state of the Nation.

Three committee rooms are much visited—namely, Appropriations, Ways and Means, and Military Affairs. The basement of this wing contains the House postoffice, committee and clerks' rooms, a public restaurant, and bath-rooms for the use of Representatives. A visit to the Capitol is incomplete without a ride in the little subway car that connects the Senate with the Senate Office Building.

On leaving the Capitol the visitor is generally filled with a mass of bewildering ideas and detached facts, such as the height of this column or the cost of that painting, but out of this bewilderment there emerges one emotion, latent perhaps till now, the feeling of pride in being an American. Whether native New Yorker or resident of "Zenith" or "Main Street," he is thrilled by the building's stateliness and beauty, while its historic import holds for him new significance, the inspiration to better citizenship, for this building as no other in America is the embodiment of American ideals.



THE HOUSE Chamber is here the scene of a joint session of the Senate and House of Representatives, August 18, 1922, at which President Harding delivered an address on the industrial situation throughout the country.

Dormitories for Secondary Schools

EDITH A. LATHROP

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IN 1914 the school board of the Flathead County high school in Montana was aroused to action over the fact that the county high school was not serving a large majority of the people of the county who were paying taxes for its support. There were a number of reasons why it was not. Most of the rural children lived too far away to drive back and forth from Kalispell, where the county high school is located. Many parents shrank from the moral risk involved in boarding their children in town. Others could not afford to board them. Again it was difficult to find places in town where children could board and room. Because of these reasons the county school board leased a commodious residence and transformed it into a girls' dormitory. The following year the board remodeled a building, which had been occupied by a business college, for a boys' dormitory.

Since that time the development of dormitories with county high schools and districts, with a large rural territory, has been popular in Montana. In 1920, the State Department of Education reported twenty-five high schools

with dormitories. Detailed reports were received by the State Department of Education from fifteen of the twenty-



THIS is the dining hall in the Students' Dormitory of the Fifth Agricultural High School at Monroe, Georgia.

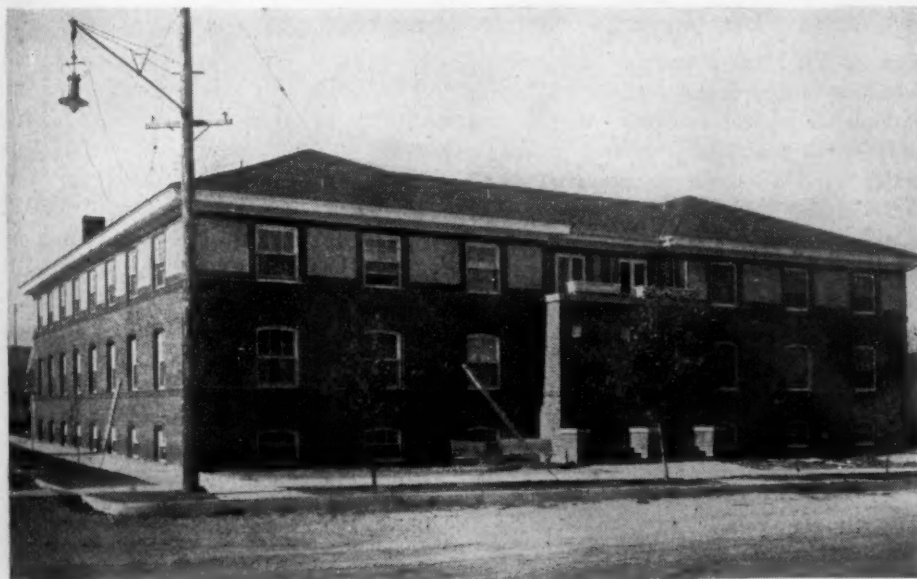
five dormitories. These fifteen dormitories housed 365 boys and girls, most of whom would have been unable to

attend high school had it not been for dormitory privileges. Distances from which the pupils came ranged from three to ninety-five miles. In eight of the dormitories the average distance was twenty-two and one half miles.

The dormitory venture in Montana has demonstrated the fact that in localities where distances are great and where, because of mountain ranges and other geographical conditions, consolidation is impracticable. Boarding departments in connection with high schools

are necessary if rural children are to have high-school advantages. Dormitories with county high schools located in sparsely settled areas make it possible for the great majority of rural people who pay taxes for the support of the school to receive service from the school. Other States, with sparsely settled sections, that are trying out dormitories in connection with high schools are California, Colorado, Nevada, Nebraska, Utah, and West Virginia.

Other types of high schools with which dormitories are found are high schools that have evolved from early private academies. There are a number of instances, particularly in the Eastern and Southern States, in which these academies are the recognized institutions for secondary education and as such receive some public support. Such academies are reported from Maine, Maryland, and Vermont. Delaware Academy, at Delhi, New York, has been entirely assimilated by the public school at Delhi, and the dormitory, which was formerly a part of the acad-



THE COMMERCIAL CLUB of Lewiston, Montana, built this Girls' Dormitory for the Fergus County High School at a cost of \$73,000. For the use of the building the county pays annually seven per cent interest, and five per cent on the principal.

emy, is continued as a home for teachers and non-resident students.

By far the greater number of high schools with which dormitories are connected are those high schools located on farms and known as independent agricultural high schools. In these schools the care of crops and live stock and the details of household management form a part of the school curriculum. Since this is the case, the students must reside on the premises during the entire school year. This condition makes dormitories a necessity. Agricultural high schools of this type are found in Alabama, Arkansas, California, Georgia, Michigan, Mississippi, New York, North Carolina, North Dakota, Oklahoma, Vermont, Virginia, and Wisconsin. They are under either State, or congressional district, or county control.

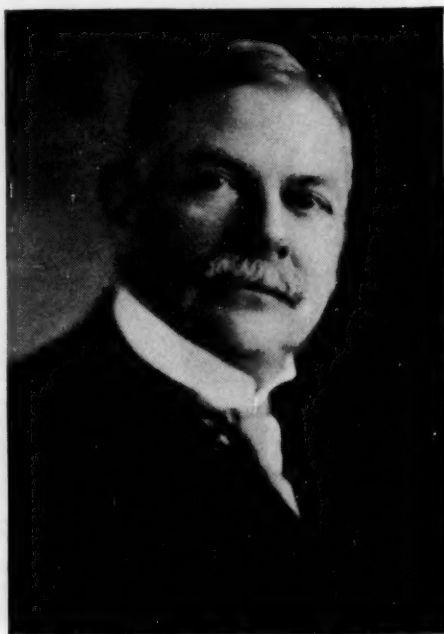
In Alabama, Arkansas, California, New York, North Dakota, Oklahoma, and Vermont, they are under the control of various types of State boards, such as the State board of education, the State board of agriculture, and independent State boards.

In Georgia they are known as congressional district high schools, and are under the control of a board of trustees made up of representatives from each county in the congressional district in which the school is located. In Virginia, schools similar to these were provided for under a legislative act passed in 1910. But when this State accepted the grants of the Smith-Hughes vocation act it withdrew its appropriations from the congressional district high schools and permitted them to organize their departments of agriculture and home economics in accordance with the regulations of the State board for vocational education. By this act the schools lost their status as congressional district high schools and assumed that of local high schools maintaining departments of vocational agriculture. The dormitories, formerly in connection with the schools, still function in providing homes for students living long distances from high schools.

County agricultural high schools with dormitories are found in Michigan, Mississippi, North Carolina, and Wisconsin. Mississippi has fifty-one such schools—far more than any other State. The State Department of Education reports that they are among the best high schools of the State. The county-farm-life schools of North Carolina are rather distinct types of county agricultural schools. The legislative act creating these schools specifically states that

there shall be provided with the schools a farm of fifty acres, and dormitory accommodations for not less than twenty boys and twenty-five girls. These schools have never functioned as *real* farm life schools, but the dormitories have filled a great need in providing a way whereby rural boys and girls may have high-school advantages.

Specific legislation concerning dormitories with public high schools has



THOMAS NELSON PAGE,
whose literary interpretation of Southern life has helped the people of the North to understand the problems of the South. Mr. Page was formerly an American ambassador to Italy.

been enacted in a number of States. The law is mandatory for certain types of high schools in Alabama, Mississippi, and North Carolina. It is permissive under certain conditions in Nebraska, Nevada, and West Virginia. When the legal authority for the erection of dormitories is not specific it is usually implied by a broad interpretation of the law. Such a phrase as "to erect the necessary buildings" may be construed to include dormitories.

The statements made in the following paragraphs relative to the cost of living, supervision, and social and religious activities in high-school dormitories are based upon the results of personal visits made by a member of the Bureau of Education staff and by reports furnished by the dormitory high schools during the year 1921.

The dormitories are maintained at cost. Usually no charge is made for

rooms. The expense of light, heat, and water is generally included with the cost of meals. The monthly cost of meals ranges from eight to twenty-five dollars. The median is fifteen dollars. In the congressional district and county agricultural high schools the cost is usually below fifteen dollars. This is possible because much of the food is produced on the school farms and the students perform a large part of the labor.

The woman in charge of the girls' dormitory is usually designated as "matron." She is not one of the teachers. Her duties are varied and depend upon the size and organization of the dormitory. At Stanford, Montana, she is buyer, cook, bookkeeper, disciplinarian, and friend. It is customary to furnish rooms in the girls' dormitories for the women teachers without homes. These women are expected to assist the matron in the enforcement of dormitory rules and in the inspection of rooms. In the boys' dormitories it is the rule to furnish living quarters for two or more men teachers. These men are supposed to act as general advisers to the boys and to enforce the rules and regulations. Student cooperation is usually sought with respect to the discipline and general welfare of the dormitories through such organizations as student courts and ethical clubs.

Nearly all the schools assume some responsibility for the social and religious welfare of dormitory students. If dancing is permitted it is usually chaperoned by members of the faculty. Lecture courses, school parties, literary societies, and athletic clubs are common in all schools. In a few schools students are required to attend churches of their choice on Sunday mornings. Others urge that it be done but do not make it compulsory. Y. M. C. A. and Y. W. C. A. organizations are found in some high schools.

The investigation proves that dormitories with certain types of high schools are a necessity. This means additional responsibility for school officials. For if dormitories are to be included as a part of the high school plant it is essential that their management should form a part of the educational program of the school. A dormitory is *pro tempore* a home for the students. As such, its management should be in keeping with the highest conception of home life. A dormitory affords unusual opportunities for the development of character.

Thomas Nelson Page¹

WITH the death of Thomas Nelson Page on November 2, 1922, closed the career of one of the best loved and most picturesque of contemporary authors. His body lies today in Rock Creek Cemetery, Washington, D. C., where it was taken from Oakland, his ancestral home in Hanover County, Virginia, to rest beside that of his second wife, Florence Lathrop Field. Thomas Nelson Page was born April 23, 1853, on the very plantation to which he had come for a visit when he was suddenly stricken with heart failure. Although he was still living in Washington, he was at the time of his death making arrangements to return to Oakland.

Whether at his summer home on the coast of Maine, or in his mansion in Washington, or among the peoples of England and France, or in the embassy at Rome, he was always a man with a genius for goodfellowship, to whom generosity of impulse and kindness of heart were as natural as were the directness of his manner and the simplicity of his speech. That he was everywhere sought as a member for clubs which open their doors to only the conspicuous and the rich, and that he was the constant companion of the rulers of nations lessened in no wise his regard for the simple farmers, black and white, among whom he had spent his youth in the poverty which after the Civil War all Virginians shared in common. Born of the best blood of the South and reared in a generation which laid more than usual stress upon the importance of being allied to the first families, in his sympathies he remained, nevertheless, throughout life essentially democratic, so that, when the hour came for his final removal from all who had known him, there was around his coffin no separateness of state or condition. Each man present mourned him as friend.

In 1868, young Page entered Washington College, now known as Washington and Lee University. The opportunity for a college education was one afforded but few boys of his day, yet one which his family so coveted for him that no sacrifice which his father could make was accounted too great if thereby the young man could be kept under the influence of General Robert E. Lee, then president of the institution. After a

year's experience as a teacher in Jefferson County, Kentucky, Page entered the law school of the University of Virginia. One session in residence brought him in 1874 graduation and the degree of bachelor of laws. In 1888, Washington and Lee bestowed upon him the title of doctor of laws. In this year his beautiful young wife, Anne Seddon Bruce, died after an illness of but a few hours.

In 1889, Page and his brother went on their first trip to Europe, where they were received with great cordiality. In 1893, he married a second time. He now moved from Richmond, which he had made his home as long as he had been engaged in the practice of law. The wide reputation he had acquired as author and lecturer began to bring him at this period so large an income that he was able to spend much time in travel.

During his first administration President Wilson appointed Thomas Nelson Page ambassador to Italy, in which capacity he remained in Rome for six years, taking an active part in international politics during the World War. Convinced that a League of Nations was the only solution for the chaos which the old system of secret treaties had brought upon civilization, he exerted himself to the utmost in support of President Wilson, whom he admired extravagantly and with whom he remained in friendly correspondence to the hour of his death.

Upon the return of Ambassador Page to America in 1919, his first public appearance was before an audience which assembled in the State Capitol in Richmond to hear him tell of his loyalty to the ideal of international comity and justice. He had found the Italians, he said, a nation stirred by the same love of freedom and the same indomitable spirit as had actuated the South during the struggle both preceding and following the Civil War. Therefore, he loved them and trusted their leaders.

As an author, Thomas Nelson Page was slow in finding his way into print. In 1877, he published in *Scribner's* his first dialect poems. Not until 1884, however, did his first story appear. This was "Marse Chan," which came out in the *Century Magazine* after three years of waiting, not because the editors doubted its worth, but because they felt that the Civil War had ended too recently for the fidelity of a slave to his master to be an acceptable theme for their Northern subscribers. "Unc' Edin-

burg's Drowndin," "Meh Lady," and the other stories now contained in the volume known as "In Ole Virginia" followed "Marse Chan"; but they attracted little attention until they appeared in book form. Like Cable and Craddock and Harte, he was creating a new type of dialect literature. Hence it took time for the public to realize the full import of his message. No one has surpassed him in the interpretation of the chivalric relation which developed between slave and master or in presenting in its most idealized form the life of the Southern planter in the days before the War. That Joel Chandler Harris equaled him in the mastery of negro dialect cannot detract from the achievement of Page, because the two stand alone as the faithful recorders of all that is best in darky sentiment and speech, the former stressing its quaintly humorous side, the latter its pathos and its tenderness.

Although as a novelist Thomas Nelson Page did not attain the distinction which he won for himself as a writer of stories, "Red Rock" stands out as the best American novel dealing with the terrible years of reconstruction through which Page and his contemporaries as Southerners were forced to pass. Except for the exquisite workmanship of "Two Little Confederates," however, the novels are lacking in careful plot construction and in the faithful delineation of character for which his shorter works are celebrated. Nevertheless, these very novels did result in placing before the people of the North the struggles and the sufferings of the South in such a light as to arouse sympathy and to lead to a more generous attitude toward the South on the part of many who until then had had no conception of the poverty and the misrule which had overwhelmed the South after the surrender at Appomattox.

Just as his stories and his novels came out of the environment of his youth, so his lectures were as much the product of his middle years as his "Dante" was of his official sojourn in Italy. As both a lecturer and a biographer, he is entitled to serious consideration, because to whatever form of literary expression he chose to direct his attention he brought the good taste of an artist who was likewise a gentleman. Yet, when all has been said, his fame will rest chiefly upon the originality and the marvelous sympathy with which he drew the six miniatures now bound within the golden circlet of "In Ole Virginia."

¹Prepared for THE JOURNAL by Dr. Cary F. Jacob, of the Department of English, College of William and Mary, Williamsburg, Virginia.

The Journal of the National Education Association

Published monthly except July and August by the
National Education Association of the United States.

President, William Bishop Owen
Secretary, J. W. Crabtree

The payment of \$2.00 active membership dues entitles a member to attend all meetings of the Association and its departments, to vote for delegates to the Representative Assembly, to hold office, and to receive the *Journal* monthly.

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

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

Subscription to non-members is \$2.00 per year; single copies, 25 cents. Advertising rates on application.

Members are kindly requested to report at once any change of address, giving old as well as new address.

Entered as second-class matter October 28, 1920, at the post-office at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized January 26, 1921.

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The Film Problem

THE WAR had its Lusitania, the movement for better films has had its Arbuckle scandal. Aside from the immediate issues involved both have served a broader purpose. They have furnished the dramatic setting upon which public sentiment could crystallize in support of a great movement. The Arbuckle case is a mere symbol of the larger problem. The primary question is not, "Shall Arbuckle films be again shown?" With the public awakened on the issue, they cannot be shown on any widespread scale. The question is not even, "Shall good people generally boycott motion-picture houses and distributors and producers who traffic in Arbuckle films?" Without any general movement, enough people will refuse patronage to such enterprises to make their influence definitely felt.

The question is not whether the Motion Picture Producers and Distributors of America, of which Mr. Hays is president, will be able to serve the purpose for which that organization was created. Mr. Hays may return to his original decision and save the situation or he may abdicate the responsibility for which he was employed. The primary question is, "How can the American people translate their demand for wholesome and constructive films, both for their children and for themselves, into terms that producers and distributors will

understand?" The public loves censorship no better than the picture interests themselves, but if some intelligent solution of the problem is not found, censorship by localities and States is certain to increase and movements for National censorship will develop in many quarters. Perhaps some agency can be developed which will do for films what the American Library Association does for books.

The people of America will fight the Arbuckle case to the finish because it presents a tangible issue and enables the public to express in concrete terms its demand for cleaner pictures and decency in motion picture colonies, but let us not forget that this incident is merely a symbol of the larger problem of avoiding the evils of unwholesome films and conserving the benefits of films that are constructive and worthwhile.

Shall Child Labor Be Abolished?

THIS QUESTION directly concerns the teachers as well as the mothers and fathers of the Nation. Secretary of Labor Davis reports that 1,500,000 children are employed in mines, factories, cotton mills, and similar places. These are children who ought to be at school, who ought to be at play, who ought to be building health and strength into their lives.

For forty years the battle of child labor has been waged. The friends of childhood seemed to have won a great victory when the child labor tax law was passed. But the Supreme Court ruled that measure unconstitutional leaving the great battle for Federal regulation still to be fought. However, no righteous movement with such a vast tide of public sentiment behind it can long be thwarted. President Harding in his address to Congress on December 8, 1922, stated:

"Closely related to this problem of education is the abolition of child labor. Twice Congress has attempted the correction of the evils incident to child employment. The decision of the Supreme Court has put this problem outside the proper domain of Federal regulation until the Constitution is so amended as to give the Congress undubitable authority. I recommend the submission of such an amendment."

A joint resolution embodying such an amendment has been introduced into the Senate by Senator Medill McCormack, of Illinois, and into the House by Representative Israel M. Foster, of Ohio. This resolution reads:

"Resolved by the Senate and House of Representatives of the United States of America in Congress assembled (two-thirds of each House concurring therein), that the following article is proposed as an amendment to the Constitution of the United States, which, when ratified by the legislatures of three-fourths of the several States, shall be valid to all intents and purposes as a part of the Constitution: 'The Congress shall have power to limit or prohibit the labor of persons under eighteen years of age, and power is also reserved to the several States to limit or prohibit such labor in any way which does not lessen any limitation of such labor or the extent of any prohibition thereof by Congress. The power vested in the Congress by this article shall be additional to and not a limitation on the powers elsewhere vested in the Congress by the Constitution with respect to such labor.'"

This resolution is sound. If passed by Congress, it would certainly be ratified by the legislatures of the required thirty-six States. It should be passed immediately by Congress in order that the legislatures, most of which meet in 1923, may have an opportunity to ratify it promptly. If the proposal to submit the amendment to the States is not adopted by the present short session of the sixty-seventh Congress, considerable delay is almost inevitable. Many of the State legislatures will not again meet in regular session until 1925. Meanwhile over a million children will be wearing away their lives at factory ma-

WE CANNOT repeat this statement too often—education, in the true sense of the word, is the key to the solution of the world's problems. Ignorance, and darkness, and gloom—nothing can thrive or live in their murky atmosphere. Education—intelligence—light: we must have them if we would reach the true goal of our destiny. If we would conquer and achieve success in either the material or the mental realm, we must be educated. Says Napoleon Hill: "An 'educated' man is a man who knows how to get everything he needs when he needs it, without violating the rights of his fellowmen."—Albert Sidney Lehr, Editor of *The Missouri School Journal*, Jefferson City, Missouri.

chines or in darkened mines. The time for action is now. Let individual teachers and organizations of teachers take the matter up with their representatives in Congress and urge immediate consideration of the child labor amendment. Since many such amendments have been proposed, specific reference should be made to the one upon which the forces opposing child labor are agreed. It is Senate Joint Resolution 232, and House Joint Resolution 407. Teachers' clubs wishing to devote a meeting to this subject may get full information from National Child Labor Committee, 105 East 22d Street, New York City.

Fallacies of Management

WISE and careful business management of public schools is a fundamental necessity. Large sums of public money are spent for education and the people have a right to know that expenditures are made prudently. The growing practice of employing expert business managers for school systems indicates that business principles are being applied in the purchase of material and supplies. Small leaks are being eliminated and in some cases larger leaks have been found and corrected. Economies have been effected by the wider use of the school plant. Those who accomplish these economies are doing most important work which is not to be confused with so-called economies of an entirely different sort.

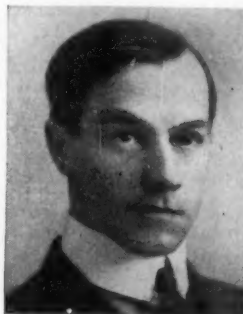
Two of the most dangerous of these fallacies in management are (1) the employment of poorly qualified teachers and (2) the assignment of more children to each teacher than can be handled effectively. The former type of "economy" is widely practised in the United States. In England it is a positive menace to the success of education. There it is masquerading at present under the notion that any "motherly person" is qualified to teach children under six. This is diametrically opposed to the growing conviction of students of education that the younger children should have the best teachers if any discrimination is to be made. The single salary schedule which is increasing in favor in American cities is based upon the principle that well-trained and talented teachers should be encouraged to enter all levels of the school service by a schedule which rewards service equally regardless of the age of pupils taught.

The practice of overcrowding classrooms and giving teachers more pupils

than can be properly taught by one person is especially insidious and dangerous. American cities have grown so rapidly that schools have been unable to keep up with their growth. A simple "solution," usually entered into under the guise of a temporary arrangement, is to assign more pupils to each teacher. For the teacher this frequently means permanent injury to health and for pupils inadequate intellectual opportunity. The work of the school is thus greatly reduced in effectiveness. Thorough teaching becomes more difficult. Personal

contact between teacher and pupil which in the shaping of ideals and purposes is often more valuable even than the work of instruction is limited as classes are increased beyond the normal size.

Emergency situations must be taken care of and economies there must be, but for the sake of the children let the emergency be corrected as soon as possible and let citizens have the facts which will enable them to face willingly the problem of maintaining adequate schools in charge of competent, well-trained, and well-paid teachers.



HAROLD A. ALLAN



RAY S. ERLANDSON

MR. RAY S. ERLANDSON, who has been on the staff of the National Education Association since November 11, 1919, severed his official connection with the Association on January 1, 1923, to become associated with Mr. Hugh S. Magill, general secretary of the newly-formed International Sunday School Council of Religious Education. Mr. Erlandson came to the Association as assistant secretary before the headquarters staff was organized into divisions. Working under the Secretary, he has been in charge of the development of the Association's business activities, including the Commercial Exhibits and JOURNAL advertising, during the period of its greatest development, and has established a National reputation as a business man and educator.

Mr. Erlandson has long been eager to work in the religious field. His many friends recognize the great opportunities that await him in the new field, but they deeply regret the loss to the Association of one who has so faithfully devoted himself to its problems. The members of the Association wish Mr. Erlandson the fullest success in his new connection and congratulate the new organization to whose service he has been called.

TO SUCCEED Mr. Erlandson the Association sought a man whose training and experience would peculiarly fit him to develop and make permanent the business organization which has been built up. After the field had been thoroughly canvassed the Executive Committee selected and was able to employ, Mr. Harold A. Allan, of Maine, who took up this new work in January. Mr. Allan is a graduate of Bates College and a student of the Graduate School of Education of Harvard University. Since graduation he has successfully held the following positions: Circulation manager of the Lewiston [Maine] Journal; chief clerk of the Maine State Department of Education, 1908-1910; deputy State superintendent and State agent for rural education in Maine, 1910-1923.

Mr. Allan's work on behalf of professional organization includes five years as secretary of the Maine Teachers' Association; seven years as director of County Teachers' Association; a term as president of the Department of Rural Education and three years as State director of the National Education Association. He has served as a member of the Board of Trustees of Bates College and two terms as president of its alumni association.

This broad training and experience, combined with many activities as a citizen and community leader, well fit Mr. Allan to become director of the Business Division of the headquarters staff. The Association is fortunate in obtaining a man who will bring to his work the point of view of both the business man and the educator.

Cleveland¹



CLEVELAND," said a seasoned traveler, whose judgment was clearer than his enunciation, "is the great aboutto city of the United States."

"Don't know any foreign language," his friend retorted. "What do you mean, aboutto? Sanskrit or Choctaw?" "A-b-o-u-t t-o. About to. Cleveland is always building. Mention any railroad station, public building, or factory to a Clevelander. It's a ten-to-one shot he will admit its being pretty good, or big, or fine and inevitably will add 'But it is about to be enlarged, rebuilt, or improved.'"

Consider, for example, the amazing tabular romance about Cleveland which comes to hand the very day this is written, soberly entitled, *Fourteenth Census of the United States: Manufactures: 1919*. Wage earners in manufacturing establishments in 1909, 84,728; in 1919, 157,730. Wages paid in these establishments in 1909, \$48,053,000; in 1919, \$211,206,000. Value of products in 1909, \$271,000,000; in 1919, \$1,091,577,000. For one thing, then, Cleveland is a giant factory, doing a billion dollar business. Truth does overtax the imagination at times. One's mind can go along with Aladdin, Lucius Apuleius, or Harry Kemp. Romance

knows no time nor generation. But a billion dollars! That is too bumptious a mental bedfellow for many of us. To the mind's eye a billion dollars is a purple cow.

Suppose you were developing a farm and ten years ago you employed eight hands and now had fifteen; that you then had four horses and now required twenty-one. For the primary horsepower used in Cleveland establishments was 199,898 in 1909 and now is 460,108. Or, suppose you had a factory wherein the payroll was \$48,053 in 1909 and now was \$211,206; and the product value was \$271,000 in 1909 and now had jumped well over a million dollars.

Cleveland not only is always "about to"; it also does. The man who "remembers Cleveland well because I was there ten years ago" has knowledge which, like that of the 1910 census, is historic, but scarcely contemporary in any particular. Do not gather that Cleveland is a "boom town." Far from that. General Moses Cleaveland, a sturdy Connecticut surveyor, picked the site where the Cuyahoga flirtatiously hesitates, retreats, turns into devious by-paths, and all but flees before it pours into Lake Erie. He chose that spot for a village because the mouth of a river has attracted settlers since the Pharaohs reared their pyramids along the Nile and because the spot offered a good chance of defense from the Indians.

Cleveland first struck its industrial stride when in 1832 the Ohio Canal linked Lake Erie and the Ohio River. Today steel rail and steamship line are carriers for products welded from the blending of the coal and oil fields of Ohio and the iron mines of Lake Superior. Only a few places, in all the world, are blessed with this triple combination—proximity of coal and iron, and water to move their products. It

is as if some great Titan god of industry stood shoveling the coal into furnaces, and pouring molten metal into crucibles, while all the lightning carriers of a modern Mercury came to whisk away the multifarious product of the fusion.

When you note the name "Cleveland" above, and on the statute conspicuous in Cleveland's Monumental Park, do not suspect a typographical error. Newspaper exigency dictated the dropping of the "a." Recall that only a few years ago the Thomas Jefferson of Czechoslovakia, ensconced in a Washington hotel, ruthlessly "cut down" the Declaration of Independence he had written for his country so it might fit two columns of a Boston newspaper. Then you will sense Cleveland's early modernism when you learn that the name "Cleaveland" would not fit a Cleveland newspaper's headlines. So much the worse for the "a."

Neither is it to be concluded because Cleveland constantly is in the making; it has no background. It has been only a century and a quarter since General Cleaveland picked the Cuyahoga's east bank for a village, and John Wanamaker, who died recently, was born one year after it was chartered as a city. Therefore it has not the ancient landmarks of Boston. Nor are there tangible evidences, such as the old missions of the San Francisco Bay Region, that impart the mellow charm of a dead and gone civilization.

Yet Cleveland has one aspect, which seems to have escaped notice of commentators, that suggests old world cities. Like London and Paris, Budapest and Belgrade, it has a river meandering through its middle; a habit American rivers seem not to have contracted as have almost all streams of Europe. And the bridges, spanning the Cuyahoga at every angle, give a European flavor to one of the least European of all American cities. This indecisive direction of the Cuyahoga has been seized upon by

¹ Prepared for THE JOURNAL from material furnished by the National Geographic Society. The initial picture shows the statue of Tom L. Johnson, eight years mayor of Cleveland. It is located on the public square. The panoramic view shows Cleveland's spacious public square from which radiate streets and car lines. Surrounding this five-acre tract are many public buildings including the postoffice, which is shown in the center of the picture.





THIS is Cleveland's new auditorium where the general sessions of the Department of Superintendence will be held. It has one of the largest pipe organs in the world.

the canny Clevelander to make himself some five miles of docks along the river front in addition to the more than fourteen miles along the lake.

"Canny" is just the word. It suggests Connecticut and recalls that fascinating chapter in American history associated with the Western Reserve, held by Connecticut out of the Northwest Territory, which Reserve General Cleaveland went out to survey. A famous painter averred that he mixed his paint with brains, and one cannot stay in Cleveland long without realizing that the Clevelander mixed his incomparable geographical location with brains of the highest order.

Cleveland equals geography plus a genius for city building. And when you go into that most interesting romance of the region which now is northeast Ohio, where the Indians, the French, and the British all struggled for supremacy, you will see how all these influences faded before the Connecticut Yankee set up his claim there. It is not wholly fanciful to believe that the genius for fabrication (in the manufacturing and not the wooden-nutmeg sense) which marks Connecticut finds its expression in the present manufacturing supremacy of a city bounded on the north by a lake and on all other sides by Ohio's 90-acre (an average of course) farms.

Especially interesting to educators was the impress left on the schooling of this wilderness colony by New England settlers—an impress reflected for many years far west of the seaboard State

where Elihu Yale, philanthropist, and Elihu Burritt, blacksmith, gave direction to both collegiate and elementary education.

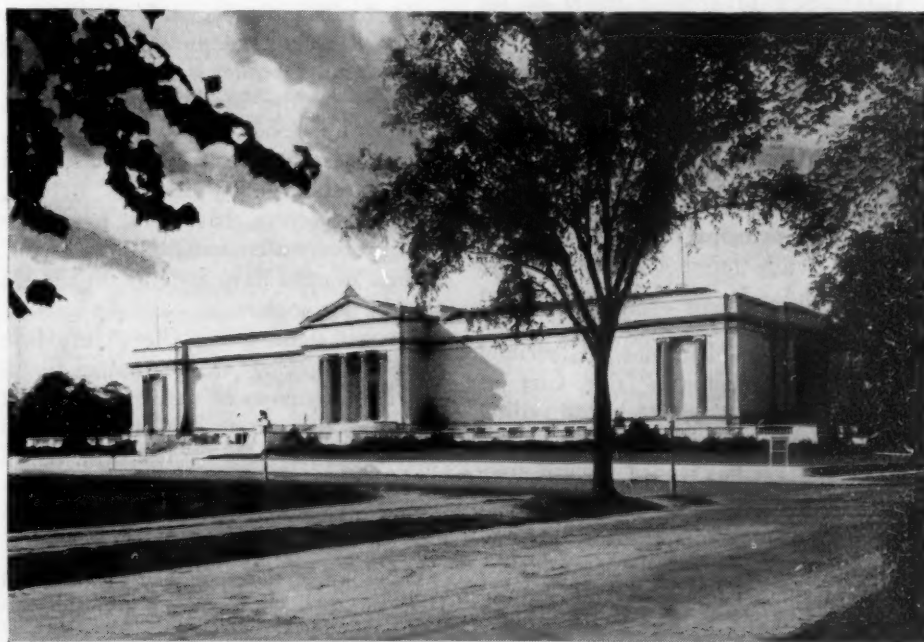
Cleveland's advanced form of city government, born in the stormy period of Tom Johnson and the three-cent street-car fare, includes such provisions as elimination of party designation and symbols on municipal ballots, abolition of primaries and substitution of petitions, a common council limited in powers to legislation, and a "govern-

ment by experts," often caviled at, but found most satisfactory in Cleveland's civic experience.

In the field of public education Cleveland has blazed significant paths. Long ago corporal punishment was prohibited, effort made to individualize instruction, manual training and domestic science were introduced in grades, and written examinations virtually done away with in elementary classes. Cleveland is proud that she had the first free high school west of the Alleghanies; established July 13, 1846. Under the leadership of the National Mouth Hygiene Association, her schools were among the first experiment stations to demonstrate the benefits of oral hygiene.

The ideal and the practical go hand in hand in Cleveland, inheritor of Yankee virtues, and one other important landmark is a market reputed to be among the best equipped in the country. Her Art Museum contains a noteworthy collection, enthroning the Colonial along with the Oriental.

Socially-minded teachers (the expression should be tautological) will find two distinctive Cleveland institutions worthy of close study. One is the Cleveland Federation for Charity and Philanthropy, which serves as a clearing-house and general advisory agency for all charitable and philanthropic activities. Other cities, recently the National Capital, have adopted similar plans to avoid overlapping, wastefulness, and misdirected altruistic energy. The



CLEVELAND'S new Museum of Art was opened in 1916. Located on Euclid Avenue near Western Reserve University, it will be visited by many superintendents during the meeting.

Full-Time Secretaries of State Associations



H. G. DOWLING

who began service as the first full-time secretary of the Alabama Education Association, May 1, 1922.



C. J. HEATWOLE

who succeeded Mr. Sanger as full-time secretary of the Virginia State Teachers' Association, September 1, 1922.



E. G. DOUDNA

who began service as the first full-time secretary of the Wisconsin Teachers' Association, January 1, 1923.

other institution is the famous Cleveland Foundation, literally a "community trust" which controls millions of dollars set aside for educational and charitable activities.

For those whose interests tend toward economics the street-car system, perhaps, will be the most interesting and unusual single utility of the city. The era of three-cent fares is past; though three-cent rides, even two-cent rides, are theoretically possible under a system by which the city administers the car lines, and a barometer reserve fund is maintained by which, as it passes a certain point downward, the fare is raised, and as it climbs beyond certain stipulated points the fare is automatically reduced. The present fare is five cents.

Cleveland's progressive mood in the matter of charities, education, and utilities is not visionary, and extends to individual citizens themselves. The city knows no sweat shops nor tenements, though its women's clothing output is second only to that of New York. The garment trades, however, are far behind Cleveland's principal business in iron and steel, while automobile manufacture ranks second. It has been said of at least one western city that it has more automobiles than bathtubs. Cleveland warrants its nickname, "The City of Homes," because the detached dwelling has persisted in the face of the pressure which elsewhere has tended toward erection of tenements and "row houses."

One human factor about Cleveland makes the city especially formidable. In population she is within trailing distance of a million; yet she has a Civic Center around a public square, reminiscent of the inevitable "square" in a New England town. She has jumped from

the position of forty-third place in 1850 to the top half dozen American cities today; yet she has not outgrown the intense, possessive pride of her citizens.

For this she has been subject to some good-natured raillery. Sinclair Lewis was anticipated by Julian Street when the latter wrote: "She can raise more bushels of statistics to the acre than other cities can quarts. And the more Cleveland statistics you hear, the more you become amazed that you do not live there. It seems reckless not to do so. The Cleveland Chamber of Commerce can prove this to you not merely with figures, but also with figures of speech."

Read that to a Clevelander and he will grin merrily, remark that "every such knock is a boost" and reel off some further details, with the facility of a mail-order catalogue. For example: "Cleveland now leads all other communities in the manufacture of nuts, bolts, wire goods, gray iron castings, paints, varnishes, electric batteries, twist drills, steel forgings, plumbers' fixtures, vacuum sweepers, hardware, job printers' presses, astronomical appliances." Several months have gone by, so the list may be incomplete.

As you stand along Cleveland's lake shore-line, gazing at the multitudinous activities along one of the world's busiest inland water fronts, it will help to understand this very natural pride if you read the story, printed in a Detroit newspaper August 26, 1818, of the first steamboat to enter Lake Erie:

Yesterday between the hours of 10 and 11 A. M., said the correspondent, with old-time reportorial precision, "the elegant steamboat, *Walk-in-the-Water*, Captain Job Fish, arrived. As she passed the public wharf and that owned by Mr. J. S. Roby, she was cheered by hundreds of the inhab-

itants who had collected to witness (in these waters) a truly novel and grand spectacle. She came to at Wing's wharf. She left Buffalo at half-past one o'clock on the twenty-third, and arrived off Dunkirk at thirty-five minutes past six o'clock on the same day. On the next morning she arrived at Erie, Captain Fish having reduced her speed during the night in order not to pass that place, where she took on a supply of wood. At half-past seven A. M. she left Erie and came to off Cleveland at about eleven o'clock. At twenty minutes past six in the evening of the same day, she steamed from off Cleveland, and arrived off Sandusky Bay at one o'clock in the morning, where she anchored until daybreak, when she proceeded up the bay to Venice to wood. She left Venice at three P. M., arriving at the mouth of Detroit River, where she anchored during the night, the whole time employed in sailing on this first voyage from Buffalo to this town being forty-four hours and ten minutes, the wind being ahead during the whole passage. Not the slightest accident happened during the voyage, and all the machinery worked admirably. Nothing could exceed the surprise of the sons of the forest on seeing the *Walk-in-the-Water* moving majestically and rapidly against a strong current, without assistance of sails or oars. They lined the banks near Malden, and expressed their astonishment by repeated shouts of 'Tai-yoh-nichee.' A report had been circulated among them that a big canoe would soon come from the 'noisy waters,' which, by order of the Great Father of the Cho-mo-ko-mous, would be drawn through the lakes by sturgeon. Of the truth of this report they are now perfectly satisfied. The cabins of this boat are fitted up in a neat, convenient, and elegant style; and the manner in which she is found does honor to the proprietors and her commander. A passage between this place and Buffalo is not now merely tolerable, but truly pleasant.

No two scenes in Cleveland so capture the imagination, perhaps, as her water front and her Civic Center: the one a tribute to the relentless, crude, industrial struggle, the other an exemplar of Cleveland's determination to be beautiful as well as busy. For the Civic Center is a great "about to" project—it, too, still is in the making.

THE PROBLEM of education is twofold: first to know and then to utter. Everyone who lives any semblance of an inner life thinks more nobly and profoundly than he speaks; and the best teachers can impart only broken images of the truth they perceive. Speech which goes from one to another, between two natures, and what is worse, between two experiences, is doubly relative. The speaker buries his meaning; it is for the hearer to dig it up again and all speech, written or spoken, is in a dead language until it finds a willing and prepared hearer.—Stevenson's *Lay Morals*.

ENROLMENT and AFFILIATION

Affiliated Local Associations

THE FOLLOWING ASSOCIATIONS are in addition to the affiliations which have been reported in previous issues of THE JOURNAL:

- BETHLEHEM, PA., *Bethlehem Teachers' Association*, James N. Muir, President.
 CONEMAUGH, PA., *East Conemaugh Branch of the Pennsylvania Education Association*, Elmira Martin, Secretary.
 DENVER, COLO., *Englewood Teachers' Association*, Ruby Pearl McKamey, Secretary.
 HARVARD, MASS., *Northwest Middlesex Teachers' Association*, Mrs. Abby W. Greene, Secretary.
 KENOSHA, WIS., *National Council of Administrative Women in Education*, Edna E. Hood, Secretary.
 MAHANAY CITY, PA., *Mahanoy City Education Association*, Kathryn M. Spencer, Secretary.
 MEADVILLE, PA., *Crawford County Teachers' Institute*, C. F. Adamson, Secretary.
 QUEENSTOWN, MD., *Queen Anne's County Teachers' Association*, Mrs. Benjamin Cockey, Secretary.
 SOUTH BEND, IND., *North Central Indiana Teachers' Association*, W. W. Borden, 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 January JOURNAL:

- AMERICUS, GA., *Americus High School*, Charles M. Hale, Principal; *East Americus School*, Susie Taylor, Principal; *Furlow Grammar School*, Elizabeth McClenden, Secretary; *Furlow High School*, Sarah P. Cobb, Principal; *Prospect Heights School*, Elizabeth Belcher, Principal.
 ANDERSON, IND., *Anderson Public Schools*, W. A. Denny, Superintendent; *Central Avenue School*, Mary Spice, Principal; *Child Garden Supervisors*, Helen Wesp; *Columbia School*, Estella M. Farney, Principal; *Hazelwood School*, Anna M. Conway, Principal; *Junior High School*, E. H. Fishback, Principal; *Lincoln School*, Helen Huffman, Principal; *Main Street School*, Mattie B. Fry, Principal; *Park Place School*, Josephine Wait, Principal; *Riley School*, Reba Arbogast, Principal; *Senior High School*, R. R. Cromwell, Principal; *Seventh Street School*, Anna M. Ellis, Principal; *Shadeland School*, Katherine Hersberger, Principal; *Washington School*, H. M. Gullette, Principal.
 ASHEVILLE, N. C., *Park Avenue School*, Miss Q. M. Carlson, Principal.
 AUBURN, NEBR., *Auburn Public Schools*, A. M. Nelson, Superintendent; *Antioch Ward School*, Bessie Leper, Principal; *Athens Ward School*, Dillie Webber, Principal; *Auburn High School*, H. L. Casswell, Principal.
 BAKERSFIELD, CALIF., *William Penn Elementary School*, Arthur H. Maloy, Principal.
 BERKELEY, CALIF., *Hawthorne Elementary School*, Mrs. Beatrice Wilmans, Principal.
 BLUE ISLAND, ILL., *Greenwood School*, Dolly I. Dean, Principal.
 BOLTON, MASS., *Houghton Junior High School*, Susan L. Dow, Principal.
 BRIDGETON, N. J., *Bank Street School*, Chester Robbins, Principal; *South Avenue School*, Norman A. Wright, Principal.
 BROOKLINE, MASS., *Lawrence School*, J. Harding Armstrong, Principal; *Runkle School*, Edith E. Wright, Principal.
 BURBANK, CALIF., *Burbank School*, C. H. Atkins, Principal.
 CAMBRIDGE, MASS., *Gannett School*, Mary A. Rody, Principal.
 CAMPBELL, CALIF., *Campbell Union Grammar School*, Ernest J. Cuthbertson, Supervising Principal.
 CANANDAIGUA, N. Y., *Adelaide School*, Anna L. Atwater, Principal; *Saltonstall School*, Grace P. Boyd, Principal.
 CAPALENA, HAWAII, *Capalena Schools*, Hattie Saffrey, Principal.
 CENTERTVILLE, IOWA, *Central School*, Carrie Treon, Principal; *Garfield School*, Laura Veach, Principal; *Grammar School*, J. W. Howar, Principal; *Lincoln School*, E. Lucile Spooner, Principal; *McKinley School*, Sara Ritchel, Principal.
 CHENEY, WASH., *Cheney Normal School*, W. E. Haeseler, Secretary-Treasurer.
 CHEYENNE, WYO., *Central School*, Lulu McCormick, Principal; *Churchill School*, Jessie C. Liston, Principal; *Clark School*, Irene Hinkston, Principal; *Corlett School*, Grace E. McCormick, Principal; *Gibson-Clark School*, Irene Hinkston, Principal; *Park Addition School*, Ruth Chaplin, Principal.
 CHICAGO, ILL., *Prescott School*, Margaret S. Fitch, Principal.
 CICERO, ILL., *Drexel School*, Adelaide Holloway, Principal.
 CLEVELAND, OHIO, *Gordon School*, Edith C. Peters, Principal.
 CLEVELAND HEIGHTS, OHIO, *Fairfax School*, Lillian Cleland, Principal; *Severance School*, Anna Gage, Principal; *Superior School*, Josephine Armstrong, Principal.
 CROMWELL, CONN., *Plain School*, Louise M. Vaughn, Principal.
 CUYAHOGA COUNTY, OHIO, *Bay Village School*, H. J. Wilfong, Principal; *Beechwood Village School*, Mary A. Henderson, Principal; *Berea Village School*, S. S. Dickey, Superintendent; *Bratenahl Village School*, Sara Bair, Principal; *Brecksville Village School*, F. A. Dusthimer, Superintendent; *Brook Park Village School*, F. S. Blair, Principal; *Brooklyn Heights Village School*, Barton R. Griffith, Principal; *Chagrin Falls Village School*, W. E. Stoneburner, Superintendent; *Dover Village School*, L. E. Hayes, Superintendent; *Garfield Heights Village School*, Glenn D. King, Principal; *Glenwillow Village School*, R. C. Richards, Principal; *Independence Rural School*, Mrs. Edith O. Larrick, Principal; *Lyndhurst Village School*, A. E. Hadfield, Principal; *Orange Rural School*, B. E. Stevens, Principal; *Parma Rural School*, R. C. Kaufman, Superintendent; *Rocky River Village School*, C. C. Pierce, Superintendent; *Solon Rural School*, J. J. Deetz, Superin-

- tendent; *South Euclid Village School*, O. J. Korb, Superintendent; *Strongsville Rural School*, F. C. Gilmour, Superintendent; *Warrensville Rural School*, William A. Myers, Principal.
 DAVENPORT, IOWA, *Filmore School*, W. J. Stanley, Principal; *Pierce School*, Thomas J. Cowan, Principal.
 DETROIT, MICH., *Everett School*, Augustus A. Schrader, Principal; *Hancock School*, Mathilda Weidemann, Principal.
 DULUTH, MINN., *Washburn School*, Gladys Greenman, Principal.
 DUNDEE, ILL., *Dundee Community High School*, Ada M. Andrews, Principal.
 EAST CLEVELAND, OHIO, *Mayfair School*, J. E. Pettit, Principal.
 EAU CLAIRE, WIS., *Eau Claire County Training School*, F. E. Jaastad, Principal.
 EMPORIA, FLA., *Emporia School*, Margaret Anderson, Principal.
 ENGLEWOOD, N. J., *Cleveland School*, Sue H. C. Kerr, Principal; *Liberty School*, Bertha M. Saurman, Principal; *Lincoln School*, Florence B. Dodge, Principal.
 ERIE, PA., *Edison School*, Nina E. Crowl, Principal.
 FAIRHAVEN, MASS., *Job C. Tripp School*, Pearl E. Levangie, Principal.
 GLENWOOD, FLA., *Clifton School*, Mrs. Harriett Foster, Principal; *Glenwood School*, Mrs. Ida M. Patterson, Principal.
 GRAND RAPIDS, MICH., *Palmer School*, Jessie M. Fink, Principal.
 GREENVILLE, N. C., *East Carolina Teachers College*, Robert H. Wright, President.
 HAGERSTOWN, MD., *Antietam Street School*, Kleora A. Sands, Principal.
 HAMMOND, IND., *Hammond City Schools*, L. L. Caldwell, Superintendent; *Central School*, W. E. Lewis, Principal; *Columbia School*, Kate Hamilton, Principal; *Edison School*, Frances Frye, Principal; *Franklin School*, Stanford Conant, Principal; *Hammond City Teachers' Association*, Herbert F. Cortright, Secretary; *Hammond High School*, A. L. Spohn, Principal; *Hessville School*, Orville B. Hayward, Principal; *Irving School*, Herbert Cortright, Principal; *Kenwood School*, Jennie Mabbs, Principal; *Lafayette School*, Rena Ames, Principal; *Lincoln School*, Lulu S. Symmes, Principal; *Maywood School*, Susie Shaffer, Principal; *Riverside School*, DeEtta Curry, Principal; *Supervisors & Special Teachers*, Irene Trenberth, Principal; *Vocational School*, Fred S. Barrows, Director; *Wallace School*, Blanche M. Nixon, Principal; *Washington School*, Nina Pettet, Principal; *West Park School*, Ethel M. Dunn, Principal; *Woodrow Wilson School*, J. J. Owen, Principal.
 HARRISBURG, PA., *Foose Building*, Helen Krall, Principal.
 HIAWATHA, KANS., *Hiawatha High School*, W. C. Fowler, Principal.
 HOLLAND, MICH., *Holland Public Schools*, E. E. Fell, Superintendent; *Board of Education*, Dr. A. Teenhouts, President; *Froebel School*, Clara McClellan, Principal; *Holland High School*, J. J. Riemersma, Principal; *Junior High School*, Minnie K. Smith, Principal; *Lincoln School*, Anna Brown, Principal; *Longfellow School*, Dora Strowenjans, Principal; *Special Teachers and Supervisors*, Myrtle A. Karr, Principal; *Van Raalte School*, Hermine Ihrman, Principal; *Washington School*, Etta Whitman, Principal.
 HOLLY, MICH., *Holly Public Schools*, T. F. Davis, Superintendent; *Grade School*, Edith Waterman, Principal; *High School*, R. A. Bock, Principal.
 HONOKAA, HAWAII, *Honokaa Schools*, Franklin Skinner, Principal.

- HUNTINGTON, IND., *Huntington Public Schools*, J. M. Scudder, Superintendent; *Central School*, H. J. Scheiber, Principal; *High School*, C. E. Byers, Principal; *Riley School*, Helen A. Tyner, Principal; *State Street School*, Mrs. Nellie W. Hollis, Principal; *Tipton Street School*, Belle Miltonberger, Principal; *William Street School*, D. H. Paul, Principal.
- INDIANA, PA., *State Normal School*, Inez Buchanan, Secretary.
- INGRAM, PA., *Ingram Public School*, M. A. Steiner, Principal.
- KEARNEY, NEBR., *Local Unit of the N. E. A.*, J. Howard Stoutemyer, President.
- KEARNY, N. J., *Franklin School*, Edna Schulemann, Principal; *Nathan Hale School*, Edith M. Leadley, Principal.
- KEKAHA, KAUAI, HAWAII, *Kekaha School*, Clyde C. Conwill, Principal.
- KENILWORTH, ILL., *Joseph Sears School*, Alice Wessa, Superintendent.
- LINCOLN, NEBR., *Bancroft School*, J. Belle Corbin, Principal; *Belmont School*, Gertrude Robey, Principal; *Bryant School*, Agnes O. Mortimer, Principal; *Capitol School*, Clare McPhee, Principal; *Clinton School*, Mabel Jackson, Principal; *Elliott School*, Sadie Baird, Principal; *Everett School*, Mrs. Emma Goodrich, Principal; *Hartley School*, Mrs. Martha Hutton, Principal; *Hawthorne School*, Mrs. Sadie McCrystal, Principal; *Hayward School*, Annie M. T. Cogil, Principal; *Longfellow School*, Anna C. Batman, Principal; *McKinley School*, Mrs. Frances Rein, Principal; *Normal School*, Katherine Follmer, Principal; *Park School*, Mary O'Connor, Principal; *Prescott School*, Mrs. May Morley, Principal; *Randolph School*, *Saratoga School*, Lena Merrill, Principal; *Supervisors Department*, M. C. Lefter, Superintendent; *Whittier School*, C. L. Culler, Principal; *Willard School*, Annette Abbott, Principal; *26th and O Street School*, C. L. Culler, Principal.
- LOCKPORT, N. Y., *Lockport City Schools*, Frances B. Sipson, Secretary; *Arnold School*, Maud M. Sipson, Principal; *Chestnut Street School*, Fannie M. Wright, Principal; *Clinton Street School*, Margaret M. Moran, Principal; *Hawley Street School*, E. Ellen Holbrook, Principal; *High School*, Edmund M. Evans, Principal; *High Street School*, Hannah J. McCarthy, Principal; *Intermediate School*, Earl Rickard, Principal; *Part Time Continuation School*, Edward A. Johnson, Director; *Walnut Street School*, Fannie L. Shearston, Principal; *West Avenue School*, Jessie C. Gardner, Principal; *William Street School*, M. Elizabeth Samson, Principal.
- LONG BEACH, CALIF., *Horace Mann School*, S. F. Holland, Principal.
- LOS ANGELES, CALIF., *El Retiro Parental School*, Mrs. Florence D. Mount, Principal; *Wadsworth Street Development School*, Bertha T. Crawford, Principal.
- LYNCHBURG, VA., *Floyd School*, Miss Marce T. Jones, Principal.
- MARIETTA, OHIO, *Harmar School*; *Marion School*; *Norwood School*, Belle Adamson, Principal; *Putnam School*; *Terberg School*.
- MAYTOWN, FLA., *Maytown School*, Bessie Allen, Principal.
- MONTCLAIR, N. J., *Rand School*, Sara G. Johnson, Principal.
- MOUNT PLEASANT, UTAH, *North Sanpete High School*, Lewis A. Petersen, Principal.
- NILES, MICH., *Niles Public Schools*, Otto W. Haisley Superintendent; *Grade School*, Ella Champion, Principal; *High School*, C. R. Macdonnell, Principal; *Junior High School*, Walter Zabel, Principal.
- OAK HILL, FLA., *Ariel School*, Clara King, Principal.
- OAKLAND, CALIF., *Beulah School*, Abbie Valley, Acting Principal; *Campbell School*, Mary M. Campbell, Principal; *Cleveland School*, Kate C. Morris, Principal; *Dewey School*, E. F. Dyer, Principal; *Durant School*, E. W. Kottinger, Principal; *Jefferson School*, Elizabeth Sherman, Principal; *Santa Fe School*, Anna M. Richardson, Principal; *Tompkins School*, Susan McFeely, Principal.
- OMAHA, NEBR., *Madison School*, Stella Holmes, Principal; *Saratoga School*, Besse Howard, Principal; *Saunders School*, Lulla B. Mathews, Principal.
- PAAUULO, HAWAII, *Paauilo Schools*, Mrs. Sara Cliffe, Principal.
- PHILADELPHIA, PA., *Simon Muhr Public School*, Mary W. Reisse, Principal.
- PHOENIX, ARIZ., *Adams School*, Grace Court, Principal; *Capitol School*, Bertha E. Lyall, Principal; *Douglas School*, P. Landry, Principal; *Emerson School*, Harry Eagan, Principal; *Fillmore School*, Dollie C. Oglesby, Principal; *Garfield School*, Martha Garnett, Principal; *Grand Avenue School*, Grace Connolly, Principal; *Grant School*, Marguerite K. Williams, Principal; *Jackson School*, Alta E. Holmes, Principal; *Jefferson School*, Mrs. Laura E. Wells, Principal; *Lincoln School*, Lou Marlal, Principal; *Longfellow School*, William Hirschy, Principal; *Monroe School*, A. H. Rummel, Principal; *Ninth Avenue School*, Mrs. Cora M. Jones, Principal; *Washington School*, Marie La Chance, Principal.
- PIERSON, FLA., *McGlenn School*, Laura Baker, Principal.
- PITTSBURGH, PA., *Knoxville Union High School*, C. B. Critchfield, Principal; *Morningside School*, Katherine C. Kernan, Principal; *Pittsburgh Continuation School*, Anthony M. Goldberger, Principal.
- PLAINFIELD, N. J., *Bryant School*, Flora I. Griffin, Principal; *Irving School*, Genevieve Petrie, Principal; *Jefferson School*, Genevieve Petrie, Principal; *Lincoln School*, F. W. Cook, Principal.
- PONTIAC, ILL., *Pontiac Teachers' Association*, Odette Boyer, Corresponding Secretary.
- PORTLAND, MAINE, *Bethel Kindergarten*, Ruth W. Newhall, Principal; *Butler School*, W. W. Andrews, Principal; *Chapman School*, Helen M. King, Principal; *Emerson School*, Marada F. Adams, Principal; *Heseltine School*, Will O. Hersey, Principal; *Monument Street School*, Clara L. Soule, Principal; *Nathan Clifford School*, Helen M. King, Principal; *Park Street School*, Amy N. Furlong, Principal; *Portland High School*, Arthur W. Lowe, Principal; *Roosevelt School*, Helen M. King, Principal; *Saunders Street School*, Susan J. Sawyer, Principal; *Sherman Street Kindergarten*, Millicent G. Walker, Principal; *Woodfords Kindergarten*, Anna C. Bullard, Principal.
- PORTLAND, OREGON, *Rose City Park School*, Elmer Brown, Principal.
- QUINCY, ILL., *Special School*, Anna M. Kordsiemon, Supervisor; *Washington School*, Edith E. Hall, Principal.
- REDLANDS, CALIF., *McKinley School*, Emma Lucina Jackson, Principal.
- RICHMOND, CALIF., *Kindergarten Department*, Mrs. Aldah Cusack, Principal; *Lincoln School*, J. E. Zumwalt, Principal; *Nystrom School*, Mary Utter, Principal; *Pullman School*, Mollie Vaughn, Principal; *Richmond Union High School*, B. X. Tucker, Principal; *Roosevelt Junior High School*, F. C. Shallenberger, Principal; *Steege School*, Gertrude Engle, Principal; *Washington School*, Mrs. Alice Tomlin, Principal; *Winehaven School*, Vera Dallas, Principal.
- ROCK ISLAND, ILL., *Audubon School*, Jane L. Wilcox, Principal; *Center Station School*, Mrs. Ella Criswell, Principal; *Edison School*, Mabel Levey, Principal; *Eugene Field School*, Ellen S. Freed, Principal; *Frances Willard School*, Lizzie Crawford, Principal; *Grant School*, Dora Newton, Principal; *Irving School*, Leonora Witherspoon, Principal; *Kemble School*, Nina Wheeler, Principal; *Longfellow School*, Mrs. Ida W. Lundy, Principal; *Lowell School*, Viola Scannell, Principal.
- ROCK SPRINGS, WYO., *Senior High School*, E. M. Thompson, Principal.
- ST. CLAIR, MICH., *St. Clair Public Schools*, Oral M. Misaner, Superintendent; *St. Clair High School*, Howard H. Beecher, Principal.
- SAN DIEGO, CALIF., *Brooklyn School*, Ruth MacClenathan, Principal.
- SANDWICH, ILL., *Sandwich Public Schools*, John R. Cranor, Superintendent; *North Side School*, Mrs. Wilhelmina F. McCord, Principal; *Sandwich High School*, Grace M. Hennis, Assistant Principal; *South Side School*, Signa Lindholm, Principal.
- SAN FRANCISCO, CALIF., *Buena Vista School*, Lucy Cotrel, Principal; *Commodore Sloat School*, Elvira L. Berard, Principal; *Douglas School*, Winifred L. Tarpy, Principal; *Lafayette School*, Ida Kervan, Principal; *Le Conte School*, Mrs. Elizabeth Scott, Principal; *Pacific Heights School*, M. Lily Love, Principal; *Patrick Henry School*, Frances R. Lewis, Principal; *Portola School*, Mrs. Ida E. Mills, Principal; *Roosevelt School*, Anna T. Croughwell, Principal; *Winfield Scott School*, Mary E. Thomas, Principal.
- SAN JOSE, CALIF., *Grant School*, J. E. Hancock, Principal; *Horace Mann School*, A. L. Donberger, Principal; *Washington School*, Nell O'Brien, Principal.
- SANTA ANA, CALIF., *Franklin School*, Lottie Sweet, Principal; *John Muir School*, Marie H. Siebert, Principal; *Roosevelt School*, Verna E. Wells, Principal.
- SANTA CLARA, CALIF., *Primary School*, Frances Gallimore, Vice-Principal.
- SANTA MONICA, CALIF., *Washington School*, Jennie W. Rice, Principal.
- SAULT STE. MARIE, MICH., *Sault Ste. Marie Public Schools*, G. G. Malcom, Superintendent; *Garfield School*, Beatrice Van Lieren, Principal; *High School*, C. W. Bemmer, Principal; *Jefferson School*, Evelyn Wilson, Principal; *Junior High School*, E. D. Pierce, Principal; *Lincoln School*, Georgia Andrews, Principal; *McKinley School*, H. J. Loper, Principal; *Park School*, Mertie Welch, Principal; *Washington School*, Myrtle A. Elliott, Principal.
- SEDALIA, MO., *Sedalia High School*, Martha Letts, Principal.
- SIoux CITY, IOWA, *Bancroft School*, Mary E. McCarty, Principal; *Bryant School*, Meta Grandy, Principal; *Crescent Park School*, Edna Harrington, Principal; *Dwight School*, Janie Shanley, Principal; *Emerson School*, Susanna Avery, Principal; *Everett School*, H. H. Foster, Principal; *Floyd School*, Ragna A. Wold, Principal; *Franklin School*, Bertha O. Finch, Principal; *Hawthorne School*, R. L. Kitch, Principal; *Hopkins School*, James E. Fitzgerald, Principal; *Irving School*, June Conner, Principal; *Joy School*, Georgia Lyon, Principal; *Longfellow School*, H. J. Ludgate, Principal; *Lowell School*, E. E. Briggs, Principal; *McKinley School*, Florence Morse, Principal; *North Junior High School*, S. O. Roren, Principal; *Roosevelt School*, Susanna Avery, Principal; *Smith School*, Bertha Dahl, Principal; *Webster School*, D. D. Zinn, Principal.
- SPANISH FORK, UTAH, *Nebo Teachers' Association*, J. R. Wilkins, President.
- STAMFORD, CONN., *Wall Street School*, Alice M. Weaver, Principal.

(Rest of list will appear next month.)

GUIDE TO BOOKS

Select List

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

BABSON, ROGER WARD. New tasks for old churches. Fleming H. Revell Co., 158 Fifth Ave., N. Y., 1922. 190p. \$1.

Popular presentation of the church's share in social and industrial reconstruction.

CLELAND, ROBERT GLASS. A history of California: the American period. Macmillan, 66 Fifth Ave., N. Y., 1922. 512p. illus. maps. \$4.

Begins with the passing of California from Mexican to American control, thus continuing Chapman, *A history of California: the Spanish period*. Frequent quotations from contemporary records add vividness and three of these narratives are printed as appendixes. Some chapters are followed by bibliographies.

CRIST, RAYMOND F. Federal citizenship textbook; a course of instruction for use in the public schools by the candidate for citizenship. pt. 3. Naturalization Bureau, 1712 G St., Wash., D. C., 1921. 104p. illus. Paper, free.

Contains the American creed, pledge to the flag and the Declaration of Independence in simplified form and the original text arranged in six lessons. Pronunciation given for difficult words. School history of America to the time the Constitution was adopted, 1492-1789, explanation of each act and amendment.

FORD, HENRY. My life and work, by Henry Ford in collaboration with Samuel Crowther. Doubleday, Garden City, N. Y., 1922. 289p. \$3.50.

Ford's theory of business—that service comes before profit—is expounded in easy English and its application illustrated by examples from the Ford industries. Interesting summary of his well-known views on money, finance, wages, railroad, and manufacturing.

GREY, ZANE. Tales of lonely trails. Harper & Bros., Franklin Square, N. Y., 1922. 394p. illus. \$3.

Interesting personal experiences that reveal a sincere appreciation of the natural beauty of the wild country described—the Grand canyon, desert and mountains of the great Southwest. It contains lively accounts of roping lions and hunting turkeys and bears. Rather carelessly written, but will be eagerly read by men and older boys who either hunt or would like to. Illustrated by photographs.

HAUGHTON, PERCY DUNCAN. Football and how to watch it. Marshall Jones Co., 212 Summer St., Boston, 1922. 211p. illus. \$3.

By emphasizing salient points and eliminating many details the Harvard mentor enables the average spectator to observe and understand more clearly team evolutions, the use of interferers (who are the real heroes) and the cardinal principles of attack and defense. The photographs of recent games with his descriptive text illumi-

nate typical formations and plays. Recommended to the high-school coach as well as the observer of the game.

HOWE, MARK ANTHONY DE WOLFE. Memories of a hostess. Atlantic Monthly, 8 Arlington St., Boston, 1922. 312p. illus. \$4.

Reminiscences of literary men of mid-nineteenth-century America and of visitors from abroad, largely drawn from the diaries of Mrs. James T. Fields, whose house was a sort of *salon* in the days when Boston was still the literary center of the country. Delightful personal glimpses of Longfellow, Holmes, Lowell, and other giants of those days.

PARKHURST, HELEN HUSS. Education on the Dalton plan; contributions by Rosa Bassett and John Eades, of England. E. P. Dutton & Co., 681 Fifth Ave., N. Y., 1922. 278p. \$2.

The author is the originator of the Dalton laboratory plan of education, under which the student uses the classroom as a laboratory and the teacher's work is largely that of supervision. Includes contributions by two British teachers on the working of the plan in their schools. More space is given to sample assignments than in Dewey, *The Dalton laboratory plan*.

POOLE, ERNEST. Millions. Macmillan, 66 Fifth Ave., N. Y., 1922. 279p. \$1.75.

The effect of a vision of wealth upon a group of people suddenly called to await the very probable death of a rich relative and the test of character it proves to each as the fires of long dormant ideals and desires blaze anew in the possibility of fulfillment. Skillfully handled.

ROSS, EDWARD ALSWORTH. The social trend. Century, 353 Fourth Ave., N. Y., 1922. 235p. \$1.75.

"A series of essays on social problems, some of them reprinted from magazines. Includes several interesting papers on population, on the position of women, prohibition, etc."—*Wisconsin*.

SANDBURG, CARL. Rootabaga stories. Harcourt, 1 W. 47th St., N. Y., 1922. 230p. illus. \$2.

Out where the railroad tracks run off into the blue sky and forty ways farther yet the children will follow Gimme-the-Ax to the Rootabaga Country, to see the Potato Face Blind Man, Wing Tip the Spick, Jason Squiff, and a host of others all interesting and different. Their stories give play to extravagant fancy, pure nonsense, delightful humor and philosophy, and rare beauty of thought and expression that insure their place on the narrow shelf of authentic American literature for children.

SHARP, DALLAS LORE. Education in a democracy. Houghton Mifflin Co., 4 Park St., Boston, 1922. 154p. \$1.25.

An enthusiastic plea for the public school as the training field of democracy, now threatened by the tendency of most wealthy Americans to send their children to private schools. Other chapters deal with home education and the development of individuality. Reprinted from periodicals.

SNODGRASS, RHEY T. Radio receiving for beginners, by Rhey T. Snodgrass and Victor F. Camp. Macmillan, 66 Fifth Ave., N. Y., 1922. 99p. illus. \$1.

Considers only fundamentals. Of use to one who knows nothing about radio, it gives a good foundation to work on. Illustrations simple and easily understood.

VAN DYKE, HENRY. Companionable books. Charles Scribner Sons, 597 Fifth Ave., N. Y., 1922. 391p. illus. \$2.

Appreciative essays on well-known authors and books that have stood the test of time and are as companionable to us as to earlier generations.

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. 334 for October, 1922, and from the various publishing houses represented.

ADAMSON, JOHN WILLIAM. *The educational writings of John Locke*. Cambridge University Press, Agents. N. Y., Macmillan, 1922. 272p. \$2.50.

ADLER, FELIX. *Disarmament: its ideals and possibilities; an address delivered before the New York Society for Ethical Culture*, Nov. 6, 1921. N. Y., Am. Ethical Union. 12p. 15c.

ALDRICH, FRED, and others. *Elementary French; the essentials of French grammar; with exercises; rev. ed.* Boston, Ginn, 1922. 539p. \$1.56.

ALMOND, LINDA STEVENS. *Peter Rabbit and Jack-the-Jumper*. Illus. Phila., H. Altamus Co., 1922. 62p. 50c.

AMERICAN PORTABLE HOUSE CO. *American portable school houses*. Seattle, Washington, Author, 1922. 16p. Paper. Apply.

AMERICAN SOCIOLOGICAL SOCIETY. *Factors in social evolution; 16th annual meeting held at Pittsburgh, Pa., Dec. 27-30, 1921; vol. 16*. Chicago, Univ. of Chic. Press, 1922. 294p. Paper. \$2.

ARVOLD, ALFRED G. *The little country theater*. N. Y., Macmillan. 220p. \$2.50.

BARNES, GERALD. *Swimming and diving*. N. Y., Scribner. 150p. \$1.50.

BATTEN, SAMUEL ZANE. *If America fail!; our national mission and our possible future*. Phila., Judson Press, 1922. 265p. \$1.60.

BAUDOUIN, CHARLES. *Studies in psychoanalysis; tr. from the French*. N. Y., Dodd, Mead. 508p. \$4.00.

BAYLEY, MARY E. *Practical talks on the care of children*. With an introduction by Virgil P. Gibney, M. D. Bibliography: Index. N. Y., Dutton, 1922. 344p. \$2.50.

BEER, GEORGE LOUIS. *The origins of the British colonial system*. N. Y., Macmillan. 438p. \$3.

BESTON, HENRY B. *The frelight fairy book*. Boston, Atlantic Monthly Press, 1922. 258p. 80c.

BLANCKÉ, CECIL TROUT. *Verses for children*. Illus. Phila., Westminster Press. 80p. \$1.50.

BOGARDUS, EMORY STEPHEN. *Introduction to sociology; 3rd rev. ed.* Los Angeles, Calif., Univ. of Southern Calif. Press, 1922. 454p. \$2.50.

BOGART, ERNEST LUDLOW. *An economic history of the United States; rev. ed.* N. Y., Longmans, Green, 1922. 593p. \$2.

BRADBURY, ROBERT H. *A first book in chemistry*. N. Y., Appleton, 1922. 687p. \$1.80.

- BUCHAN, JOHN. *A history of the Great War*; in 4 vols. 552p; 578p; 603p; 536p. Boston, Houghton, Mifflin, 1922. Set \$20.
- BULL, P. G. *Chemistry of today; the mysteries of chemistry lucidly explained in a popular and interesting manner*. Phila., Lippincott, 1923. 311p. \$2.75.
- BURDICK, CHARLES KELLOGG. *The law of the American Constitution; its origin and development; with two introductory chapters by Francis M. Burdick*. N. Y., G. P. Putnam's Sons. 705p. \$6.
- BURRITT, MAURICE CHASE. *The county agent and the farm bureau*. N. Y., Harcourt, Brace, 1922. 285p. \$1.25.
- CAMPBELL, MARIUS R. *Guidebook of the western United States*. pt. E, The Denver & Rio Grande western route (Geological survey, bulletin 707) Supt. of Docs. Govt. Print. office, Wash. D. C., 1922. 266p. illus. maps. Paper, \$1.
- CHASE, LEW ALLEN. *Rural Michigan*. N. Y., Macmillan. 492p. \$2.50.
- CLARKE, JOHN JOSEPH. *Social administration; including the poor laws*. N. Y., Pitman, 1922. 387p. \$3.
- CUNLIFFE, JOHN WILLIAM, and LOMER, GERHARD R., eds. *Writing of today; models of journalistic prose*; 3rd and rev. ed. N. Y., Century, 1922. 346p. \$2.
- DAVENPORT, EUGENE. *An adventure in education*. Univ. of Ill. Bul. No. 44. Univ. of Ill., Urbana, Ill., 1922. 15p. Paper.
- DAVIS, WILLIAM STEARNS. *A short history of the Near East; from the founding of Constantinople (330 A. D. to 1922)*. N. Y., Macmillan, 1922. 408p. \$3.
- DAY, EDMUND EZRA, and DAVIS, JOSEPH STANCLIFFE. *Questions on the "Principles of economics"*; rev. ed. N. Y., Macmillan, 1922. 124p. \$1.20.
- DEFFENBAUGH, W. S. *School board in city school survey reports*. U. S. Bur. of Educ. City school leaflet 2. U. S. Bur. of Educ., Wash. D. C., 1922. 15p. Free.
- DEFFENDALL, P. H. *Exercise book to accompany actual business English*. N. Y., Macmillan Co., 1922. 79p. Paper, 60c.
- DESCOUR, L. *Pasteur and his work*. N. Y., Stokes, 1922. 250p. \$5.
- DEWEY, MRS. JULIA M. *How to teach manners to school children*. 76 Fifth Avenue, N. Y., Noble & Noble, 1922. 116p. 80c.
- DRURY, HORACE BOOKWALTER. *Scientific management; a history and criticism*. N. Y., Longmans, Green, 1922. 271p. \$2.75.
- DUNLAP, KNIGHT. *Elements of scientific psychology*. St. Louis, C. V. Mosby, 1922. 368p. \$3.50.
- ELMORE, EMILY W. *A practical handbook of games*. N. Y., Macmillan, 1922. 119p. \$1.
- *Examination of pre-school age children; a cooperative demonstration giving the results of the physical and mental examinations*. 598 Madison ave., N. Y. New York county chapter, American Red Cross. 26p. Free.
- EXLINE, FRANK. *Politics; an original investigation into the essential elements and inherent defects common to all present forms of government; together with a proposal for a political system which will automatically produce the best government possible in any given community*. N. Y., Dutton, 1922. 226p. \$2.
- FACULTY SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS. *Everyday manners for American boys and girls*. N. Y., Macmillan, 1922. 115p. 80c. school ed.; \$1 trade ed.
- FEDERAL BOARD FOR VOCATIONAL EDUCATION. *Rehabilitation*. Handbook of information for State officials cooperating in administration of vocational rehabilitation act. Bul. 77, Industr. rehabilitation ser. 6. Supt. of Docs., Govt. Printing Office, Wash. D. C., 1922. Paper. 5c.
- FORMAN, S. E. *History of the United States; Dejepis Spojenych Statu; tr. into the Bohemian language by Ruzena Rosicka*. 406 S. 12th St., Omaha, Nebr., National Pr. Co. 304p. \$2.25.
- FREEMAN, ELLA M. *A home vegetable garden; suggestions of real gardens for home-makers and others*. N. Y., Macmillan. 214p. \$1.75.
- FRENCH, WILLIAM LESLIE. *The psychology of handwriting; with many facsimiles of handwriting which illustrate the principles of this useful science*. N. Y., Putnam, 240p. \$3.50.
- FRY, C. LUTHER. *The new and old immigrant on the land; a study of Americanization and the rural church*. N. Y., Doran, 1922. 131p. \$2.50.
- GAMBRILL, BESSIE LEE. *College achievement and vocational efficiency*. N. Y., Teachers College, Columbia Univ. 100p. \$1.75. Paper, \$1.25.
- GARBER, JOHN A. *Study of functions and administration of school janitor service*. U. S. Bur. of Educ. Bul. 24, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C., 1922. 55p. Paper, 10c.
- GETTELL, RAYMOND GARFIELD. *Introduction to political science*. rev. ed. Boston, Ginn, 1922. 421p. \$2.75.
- GIBBS, W. E. *The fishing industry*. N. Y., Pitman, 1922. 164p. \$1.
- GIBSON, CHARLES R. *The romance of coal; a popular account of the origin and nature of coal, the forces, qualities, and uses*. Phila., Lippincott, 1923. 310p. \$2.50.
- GREENBERG, JACOB. *First French book*. Illus. N. Y., C. E. Merrill, 1922. 201p. \$1.
- GRUENBERG, BENJAMIN C. *Outlines of child study*. N. Y., Macmillan, 1922. 260p. \$1.80.
- GUEDALLA, PHILIP. *The Second Empire; Bonapartism; the prince; the president; the emperor*. N. Y., Putnam. 457p. \$5.
- GULICK, SIDNEY L. *The Christian crusade for a warless world*. N. Y., Macmillan, 1922. 211p. \$1.
- HALLOCK, GRACE T., and WINSLOW, C. E. A. *The land of health*. N. Y., C. E. Merrill, 1922. 208p. 72c.
- HAMILTON, MARY AGNES. *Ancient Rome; the lives of great men*. N. Y., Oxford Univ. Press, 1922. 160p. 85c.
- HAMMOND, C. S., and CO. *Hammond's New England road map; Mass., Conn., Rhode Island on one side; Maine, Vermont, and New Hampshire on the reverse; shows all through highways and connecting good roads with mileage and description of principal routes*. N. Y., Author, 1922. Paper, 50c.
- HAMMOND, C. S., and CO. *Hammond's United States road map; shows all transcontinental and interstate automobile highways*. N. Y., Author, 1922. Paper, 50c.
- HART, HELEN. *Americanization in Delaware 1921-22*; prepared by director of the Americanization Bureau. Wilmington, Del., Service Citizens of Del. 59p. Paper, Free.
- HASSE, ADELAIDE R. *Index to economic material in the documents of the states of U. S.; Pennsylvania; pt. 3; rainfall to Z*. Wash., D. C., Carnegie Inst. of Wash., 1922. 230p. \$4.25.
- HAUGHTON, PERCY DUNCAN. *How to watch and understand football*. Bost., M. Jones, 1922. 47p. 50c.
- HAVILAND, MARY S. *Modern physiology, hygiene and health*. Book II. *Good neighbors*. Phila., Lippincott, 1922. 366p. \$1.12.
- HEBB, BERTHA Y. *Value of school census*. City school leaflet 3. U. S. Bur. of Educ., Wash., D. C., 1922. 3p. Free.
- HELEN S. TROUNSTINE FOUNDATION. *Handbook of social service resources of Cincinnati and Hamilton County*, 1922. Cin., Ohio, 1922. 105p. Paper, 35c.
- HIBBARD, CLARENCE ADDISON. *Studies in Southern literature* (Extension bulletin 12, 1 Ap. 22). Sixteen programs for study clubs. Chapel Hill, N. C., Univ. of N. C. 40p. 50c.
- HOLLIDAY, ROBERT CORTES, and VAN RENSSAELER, ALEXANDER. *The business of writing; a practical guide for authors*. N. Y., Doran, 1922. 317p. \$2.
- HOLMYARD, E. J. *Inorganic chemistry; a textbook for schools*. N. Y., Longmans, Green, 1922. 571p. \$2.
- HOOD, WILLIAM R. *State laws relating to education enacted in 1920 and 1921*. U. S. Bur. of Educ. Bul. 20, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C. 269p. Paper, 25c.
- ILLINOIS BOARD FOR VOCATIONAL EDUCATION. *Laws on vocational education and vocational rehabilitation*. Springfield, Ill., State Board for Vocational Education. 24p. Free.
- JOHN, WALTON C. *Agricultural colleges: statistics of agricultural and mechanical colleges, 1919-20*. U. S. Bur. of Educ. Bul. 27. Supt. of Docs., Govt. Printing Office, Wash., D. C., 1922. 29p. Paper, 5c.
- JOHNSON, CHARLES. *The mechanical processes of the historian*. In the series, *Helps for Students of History*. No. 50. Society for Promoting Christian Knowledge. Agents, N. Y., Macmillan, 1922. 32p. Paper, 20c.
- JOSEY, CHARLES CONANT. *The social philosophy of instinct*. N. Y., Scribner, 1922. 274p. \$2.
- JUDD, CHARLES HUBBARD, and BUSWELL, GUY THOMAS. *Silent reading; a study of the various types*. Chicago, Univ. of Chic., 1922. 160p. \$1.50.
- KATZOFF, SIMON LOUIS. *Timely truths on human health*. Bridgeport, Conn., Co-operative Pub. Co., Inc., 1921. 480p. \$3.
- KEPHART, HORACE. *Our Southern highlanders; a narrative of adventure in the Southern Appalachians and a study of life among the mountaineers; new and enl. ed.* N. Y., Macmillan, 1922. 469p. \$2.50.
- KINGZETT, C. T. *The popular chemical dictionary*. N. Y., Van Nostrand, 1921. 547p. \$4.50.
- KLINEFELTER, C. F. *Part-time cooperative courses*. Fed. Bd. for Voc. Educ. Bul. 78, Trade and industr. ser. 23. Supt. of Docs., Govt. Printing Office, Washington, D. C., 1922. 31p. Paper. 5c.
- KNIGHT, FREDERICK BUTTERFIELD. *Qualities related to success in teaching*. N. Y., Teachers College, Columbia Univ. 67p. \$1.40. Paper. \$1.
- KOCH, FREDERICK H. *Play production for amateurs*. Chapel Hill, N. C., Univ. of North Carolina, 1922. 64p. Paper. 50c.
- LEA, JOHN W. *The Book of books and its wonderful story; a popular handbook for colleges, Bible classes, Sunday schools, and private students*. Phila., The John C. Winston Co., 1922. 368p. \$3.
- LIBBY, WALTER. *The history of medicine in its salient features*. Boston, Houghton, Mifflin. 427p. \$3.
- LOFTHOUSE, THE RIGHT REV. *A thousand miles from a post office: or, twenty years' life and travel in the Hudson's Bay regions*. Society for Promoting Christian Knowledge, N. Y. Agents, N. Y., Macmillan, 1922. 184p. \$2.
- LORD, CHESTER S. *The young man and journalism*. N. Y., Macmillan. 221p. \$2.
- LÜBKE, WILHELM. *Outlines of the history of art*. N. Y., Dodd, Mead, 1922. 519p. \$7.50.

- LYON, LEVERETT S. *Education for business*. Chic., Univ. of Chicago Press, 1922. 618p. \$3.50.
- McBAIN, HOWARD LEE, and ROGERS, LINDSAY. *The new constitutions of Europe*. Garden City, N. Y., Doubleday, Page. 612p. \$3.
- McCARTY, RICHARD JUSTIN. *An essay in practical philosophy; relations of wisdom and purpose*. 3820 Warwick Blvd., Kansas City, Mo., Author. 196p. \$1.50.
- McFEE, MRS. INEZ NELLIE CANFIELD. *The story of Thomas A. Edison*. N. Y., Barse & Hopkins, 1922. 182p. \$1.
- *The story of Robert Fulton*. N. Y., Barse & Hopkins, 1922. 181p. \$1.
- McSPADDEN, JOSEPH WALKER. *The story of Abraham Lincoln*. N. Y., Barse & Hopkins, 1922. 181p. \$1.
- MACKEY, MARY STUART, and MACKEY, MARYETTE GOODWIN. *The pronunciation of 10,000 proper names; giving famous geographical and biographical names, names of books, works of art, characters in fiction, foreign titles, etc.; new ed. with corrections and the addition of important words, making a total of 12,000 proper names*. N. Y., Dodd, Mead. 342p. \$2.50.
- MARVIN, CLOYD HECK. *Commercial education in secondary schools*. N. Y., Holt. 216p. \$1.50.
- MARVIN, F. S. *Western races and the world; essays arranged and edited*. N. Y., Oxford Univ. Press, 1922. 264p. \$4.20.
- MARK, ELLIE MARCUS. *Citizenship; history and civics for Americanization*. Richmond, Va., Johnson Pub. Co., 1922. 96p. 75c.
- MASSACHUSETTS, DEPT. OF EDUCATION; DIVISION OF UNIVERSITY EXTENSION. *Thirty lessons in naturalization and citizenship; an outline for teachers of adult immigrants*. Boston, State Dept. of Education, 1922. 115p. Paper. Apply.
- MASSON, THOMAS LANSING. *Masterpieces of American wit and humor*. Garden City, Doubleday, Page, 1922. 6 vol., 192p. each. \$5. Leather, \$10.
- MAYNARD, THEODORE. *Our best poets; English and American*. N. Y., Holt. 233p. \$2.
- MERRITT, WALTER GORDON. *The open shop and industrial liberty*. 42 Broadway, N. Y., League for Industrial Rights, 1922. 41p. Paper. Single copy free on request; Quantity lots, 8c each.
- MEYER, HAROLD DIEDRICH. *The parent-teacher association* (Extension bulletin 10, 1 F 22). Chapel Hill, N. C., Univ. of N. C. 80p. 50c.
- MEYER, MAX FRIEDRICH. *A brief manual of psychology demonstrations to accompany as illustrative material an elementary course in Psychology of the Other One*. Columbia, Mo., Missouri Bk. Co., 1922. 108p. 90c.
- MONROE, WALTER S. *A critical study of certain silent reading tests*. Urbana, Ill. Bur. of Educ'l research; bull. no. 8), Univ. of Ill., 1922. 52p. Paper. 50c.
- MOON, TRUMAN H. *Laboratory manual; biology for beginners*. N. Y., Holt, 1922. 191p. \$1.24.
- MOORE, R. A. & MORTIMER, G. B. *Corn judging* (Circular 152). Madison, Wis., College of agriculture, University of Wisconsin. 31p. Free.
- MORGAN, GERALD. *Public relief of sickness*. N. Y., Macmillan. 195p. \$1.50.
- MORRISON, JOHN CAYCE. *The legal status of the city school superintendent*. Baltimore, Md., Warwick & York, 1921. 162p. \$1.88.
- MOWAT, R. B. *A history of European diplomacy 1815-1914*. N. Y., Longmans, Green, 1922. 308p. \$5.75.
- NATIONAL COMMITTEE FOR MENTAL HYGIENE OF NEW YORK CITY. *Report of the Mental Hygiene Survey of Cincinnati; pt. 1, the mental hygiene survey and recommendations; pt. 2, a study of the feeble-minded and a State mental hygiene program*. Cincinnati, Ohio, Mental Hygiene Council of Pub. Health Fed., 1922. 130p. Paper. \$1.
- NEVINS, ALLAN. *The Evening Post; a century of journalism*. N. Y., Boni & Liveright, 1922. 599p. \$5.
- NITZE, WILLIAM ALBERT, and DARGAN, E. PRESTON. *A history of French literature; from the earliest times to the Great War*. N. Y., Holt. 781p. \$4.
- OLCOTT, FRANCES JENKINS, comp. *Good stories for great birthdays; arranged for story-telling and reading aloud and for the children's own reading*. Boston, Houghton Mifflin. 483p. \$3.
- PATRI, ANGELO. *Child training*. N. Y., Appleton. 434p. \$2.
- PERRIN, WILLIAM GORDON. *British flags; their early history and their development at sea; with an account of the origin of the flag as a national device*. N. Y., Macmillan, 1922. 206p. \$12.
- PERSONS, W. FRANK. *Central financing of social agencies*. 16 S. 3rd St., Columbus, Ohio, Columbus Advisory Council, 1922. 284p. Paper. \$2.
- PRATT, JAMES BISSETT. *Matter and spirit; a study of mind and body in their relation to the spiritual life*. N. Y., Macmillan, 1922. 232p. \$1.50.
- PRINGLE, RALPH W. *Adolescence and high-school problems*. N. Y., D. C. Heath, 1922. 386p. \$1.60.
- Pupil's workbook in the geography of Arkansas*. One of a series of workbooks on geography, including the following States: California, Colorado, Illinois, Minnesota, Missouri, South Dakota, and Wisconsin. Boston, Ginn, 1922. 64p. 36c. Calif. 80p. 40c.
- QUEEN, STUART ALFRED. *Social work in the light of history*. Phila., Lippincott. 327p. \$2.
- QUILLER-COUCH, SIR ARTHUR THOMAS. *Studies in literature; 2d ser.* N. Y., Putnam. 313p. \$2.50.
- REANEY, BERNICE C. *Milk and our school children*. U. S. Bur. of Educ. Health educ. 11. Supt. of Docs., Govt. Printing Office, Wash., D. C. 31p. Paper. 5c.
- RHYS, ERNEST. *The growth of political liberty; a source book of English history*. Everyman's Library. N. Y., Dutton. 331p. 80c.
- RICHARDS, CHARLES R. *Art in industry; being the report of an Industrial Art Survey conducted under the auspices of the National Society for Vocational Education and the Department of Education of the State of New York*. N. Y., Macmillan. 499p. \$2.
- RITTENHOUSE, CHARLES F., and PERCY, ATLEE L. *Accounting problems; intermediate*. N. Y., McGraw-Hill, 1922. 429p. \$3.
- RORTY, M. C. *Some problems in current economics*. Chicago, A. W. Shaw Co., 1922. 143p. \$1.25.
- RUSSELL, CHARLES. *The improvement of the city elementary school teacher in service*. N. Y., Teachers College, Columbia Univ. 139p. \$1.75. Paper, \$1.25.
- RUSSELL SAGE FOUNDATION. *What social workers should know about their own communities*. an outline; 3d ed. rev. (Pub. C. O. 7). N. Y., Russell Sage Foundation, 1921. 43p. Paper. 10c.
- Safeguarding America against fire; fire fighting—past and present*. vol. 5, No. 7. 76 William St., N. Y., Nat'l Bd. of Fire Underwriters, 1922. 8p. Paper. Free in small quantities.
- SEYMOUR, ARTHUR H. *The pupil's workbook in the geography of South Dakota*. Boston, Ginn, 1922. 64p. Paper, 36c.
- SLADE, SAMUEL, and MARGOLIS, LOUIS. *Mathematics for technical and vocational schools*. 432 Fourth Ave., N. Y., John Wiley & Sons, 1922. 491p. \$2.50.
- SMITH, HENRY BRADFORD. *A first book in logic*. N. Y., Harper, 1922. 178p. \$2.
- SMITH, LEWIS RAYMOND. *Industrial physics*. 370 7th Ave., N. Y., McGraw-Hill Book Co., 1922. 226p. \$1.75.
- SPAULDING, FRANK E. *Measuring textbooks and measuring scales on reading, spelling, and language*. 40p. 40c.
- STEARNS, LUTIE EUGENIA. *Essentials in library administration; 3d ed. rev. and enl. by Ethel Farquhar McCollough*. Chic., Am. Library Ass'n, 1922. 87p. Paper, 50c.; cloth, 75c.
- STEINER, BERNARD C. *Life of Roger Brooke Taney, chief justice of the U. S. Supreme Court*. Balt., Williams & Wilkins, 1922. 553p. \$6.
- STENGEL, H. OXLEY. *The story of Mary Lyon*. N. Y., Barse & Hopkins, 1922. 181p. \$1.
- STEPHENSON, NATHANIEL WRIGHT. *Lincoln; an account of his personal life, especially of its springs of action as revealed and deepened by the ordeal of war*. Indianapolis, Ind., Bobbs-Merrill, 1922. 474p. \$3.
- STONE, GENE. *The story of Thomas Jefferson*. N. Y., Barse & Hopkins, 1922. 182p. \$1.
- STRAUS, OSCAR S. *Under four administrations; from Cleveland to Taft*. Boston, Houghton Mifflin. 456p. \$4.
- SUBCOMMITTEE OF BUR. OF ED. COMMITTEE OF INTERNATIONAL KINDERGARTEN UNION. *Kindergarten-first grade curriculum*. U. S. Bur. of Educ. Bul. 15, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C., 1922. 66p. Paper, 10c.
- SUMNER, S. CLAYTON. *Supervised study in mathematics and science*. N. Y., Macmillan, 1922. 257p. \$1.40.
- SWEESY, LAURETTA V. *Music primer*. Boston, Ginn, 1922. 84p. 72c.
- TAYLOR, DAVID C. *The psychology of singing; a rational method of voice culture based on a scientific analysis of all systems, ancient and modern*. N. Y., Macmillan, 1922. 373p. \$2.
- TAYLOR, HOWARD CROMWELL. *The educational significance of the early federal land ordinances*. N. Y., Teachers College, Columbia Univ., 138p. \$2; paper, \$1.50.
- TERRY, PAUL WASHINGTON. *How numerals are read; an experimental study of the reading of isolated numerals and numerals in arithmetic problems*. Chicago, Univ. of Chic., 1922. 110p. Paper, \$1.
- THOMAS, JOSEPH M., and others. *Composition for college students*. N. Y., Macmillan. 577p. \$2.
- THOMPSON, KARL OWEN. *Technical exposition; a textbook on the application of exposition to technical writing; designed for students in scientific, agricultural, and engineering colleges*. N. Y., Harper, 1922. 231p. \$1.75.
- THOMSON, JEANNIE B. *An experiment in number-teaching*. N. Y., Longmans-Green, 1922. 86p. 80c.
- THOMSON, JOHN ARTHUR. *The outline of science; a plain story simply told*. Illus. In 4 vols.; vol. 4. 356p. \$4.50.
- THRALLS, ZOE A. *The geography of Pennsylvania*. N. Y., Macmillan, 1922. 110p. 80c. Paper, 48c. Bound with McMurry and Perkins "Advanced Geography," Part I, \$1.32.
- U. S. BUR. OF EDUC. *Great literature, ancient, medieval, and modern*. Home Educ. reading course 2 rev. U. S. Bur. of Educ., Wash., D. C., 1922. 4p. Free.

- *Modern foreign languages in training for foreign service.* U. S. Bur. of Educ. Bul. 27, 1921. U. S. Bur. of Educ., Wash., D. C., 1922. 18p. Free.
- *Reading course for boys.* Home educ. reading course 4 rev. U. S. Bur. of Educ., Wash., D. C., 1922. 5p. Free.
- *Reading course for girls.* Home educ. reading course 5 rev. U. S. Bur. of Educ., Wash., D. C., 1922. 4p. Free.
- *Statistics of universities, colleges, and professional schools, 1919-20.* U. S. Bur. of Educ. Bul. 28, 1922. Supt. of Docs., Govt. Printing Office, Wash., D. C. 147p. Paper, 15c.
- *Thirty books of great fiction.* Home educ. reading course 6 rev. U. S. Bureau of Education, Wash., D. C., 1922. 4p. Free.
- U. S. DEPT. OF COMMERCE. *Czechoslovakia.* Wash., D. C., Bureau of Foreign and Domestic Commerce, 1921. 11p. Paper. Apply.
- UNIV. OF ILLINOIS. *Materials for historical research afforded by the author.* Urbana, Ill., author, 1922. 56p. Paper.
- UNIV. OF TEXAS. *Constitution and rules for county, district and state contests in debate, declamation, spelling, essay writing, music, memory, and athletics of the Inter-scholastic League Div., Bur. of Extension.* (Bull. No. 2222). Austin, Texas, Univ. of Texas, 1922. 78p. Paper. Apply.
- *Words for the spelling and plain writing contest of the Univ. Interscholastic League; sub-junior list.* (Bull. No. 2225). Austin, Texas. Univ. of Texas. 1922. 8p. Paper, 3c.
- *The Texas mathematics teachers' bulletin; v. 7; No. 3.* (Bull. No. 2220). Austin, Texas. Author. 1922. 22p. Paper, 15c.
- *Value of a high-school education.* Cleveland, Ohio, Harter School Supply Co., 1922. 16p. 10c. per copy in lots of 100 copies; sliding scale for larger quantities.
- VAN DOREN, CARL. *Contemporary American novelists, 1900-1920.* N. Y., Macmillan, 1922. 187p. \$1.50.
- VICKNER, EDWIN J. *Swedish composition and word study; for use with Vickner's Swedish grammar.* Rock Island, Ill., Augustana Book Concern. 234p. \$1.25.
- VIRGIL. *Aeneid.* Book 1-3. Edited by C. E. Freeman. N. Y., Oxford Univ. Press, Am. Branch, 1922. 157p. \$1.20.
- WAGNER, HARR, and KEPPEL, MARK. *California history.* San Francisco, Harr Wagner Pub. Co., 1922. 328p. \$1.75. School ed., \$1.50.
- WALLACE, DILLON. *The story of Grenfell of the Labrador.* N. Y., Revell, 1922. 237p. \$1.50.
- WALLACE, WILLIAM KAY. *The trend of history; origins of twentieth century problems.* N. Y., Macmillan. 372p. \$3.50.
- WELLS, HERBERT GEORGE. *A short history of the world.* N. Y., Macmillan, 1922. 455p. \$4.
- WEST, WILLIS MASON. *The story of world progress.* New York, Allyn and Bacon, 1922. 669p. \$2.
- WHIPPLE, WAYNE. *The story of young Abraham Lincoln.* Phila., Altemus, 1918. Illus. 258p. \$1.
- *The story of young George Washington.* Phila., Altemus, 1918. Illus. 256p. \$1.
- WHITCOMB, IDA PRENTICE. *Young people's story of American literature.* N. Y., Dodd, Mead, 1922. 402p. \$2.50.
- *Young people's story of music.* N. Y., Dodd, Mead, 1922. 399p. \$3.50.
- WILLIAMS, WHITING. *Horny hands and hampered elbows; the worker's mind in Western Europe.* N. Y., Scribner. 285p. \$2.50.

WILMINGTON INSTITUTE FREE LIBRARY. *Books for a child's own library; a list for mothers.* Wilmington, Del., State Parent-Teacher Assn. 14p. Paper. Apply.

The Philadelphia School Survey¹

THE RECENT SURVEY in Philadelphia, made for the sole purpose of improving the public-school system, is probably the most complete city school survey ever made. Not only did it arouse the teaching staff, the administrators, and the Board of Education to existing conditions, but it laid down a far-visions constructive policy that would make Philadelphia schools a credit to the Keystone State.

This study, made under the direction of Dr. Thomas E. Finegan, State superintendent of public instruction, at the request of its Board of Education and a committee representing the citizens of Philadelphia, has recently been published in four volumes. The expense of the enterprise was underwritten by a group of public-spirited citizens. Dr. John W. Withers, dean of the School of Education of New York University, formerly superintendent of schools in St. Louis, was assigned to the general field of elementary education; Dr. Thomas H. Briggs, of Teachers College, Columbia University, to the field of secondary education; and Dr. H. S. Weet, superintendent of schools in Rochester, New York, to the field of administration and finance. In addition to the help of these experts the fact that the State Department conducted this survey afforded the Philadelphia authorities the unusual opportunity of receiving the benefit of the knowledge and experience which the professional staff of the State Department possesses, a staff organized and equipped to do for the State the identical work involved in the survey of the schools of Philadelphia.

Book One, a survey of the school plant, comprises (a) the organization within the school plant, (b) the evaluation of the existing school plant, (c) the analysis of population and the prognostication of population trends and the development of the school building program, which recognizes existing building conditions and anticipates future needs. In addition an appendix of fifty-four pages is devoted to statistical tables.

The most serious problem the Board faces—its building program—will be solved only by the sympathetic cooperation of the citizens of Philadelphia. This building program as outlined suggests the immediate housing of all part-time pupils, the abandonment of the smaller unit, and the destruction of fifty-five emergency and obsolete structures. Within five years the remainder of these unfit buildings should be abandoned and 123 semi-modern buildings remodeled. Additional play space of two and one-half million square feet should be provided. Though the immediate needs of the building program are \$35,000,000, the ultimate expenditure will approximate \$80,000,000.

Book Two after discussing the general plan of organization and administration takes up the financial condition of the sys-

tem as to adequacy and proper distribution of funds. This is followed by a detailed account of the elementary and four-year high schools. Part 2 is devoted to pupils' attendance, retention, promotion and classification, provision for study, and medical inspection.

Although in the course of development, covering a period of over two hundred years, Philadelphia has contributed to the great body of principles and practices and methods that characterize the American public-school system, she has unprofitably clung to worn-out practices, such as the boards of school visitors, dating back to 1818. Gradually, however, these boards lost their administrative powers until one only is retained—namely, the appointment of janitors for elementary school buildings. That twenty-six of the forty-three boards have not submitted a report in the last five years indicates why the Survey recommended that they be abolished. Another recommendation of the Survey is that the superintendent should be recognized as the responsible executive of the Board of Public Education.

In regard to the financial condition, it was ascertained that the schools were not receiving relatively adequate financial support.

Book Three is divided into three parts: Part 1, dealing with the kindergarten, special classes, continuation schools, and the junior high school; Part 2 with the training, examination and promotion, and the professional experience of teachers; Part 3 with that phase of vocational education known as industrial and home economics.

Book Four, dealing with methods of instruction, consists of twelve chapters as follows: (a) art, (b) commercial education, (c) English, (d) extra-curricular activities, (e) foreign languages, (f) geography, (g) health education, (h) school libraries, (i) mathematics, (j) music, (k) science, (l) social studies. An appendix treats of achievement tests in elementary school subjects.

The chapter on extra-curricular activities in high schools shows that although much of the time, energy, interest, and enthusiasm of Philadelphia high-school pupils is represented in activities not included in the regular curriculum in the facilities provided for these extra-curricular activities Philadelphia is far behind the standards maintained in other large cities. The Survey ascertained how these activities were organized and administered, evaluated the work done, and planned a constructive program for developing the best of them as a means of training young America for efficient citizenship. The chapter has valuable suggestions for home rooms, class organizations, student councils (including the plan in operation in the West Philadelphia High School for Boys), teacher advisers, teams, dances, assembly programs, publications, clubs, musical organizations, excursions, and student handbooks.

"Continued development of the plans already under way," says Dr. Finegan, "will bring the Philadelphia schools into conformity with the accepted modern standards prevailing throughout the country and will enable them to solve the educational problems of the city in the light of accepted modern standards."—J. M. R.

¹ Report of the Survey of the Public Schools of Philadelphia. Bks. 1-4. The Public Education and Child Labor Ass'n of Pennsylvania, 1720 Chestnut St., Phila., 1922. Price of set: Paper, \$5; cloth, \$7.

Department of Superintendence

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

Sunday Afternoon

February 25, 1923

On Sunday, February 25, the first meeting of the Department will be held in the Old Stone Church at 4:00 o'clock. Dr. E. B. Bryan, president, Ohio University, Athens, Ohio, will deliver the address.

Monday Morning

February 26, 1923—9:30 o'clock

Public Auditorium

Greeting—R. G. Jones, Superintendent of Schools, Cleveland, Ohio.
Administering Education in the Interests of Children and the State—Some Observations—John J. Tigert, U. S. Commissioner of Education, Washington, D. C.
What Constitutes American Citizenship—Alvin Owsley, National Commander American Legion, Headquarters, Indianapolis, Indiana.
Leisure Time—Henry Turner Bailey, Cleveland, Ohio.
Health and the Schools—George E. Vincent, President Rockefeller Foundation, New York City.

Monday Afternoon

February 26, 1923—2:00 o'clock

Engineers' Hall

Executive Session—For members only. Authorized by Constitution.
Business Session—Future Policy of the Department.
Report of Committee on Status of Superintendent—C. E. Chadsey, Dean of College of Education, University of Illinois, Chairman. Printed report will be found in Yearbook of Department.
Suggestions on the Report—N. L. Engelhardt, Professor of Education, Teachers College, Columbia University, New York City.
Seven Minute Talks: My Experience in Administering Education: Boy Scouts—Superintendent Frank Cody, Detroit, Michigan; Outdoor Gymnasium—Superintendent Theodore Saam, Council Bluffs, Iowa; Janitors—Superintendent Randall J. Condon, Cincinnati, Ohio; Stimulating the Growth of Teachers—Superintendent Frederick H. Bair, Colorado Springs, Colorado; Crippled Children—Superintendent Peter Mortenson, Chicago, Illinois; What May Be Done to Improve the Quality of Teaching—Superintendent E. C. Hartwell, Buffalo, New York; What I Most Desire In My Assistant Superintendent—Superintendent Thomas R. Cole, Seattle, Washington.

Monday Evening

February 26, 1923—8:00 o'clock

Public Auditorium

The program for Monday evening will deal with general problems in education and

citizenship. It is as follows: A Constructive Program for the National Education Association—William B. Owen, President National Education Association, Chicago, Illinois; How Meet the Increasing Demands for Public Education—Marion L. Burton, President University of Michigan, Ann Arbor, Michigan; The Essential Characteristics of a Business Executive—Speaker to be announced.

THE EXHIBITS at the Cleveland convention will be of unusual merit. The Building Exhibit will feature both junior and senior high schools. Dr. Randall J. Condon, superintendent of city schools, Cincinnati, Ohio, again has charge of this exhibit, which will be located in the Chamber of Commerce Hall at the northeast corner of the Public Square.

In coöperation with the Department of Rural Education, an exhibit of progress in rural schools is being prepared, which will occupy the long corridors adjacent to the Lounge in the Public Auditorium. Superintendent A. G. Yawberg, of Cuyahoga County, Ohio, is in charge of local arrangements for this exhibit.

Other educational exhibits will include outlines for school budgets and information for visitors to schools in nearby cities. The Cleveland schools welcome visitors. Each school will display its exhibit material in its own building. Assistant Superintendent Frank G. Pickell is chairman of the local committee on educational exhibits.

The commercial exhibits in the Exhibit Hall of the Public Auditorium are better placed than at any previous meeting. They are convenient of access and yet will not in any way interfere with any meeting. All space for this purpose was sold before January 1.

Tuesday Morning

February 27, 1923—9:30 o'clock

Public Auditorium

Music (Cleveland Public Schools)

Progress in Solving Financial Problems in Education

The Cost and the Fiscal Administration of Schools: Some Facts from the Educational Finance Inquiry—George D. Strayer, Chairman of Commission, and Professor of Educational Administration, Teachers College, Columbia University, New York City.

The Tax Problem in Financing Public Education—Robert M. Haig, Columbia University, New York City.

What the Schools Do in Relation to What They Cost—Herbert S. Weet, Superintendent of Schools, Rochester, New York, and H. B. Bruner, Superintendent of Schools, Okmulgee, Oklahoma.

Symposium—Budget Making and Spending—

(1) By the County—A. F. Harman, County Superintendent, Montgomery County, Alabama.

(2) By the City—Arthur B. Moehlman, Detroit Public Schools, Detroit, Michigan; and

(3) By the State—Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania;

Tuesday Evening

February 27, 1923—8:00 o'clock

Public Auditorium

A joint session of the Department of Superintendence with the affiliated organizations: (1) Secondary Education, (2) Elementary Education, and (3) Rural Education. Superintendent Jesse H. Newlon, of Denver, Colorado, will preside.

Wednesday Morning

February 28, 1923—9:30 o'clock

Public Auditorium

Music (Cleveland High Schools)

The Curriculum

Principles and Types of Curricular Development—Otis Caldwell, Principal Lincoln School, New York City.

Keeping the Curriculum Alive—Amalia Bengston, County Superintendent, Olivia, Minnesota.

By Whom and How Made—Ernest Horn, Professor of Elementary Education, University of Iowa, Iowa City, Iowa.

How Modern Business May Aid in Reconstructing the Curriculum—Charles H. Judd, Director of School of Education, University of Chicago, Chicago, Illinois.

The Human Element in Curriculum Making—William McAndrew, Associate Superintendent of Schools, New York City.

Presidents of Allied Organizations



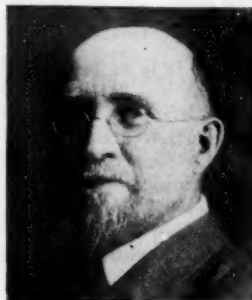
EDWARD RYNEARSON

principal of the Fifth Avenue High School, Pittsburgh, Pennsylvania, president of the National Association of Secondary-School Principals.



WORTH MCCLURE

principal of the Gatewood School, Seattle, Washington, president of the department of Elementary School Principals.



H. A. HOLLISTER

professor of education, University of Illinois, Urbana, Illinois, president of the National Association of High School Inspectors and Supervisors.



MARY R. POTTER

dean of women, Northwestern University, Evanston, Illinois, president of the Department of Deans of Women.



ERNEST HORN

professor of education, State University of Iowa, Iowa City, Iowa, president of the National Society for the Study of Education.



ELLA V. DOBBS

associate professor of Industrial Education, University of Missouri, Columbia, Missouri, president of the National Council of Primary Education.

Wednesday Evening

February 28, 1923

Wednesday evening is open for college dinners.

Thursday Morning

March 1, 1923

On Thursday forenoon will be held the Round Tables of city superintendents. This is a change from the ordinary plan in order to give more time for specific problems that should be considered by cities of various sizes. The schedule follows:

Superintendents of Cities of Population up to 10,000—Public Auditorium, Chairman, W. H. Morton, Superintendent of Schools, Beatrice, Nebraska.

Superintendents of Cities of Population Between 10,000 and 30,000—Ball Room, Hotel Winton, Chairman, J. W. Gowans, Superintendent of Schools, Hutchinson, Kansas.

Superintendents of Cities of Population Between 30,000 and 100,000—Georgian Room, Hotel Cleveland, Chairman, Carleton B. Gibson, Superintendent of Schools, Savannah, Georgia.

Superintendents of Cities of Population Between 100,000 and 200,000—Annex A, Hotel Cleveland, Chairman, G. N.

Child, Superintendent of Schools, Salt Lake City, Utah.

Superintendents of Cities of Population Between 200,000 and 400,000—Private Dining Room No. 4, Statler Hotel, Chairman, Charles S. Meek, Superintendent of Schools, Toledo, Ohio.

Superintendents of Cities of Population Over 400,000—Private Dining Room No. 2, Statler Hotel, Chairman, Henry S. West, Superintendent of Schools, Baltimore, Maryland.

County superintendents will meet in joint session with the Department of Rural Education in the ballroom, Hotel Cleveland.

Thursday Evening

March 1, 1923

Public Auditorium

Thursday evening will be the closing program of the Department. This program will be arranged so that all meetings will close in time to catch trains leaving Cleveland so that those interested may visit other school systems on Friday, March 2. The program follows:

Training for the Industries—Speaker to be announced later.

Immigrant Education will be the subject of an address by Edward A. Steiner, Grinnell, Iowa. Gregory Mason, of The

Outlook, will speak on International Education.

ROUND Table of Superintendents of cities of 30,000 to 100,000 population, will be held Thursday morning, March 1, 9:30 A. M., in the Georgian Room, Hotel Cleveland. The topics to be discussed are as follows: A Nationalized System of Education, (a) A unified, universally educated, efficient Nation demands a National system of public schools, (b) The spirit of democracy, as well as the American Constitution, requires that education be left to the States; Higher Teaching Efficiency, (a) The training of teachers before entering the profession, (b) The training and development of teachers after entering the profession; Larger Conservation of Educational Opportunities to Youth—The Year-Round School; Business Methods Applied to Educational Organization and Administration. This program is in charge of Carleton B. Gibson, superintendent of schools, Savannah, Georgia.

National Council of Education will meet in the Public Auditorium Tuesday afternoon, February 27, at 2:00 o'clock. The following program will be given: Secretary's Report and Roll Call, the President's Address—Concerning the Council—J. M. Gwinn, superintendent of schools, New Orleans, La.; Vice-President's Address—The End Depends on the Beginning—Ada Van Stone Harris, director of primary instruction and elementary practice teaching, Pittsburgh, Pa.; A Year's Progress in Education, John J. Tigert, U. S. commissioner of education, Washington, D. C.; Does a Reorganized N. E. A. Mean a Reorganized Council? William B. Owen, president of the National Education Association, Chicago, Ill.; The Need of Professional Leadership in Education, J. H. Beveridge, president of the Department of Superintendence, Omaha, Nebr.; Final Report of Committee on Reorganization of Seventh, Eighth, and Ninth Grades, Charles H. Judd, director School of Education, University of Chicago, chairman, report presented by J. M. Glass, State Department of Education, Harrisburg, Pa.; The Debt Eternal, Dr. John H. Finley, editorial staff of *New York Times*, New York City; business meeting.

The second session of the National Council will be held in the Ballroom of Hotel Statler, Wednesday afternoon, February 28, at 2:00 o'clock. William Wirt, superintendent of schools, Gary, Indiana, chairman, will give the report for the Committee on the Continuity of Education; A. Duncan Yocum, University of Pennsylvania, Philadelphia, chairman, will present the report of the Committee on the Teaching of Democracy; W. C. Bagley, Teachers College, Columbia University, will give the report for the Committee on American Teachers' Colleges; Miss Anna Laura Force, Denver public schools, chairman, will present the report for the Committee on the Status of the American Woman Teachers and will conduct an open forum following the report; Mrs. Cora Wilson Stewart, Frankfort, Ky., chairman, will present the report of the committee on Adult Illiteracy; A. J. Matthews, president State Normal School, Tempe, Arizona, chairman, will direct an open forum on the subject State Levies and Other State Funds for the Support of Elementary and Secondary Education.

Thursday afternoon, March 1, at 2:00 o'clock, the third session of the Council will be held in the Ball Room of Hotel Statler. The program will include: Report of Committee and Open Forum on Character Education, Milton Bennion, University of Utah,

Salt Lake City, chairman; Report of Committee and Open Forum on Vocational Education, Payson Smith, State commissioner of education, Boston, Mass., chairman; Report of Committee on Thrift Education, Arthur Chamberlain, San Francisco, Calif., chairman; Health Problems in Education, Thomas D. Wood, Teachers College, Columbia University, New York City, chairman; business meeting.

DEPARTMENT of Deans of Women will hold their meetings on the Mezzanine floor of Hotel Statler on February 26, 27, and 28. Monday morning at 9 o'clock, following a meeting of the Executive Committee, there will be a general business session. At 12:30 o'clock the Department will hold a luncheon in connection with the National Committee of Bureaus of Occupations, at which the speeches will be given by Bureau directors. A joint session with the National Committee of Bureaus of Occupations will be held at 2:30 o'clock, at which opportunity for personal conference with members of the National Committee will be given.

The program follows: Report of Conference of National Committee of Bureaus of Occupations, Dr. Cora Helen Coolidge, chairman; Report of Vocational Situation in the South, Miss Kate S. Pillett, director, Bureau, Nashville, Tennessee; Report of Recent Publication, Miss Emma P. Hirth, director, Bureau of Vocational Information, New York City; address by Dr. Eleanor Lord, educational consultant to Appointment Bureau, Smith College.

On Tuesday, February 27, at 9:30, sectional conferences of the deans of women in universities, colleges, normal schools and State teachers' colleges, and secondary institutions will be held. At the luncheon at 12:30, a report will be read from the Paris Conference of World's Association of University Women. At 2:30 the general topic, How Can Educational Institutions Meet the Present Social Demand for Leaders who Shall be Men and Women of Moral Worth? will be discussed by Edwin D. Starbuck, Department of Philosophy and Psychology, University of Iowa; Carroll G. Pearse, former president of Milwaukee Normal School; and Dr. Edith Hale Swift, of the American Social Hygiene Association. A general discussion will follow.

Following the sectional meetings on Wednesday morning informal sectional luncheons will be given at 12:30. Wednesday afternoon, at 2:30, the following program will take place: Election of officers; reports from the Women's Foundation for Health; report from the National Convention of the Young Women's Christian Association; the Foreign Student. At 6:30 the Department will hold a banquet.

On Thursday morning there will be a joint meeting with the National Association of Secondary-School Principals in the Rainbow Room, of Hotel Winton. At 2:00 o'clock the new Executive Committee will meet.

Through the courtesy of Dean Anna Klingenhagen, the Deans of Women are invited to Oberlin to spend Thursday as the guests of Oberlin College.

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 these sessions, with the possible exception of one or two business meetings.

Reservations should be made at Hotel Statler as early as possible. The name of the applicant must be given; no reservations are valid without the individual's name.

Presidents of Allied Organizations



J. M. GWINN

superintendent of schools New Orleans, Louisiana, president of the National Council of Education.



W. W. THEISEN

president of the board of education, Milwaukee, Wisconsin, president of the Educational Research Association.



L. H. DENNIS

director of the Bureau of Vocational Education, Harrisburg, Pennsylvania, president of the Department of Vocational Education and Practical Arts.



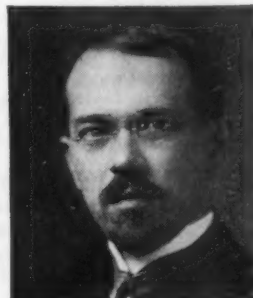
JOHN W. WITHERS

dean of the school of education, New York University, New York City, president, National Society of College Teachers of Education.



C. G. SARGENT

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



S. A. COURTIS

director of instruction, teachers' training and research, public schools, Detroit, Michigan, president, City Teacher-Training School Section.

State the date of arrival and departure, and that you are a member of the Department of Deans of Women.

All reservations for luncheons and dinners, including the luncheon at Oberlin, should be made through the secretary, Dean Florence K. Root, The College of Wooster, Wooster, Ohio.

DEPARTMENT of Elementary School Principals will hold its meetings at the Winton Hotel, headquarters for the Department, on Monday, Tuesday, and Thursday afternoons.

The general topic for Monday is The Local Organization of Principals. There will be addresses on the following subjects: The Principalship as an Educational, Moral, and Civic Institution; Organizing a Local Principals' Association; The Relation of the Local Organization to the Department of Elementary School Principals, The Work of the Principals' Club as a Civic Factor, The Professional Study Program of the Local Association.

Some Everyday Problems of the Principal, such as The Retarded Child, His Opportunity, will be the subject Tuesday. The Relation of the Elementary School Principal to the General Testing Program will be discussed by principals from three cities.

On Wednesday afternoon a great gather-

ing will be staged in the Public Auditorium. The Elementary School Principalship, Past, Present, and Future, will be the general subject of discussion at this meeting. It will be led by two superintendents and two university men. There will be addresses on The Growth of the Principalship, The Elementary School Principalship of the Present Day, The Possibilities of the Elementary School Principalship from the University Point of View and from the Superintendent's Point of View.

On Thursday the subjects to be presented are The School Assembly as a Socializing Influence and the Project Method from the Principals' View-point. The committee on educational progress will report at this meeting on clerical help, supervisory assistance, and comparison of salaries of teachers and principals.

DEPARTMENT of Rural Education will meet in Cleveland, February 27 to March 2, 1923. Except as otherwise indicated meetings will be held in the ball room of the Hotel Cleveland.

This association will concern itself chiefly for the present year with the problems and progress of the office of county superintendent. Four general sessions will be held, meeting on Tuesday afternoon, all day Thursday, and on Friday morning. On Tuesday evening, February 27, the department will also participate in a joint pro-

gram with the Department of Superintendence, being represented at this time by Mr. Aaron Sapiro, national attorney for Farmers' Cooperative Associations, who will discuss the Economic Background of Rural Education.

Facts and Future of the County Superintendency will be the general topic for the opening session on Tuesday afternoon. Miss Adelaide M. Ayer, State rural supervisor, Helena, Montana, will introduce this subject, which will be followed by a further discussion of the report of the National Education Association Committee on County Superintendents' Problems, as presented in detail by Mr. Lee L. Driver. Following this, Superintendent C. G. Cooper, of Baltimore County, Maryland, will discuss the practical workings of the county unit, and Miss Charl O. Williams will conclude the session with an analysis of the next step in professionalizing the office of county superintendent.

Wednesday afternoon, March 1st, will be devoted to section meetings. Five sections will meet at this time, as follows: Section I—State Supervisors and Inspectors of Rural Schools. Section II—County Superintendents and Rural School Supervisors. Section III—Rural Normal Directors. Section IV—Vocational Directors and Rural Extension Workers. Section V—Village and Consolidated School Principals. Programs are well under way for each of these sections, and able discussions of timely rural topics are guaranteed.

On Thursday morning the Department of Rural Education will meet in joint session with the County Superintendents' Section of the Department of Superintendence. Rural School Administration and the County Unit will be the topic of special consideration at this meeting. The speakers at this time will be T. H. Harris, State superintendent of education for Louisiana; Benjamin J. Burris, State superintendent of Indiana; May Trumper, State superintendent of Montana; C. L. Coon, superintendent of Wilson County schools, North Carolina, and M. S. Pittman, of the Normal College at Ypsilanti, Michigan.

Thursday afternoon will be given over to the consolidation of rural schools with leading papers by Charles A. Lory, president of the State Agricultural College, Fort Collins, Colorado; Macy Campbell, State Teachers College, Cedar Falls, Iowa, and Leslie B. Sipple, State Normal School, Aberdeen, South Dakota. John M. Foote, State rural agent, Baton Rouge, Louisiana, will also give the report of his Committee on Comparative Instruction in One-Teacher and Consolidated Schools at this session, which will then be opened to general discussion under the direction of Hilda M. Hughes, county superintendent of schools, La Grange, Indiana.

The closing session of the Department on Friday morning, March 2, will be assigned to addresses on Rural Child Welfare, by Owen R. Lovejoy, of the National Child Labor Committee, New York City, and Educational Opportunities for Negro Children, by Thomas Jesse Jones, of the Phelps-Stokes Fund, New York. Following this the Department will hold its annual business meeting.

In addition to the formal program a special dinner for county superintendents and rural-school specialists is being planned for Thursday evening, and a good exhibit on consolidation and rural-school improvement is being arranged.

The officers are: president, C. G. Sargent, Agricultural College, Fort Collins, Colorado; vice-president, Amalia M. Bengtson,

superintendent of schools, Renville County, Olivia, Minnesota; secretary, Mabel Carney, Teachers College, Columbia University, New York; treasurer, William McKinley Robinson, Junior-Senior High School, Orleans, Vermont.

THE Department of Vocational Education and Practical Arts has scheduled meetings for the afternoons of Monday and Tuesday in Ballroom, 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.

CITY Training School Section will hold its meetings in the Cleveland School of Education, Monday and Tuesday, February 26 and 27. The morning meetings will open at 9:30 and the Tuesday afternoon meeting at 2:00 o'clock.

Monday morning The Distinctive Functions of the City Training School will be discussed from the point of view of The Specialist in Teacher Training, by W. C. Bagley, Teachers College, Columbia University; The City Superintendent, by Charles L. Meek, superintendent of schools, Toledo, Ohio; The City School of Education, by L. A. Pechstein, dean of the College of Education, University of Cincinnati. The discussion will be led by E. C. Hartwell, superintendent of schools, Buffalo, N. Y.

From 12:00 to 1:30 P. M. there will be a luncheon in the dining room of the Cleveland School of Education. At 4:00 P. M. Dean Ambrose L. Suhrie will lead in a tour of inspection of the Cleveland City Training School, after which a discussion will be held. The following will take part: Superintendent Frank Cody, Detroit, Michigan; Dean Henry W. Holmes, Graduate School of Education, Harvard University; J. C. Brown, State Normal School, St. Cloud, Minn.; H. W. Rockwell, State Normal School, Buffalo, N. Y.; J. W. Withers, School of Education, University of the City of New York, and G. B. Jeffers, assistant superintendent of schools, Schenectady, N. Y.

The topics for Tuesday morning will be Practice Teaching, E. G. Payne, professor of educational sociology, New York University; Improvement of Practice Teaching, N. W. Cameron, director of Teachers Training School, Baltimore, Md.; Detroit's Practice Teaching Program, Miriam A. Besley, head of Practice Teaching Department, Detroit Teachers College; A Proposed Program of Teacher Training, Garry C. Myers, Cleveland School of Education; and Correlation Between Success in High School, in Normal School, and in Teaching, Louise Patrick, Louisville Normal School, Louisville, Ky. A general discussion and inspection of exhibits will follow the program.

The closing session Tuesday afternoon will be devoted to questions of research, including Cost Problems in Teacher Training, F. W. Smith, principal, City Normal School, Paterson, N. J.; A Teacher-Training Program in Sex Education, T. W. Galloway, associate director, Department of Education, American Social Hygiene Association; A Student Government Organization, Louise Robertson, Louisville Normal School, Louisville, Ky.; The Placement and Supervision of Probationary Teachers, Catherine Morgan, head of Probationary Department, Detroit Teachers College; We Graduate Them, Then What?, W. T. Heilman, principal, Columbus Normal School, Columbus, Ohio; Educational Testing from the Standpoint of Individual Instruction, Frederic Burk, president, State Normal School, San Francisco,

California; The Measurement of Teaching Load in a State Normal School, H. A. Brown, president, State Normal School, Oshkosh, Wis.; Time Distribution by Subjects in Representing Teacher-Training Institutions; J. Leslie Purdom, principal, Harris Teachers College, St. Louis, Mo.; Observation and Participation as Laboratory Experiments, Charles Russell, director, Division of Elementary Education, Toledo, Ohio.

COUNCIL of Kindergarten Supervisors and Training Teachers will hold a session at Hotel Cleveland, Wednesday afternoon, February 28, at 2:30. This will be preceded by a Kindergarten Luncheon at 12 o'clock at Hotel Cleveland. The following topics will be discussed at the meeting: Kindergarten Objectives which May be Measured in Terms of the Modern Elementary School, Mary E. Pennell, supervisor of kindergarten and primary grades, Kansas City, Mo.; How These Objectives May be Built Upon in the Lower Grades, Margaret C. Holmes, assistant director of kindergartens, New York City; New Objectives in Training Teachers for the Kindergartens of Today, Edna Dean Baker, president, National Kindergarten and Elementary College, Chicago, Illinois.

EDUCATIONAL Research Association will hold two meetings—Wednesday afternoon in the Hollenden Hotel ball room and Thursday afternoon in the Public Auditorium. The topic to be discussed Wednesday is Research Applied to Problems of Instruction. Thursday's topic will be Research Applied to Administrative Problems.

NATIONAL Association of High School Inspectors and Supervisors will hold sessions in the Georgian Room, Hotel Cleveland, at 2 P. M., Monday and Tuesday, February 26 and 27. The Monday session will be devoted to reports of committees appointed at the 1922 meeting. The report of the Committee on Number of Tests to be Undertaken and Method of Attack will be given by Inspector W. L. Spencer, Alabama; the Committee on Tests to be Used, by Professor H. G. Childs, Indiana; the Committee on Finance, by Supervisor J. T. Giles, Wisconsin; the Committee on Cooperation of Other Organizations, by Professor H. A. Hollister, Illinois. These committees comprise the group on Determination of High-school Levels of Pupil Attainment. The report of the Committee on School Planning will be presented by Inspector C. D. Kingsley, Massachusetts. There will be a general discussion following these reports.

A round-table conference has been planned for the Tuesday afternoon meeting, Vice-President L. L. Friend, of West Virginia, presiding. The following topics will be discussed: Should High-school Inspectors Oppose, Encourage, or Ignore the Tendency in some Communities toward Financial Retrenchment in School Support?; 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 will be limited to five minutes and should therefore have ready for distribution to the members copies of a summary of his remarks.)

NATIONAL Association of Secondary-School Principals will hold meetings on February 26, 27, and 28, and March 1 in the Rainbow Room, Winton Hotel. All

the speakers on the various programs have been limited to twenty minutes in order to afford time for discussion.

The Monday afternoon program is as follows: Guidance for the Adolescent, Edward Rynearson, principal of the Fifth Avenue High School, Pittsburgh, Pa.; Homogeneous Grouping of High-school Pupils by Intelligence Tests, Ira A. Flinner, headmaster of the Huntington School, Boston, Mass.; Criteria for Judging the Success of Moral Training in the Secondary School, Charles C. Tillinghast, Teachers College, Columbia University, New York City; Curricular and Extra Curricular Aspects of Sex-Social Training in High Schools, Dr. Galloway, New York City.

Monday, at 5:30 o'clock, a banquet will be held, where opportunity will be given to get acquainted. The "Sing" will be led by Dr. E. K. Fretwell, Teachers College, Columbia University. One address will be given—How Can Secondary Schools be Run Most Economically and What Shall be the Guide and Counsel of the High School Men in the Financial Problems that Lie before Them? by Dr. Charles H. Judd, director of School of Education, University of Chicago.

Tuesday afternoon will be devoted to round-table conferences on the Junior High School, the Rural and Small High School, and the Large High School. The Junior High School round table, under the chairmanship of Phillip W. L. Cox, principal, Junior-Senior High School, Lincoln School of Teachers College, will include College Entrance Requirements and the Junior High School, Frank G. Pickell, assistant superintendent of schools, Cleveland, Ohio; Tentative Differentiations of Curricula, J. M. Glass, director of Junior High Schools for Pennsylvania; School Government, H. H. Ryan, St. Louis, Mo. The Rural and Small High School round table with C. P. Briggs, principal High School, Lakewood, Ohio, as chairman, will include: Social Life of Pupils, C. K. Reiff, principal High School, Muskogee, Oklahoma; How to Retain Good Teachers, John Rufi, principal, Ironwood, Michigan; Financing Student Activities, R. W. Ward, principal, Mt. Clemens, Michigan; Curriculum and Daily Schedule, C. B. Ulery, High School Supervisor for Ohio. The Large High School round table, under the chairmanship of Roy H. Bracewell, principal, Burlington, Iowa, will include: An Experiment in Patriotism, Milo G. Stuart, principal, Indianapolis, Indiana; Place of Social Affairs in the High School, J. G. Masters, principal, Omaha, Nebraska; Administration of High School on Platoon Plan, Dr. Lucy L. W. Wilson, principal, Philadelphia, Pa.; Special versus Cosmopolitan High School, Jesse B. Davis, supervisor of secondary education for Connecticut.

Tuesday morning, at 8 o'clock, there will be a joint meeting of Rural, Elementary, and Secondary School Principals. H. E. Winner, principal, Pittsburgh, Pa., will discuss Extracurricular Activities.

Wednesday afternoon, at 2:15 o'clock, the following program will be given: Conforming the Curricula to the Cardinal Objectives of Secondary Education, Merle C. Prunty, principal, Tulsa, Oklahoma; Effect of Compulsory Education Laws, George Buck, principal, Indianapolis, Indiana; and a paper by Dr. David Snedden, Teachers College, Columbia University.

Thursday morning, at 9:00 o'clock, there will be joint session of the Department of Deans of Women with the National Association of Secondary-School Principals, at which the following topics will be given: Duties of a Dean of High-school Girls; Evaluation of the Work of a Dean

from the Principal's Point of View; and Value to Normal Schools and Colleges.

Thursday afternoon, at 2:15 o'clock, following the reports of committees, Otis W. Caldwell, director, Lincoln School, Teachers College, Columbia University, will speak on Is the Newer Education Scholarly? The election of officers will conclude the meeting.

NATIONAL Council of Primary Education will hold its annual meeting Thursday afternoon, at 2:15 o'clock, March 1, Hollenden Hotel, Cleveland. Luncheon will be served at noon, followed by a general conference. The topic for discussion will be Promotion Requirements. Reports will be heard from the Committee on Subject Matter and Method, the Committee on Furnishings and Equipment, and the Committee on Tests and Measurements. The report of the Committee on Subject Matter and Method will continue the discussion of last year and report on further investigations which have been made to test the results of varying degrees of emphasis upon the use of phonics. Local arrangements are in charge of Miss Faye Henley, 2079 Adelbert Road, Cleveland. Reservations for the luncheon should be made promptly. Plates, \$1.75.

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.

NATIONAL Society for the Study of Education will hold two meetings in the Ball Room, Cleveland Hotel, on the evenings of February 24 and 27, at 8:00 o'clock. The speakers at the Saturday evening meeting will include: Frank W. Ballou, S. A. Courtis, James F. Hosc, Earl Hudelson, W. S. Monroe, and M. H. Willing. The discussion of the evening will center around Part I of the 1923 Yearbook—English Composition: Its Aims, Methods, and Measurement. Members are requested to examine their Yearbooks before the meeting and come prepared to take part in the discussion. At both meetings seats will be reserved in the front of the room for members of the Society.

NATIONAL Society of College Teachers of Education will hold three afternoon sessions at 2:15 o'clock in Assembly Hall, Hollenden Hotel, Monday, Tuesday, and Wednesday, February 26, 27, and 28.

The Policy and Organization of Schools of Education will be the general topic for Monday afternoon. Director C. H. Judd, School of Education, Chicago University, will discuss The Function of the University School of Education. The question, In a State System of Education, What Should be the Relation of the University School or College of Education to the Recently Established State Teachers College?, will be viewed from the standpoint of the State University School of Education by Dean William F. Russell, College of Education, University of Iowa; from the standpoint of the State Teachers College, by President D. B. Waldo, State Teachers College, Birmingham, Washington, and from the standpoint of the City Teachers College, by Dean Ambrose L. Suhrie, of the Cleveland School of Education. The general discussion will be led by Dean George E. Walk, Teachers College, Temple University, Philadelphia, Pa.

The general topic for Tuesday afternoon will be The Determination of Objectives in

the Professional Education of Teachers. Professor Arthur J. Jones, School of Education, University of Pennsylvania, will speak on The Principles Underlying Curriculum Construction for Schools of Education; Professor E. George Payne, School of Education, New York University, on The Determination of Curricula for the Education of Teachers of Elementary Schools; Professor W. C. Reavis, School of Education, Chicago University, on The Determination of Curricula for the Education of Teachers of Secondary Schools; Professor W. H. Kilpatrick, Teachers College, Columbia University, on The Value of the Study of the Philosophy of Education in University Schools of Education. A business meeting will follow the general discussion.

On Wednesday afternoon the topic will be Professional Education and Research in University Schools of Education. Professor W. C. Bagley, Teachers College, Columbia University, will discuss The Professional Education of Teachers in Normal Schools and Teacher Colleges; Professor W. W. Charters, Carnegie Institute of Technology, will speak on The Professional Education of College Teachers; Professor R. B. Buckingham, College of Education, Ohio State University, on Educational Research in University Schools and Colleges of Education; Professor William P. Burris, Teachers' College, University of Cincinnati, on The Case Method in the Study of Teachers and its Value in the Professional Education of Teachers.

There will be a general discussion at the close of the program, followed by a business meeting.

DEPARTMENT of Classroom Teachers will hold the following meetings in Cleveland during the meeting of the Department of Superintendence. Monday, February 26, 2:00 o'clock, Executive Committee meeting at Hotel Statler; Wednesday, February 28, 2:00 o'clock, conference in committee room in Auditorium; Thursday noon, March 1, luncheon (place to be announced later); conference in committee room in Auditorium. Headquarters for the department will be maintained at Hotel Statler.

NATIONAL Academy of Visual Instruction will hold four meetings, Tuesday, Wednesday, and Thursday morning and afternoon, February 27, 28, and March 1, at the Cleveland School of Education. A cafeteria luncheon will be served. All members of the association cordially welcome.

NATIONAL Conference on Educational Method, which was organized at Atlantic City in 1921, will hold its third annual meeting in Cleveland on Tuesday and Wednesday, February 27 and 28, 1923. The program will be devoted primarily to supervision, including discussions of method of interest to supervisors. It is as follows: Reorganizing City School Supervision, Superintendent Jesse H. Newlon, of Denver, Colorado; The Relation of the Supervisor to the Principal, Mabel E. Simpson, director of elementary education in Rochester, New York; The New Education: An Effort at Definition, William H. Kilpatrick, Teachers College, Columbia University, New York; The Influence of Ideals upon Success in School, Mr. S. A. Courtis, director of instruction, Teacher Training and Research, Detroit, Michigan; The Direction of Classroom Teachers in the Use of the Project Method, Marion G. Clark, supervisor of elementary education, Cleveland Heights, Ohio;

Education in Accident Prevention, Dr. E. George Payne, New York University.

Both meetings of the Conference will be held in the Rookwood Fountain Room of the Hotel Olmsted on Superior Avenue. The officers of the National Conference on Educational Method are: Margaret Noonan, president; W. F. Tidyman, vice-president; James F. Hosc, secretary-treasurer.

National Council of Administrative Women in Education will hold breakfast conferences at Hotel Cleveland Tuesday, Wednesday, and Thursday, February 27, 28, and March 1, from 8:00 to 9:30 o'clock.

The chief business to be taken up is the consideration and adoption of the revised constitution reported at Chicago a year ago. A vice-president and secretary will be elected. There will be no addresses, but at the first conference there will be the usual roll call of States, and responses of representatives and delegates.

Those who have questions to bring before the conference will please communicate with the president, Mrs. Mary D. Bradford, before the meeting, so that the matter may be referred to the Advisory Committee, which will meet on the afternoon of February 25, at Hotel Cleveland. Tickets for the conferences will be on sale at Hotel Cleveland on Monday, February 26. Women holding the following positions are eligible to attendance at the conferences, and to membership in the Council:

(1) Principals, presidents, or administrative heads, (2) deans of colleges, normal, and secondary schools, (3) assistants to high-school principals, (4) superintendents of schools, State, county, and city, (5) deputy, district, or assistant superintendents, (6) heads of departments in colleges, normal, and secondary schools, and administrative heads of special branches; *e. g.*, art, music, household art, gymnasium, library, etc., (7) supervisors of departments or divisions of school systems, as of kindergartens and of primary or elementary grades, or of rural schools.

Secretaries of State Teachers' Associations and others interested in State teachers' organizations will hold a luncheon meeting Wednesday noon at the Hollenden Hotel. Make reservations with Charles F. Pye, 407 Youngerman Building, Des Moines, Iowa.

American Association of Teachers Colleges will hold its seventh annual meeting in Hotel Cleveland, February 23-26. Headquarters will be at this hotel. Following is the outline of the program:

Friday evening, 6:30 o'clock, at Hotel Cleveland, there will be a joint meeting and dinner (plates, \$2.00), with the National Council of Teachers Colleges, with addresses and reports on the proposed merger. Saturday morning, 9 o'clock, Hotel Cleveland, four pertinent topics on The Teacher College Movement, with general discussion, will be presented. Saturday afternoon, 2 o'clock, Hotel Cleveland, five addresses on Problems of Teachers Colleges will be given, followed by a business session. Monday morning, at 9 o'clock, an inspection of the Cleveland School of Education will include visits to classrooms, the elementary school of observation, educational museum, and the assembly, with luncheon at 12 o'clock.

ALUMNI and friends of Indiana University will hold a banquet at 6:30 o'clock, February 28, at Hotel Cleveland. It will

be a home-coming event for the men who are helping Indiana University maintain its reputation of "Mother of College Presidents." Many of her sons who are acting in the capacity of a college or university president will be on the program.

Price per plate, \$2.50. Reservations must be made by mail. Make checks payable to F. H. Levell, alumni secretary, Bloomington, Indiana.

THE Department of Superintendence has arranged a conference on the general topic, Physical Welfare of Pupils, for Wednesday afternoon, February 28. Dr. Frank W. Ballou, superintendent of city schools, Washington, D. C., and vice-presi-

dent of the department, will preside. What Existing Organizations are Contributing will be discussed by speakers representing various associations dealing more or less directly with health and physical training. Following these discussions, which will be limited to seven minutes each, there will be an address on What the Schools are Doing and Should be Doing by a leading superintendent of schools.

A CONFERENCE of business managers has been called by the Department of Superintendence. The details of this meeting are in charge of Mr. Ira B. Bush, treasurer of the department, Charleston, W. Va., and will be announced in the official program.

NOTES and ANNOUNCEMENTS

MEETINGS AT CLEVELAND—All State Directors in attendance at the Cleveland meeting will have a conference to discuss plans for the Oakland-San Francisco meeting. The time and place will be announced in the official program.

All officers of departments of the Association in attendance at Cleveland will meet to consider the programs for the departments and the general sessions of the Oakland-San Francisco meeting. Time and place will be given in the official program.

The time and place of the meeting of the Executive Committee of the Association will be announced in the official program of the Department of Superintendence.

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 to 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.

Individual railroads in California, Nevada, Oregon, Washington, and West British Columbia will sell tickets from February 17 to 23, with return limit on March 10.

Obtain Identification Certificates from State Directors of the Association or from Headquarters at 1201 Sixteenth Street Northwest, Washington, D. C. Identification Certificates must be signed in the presence of the ticket agent. It may be well to speak to the ticket agent a week or ten days before date of purchase, so that if he is not already supplied with round-trip tickets he can make the necessary arrangements for them.

OTHER ANNOUNCEMENTS — Registration Headquarters will be in the Public Auditorium.

Mail sent to members in attendance at the Cleveland meeting should be addressed

Care N. E. A. Postoffice, Public Auditorium, Cleveland, Ohio.

A **CLEARING-HOUSE** for tickets to breakfasts, luncheons, dinners, and other special occasions will be maintained at Registration Headquarters.

Hotel Reservations should be made through Mr. A. C. Eldridge, Room 403, Chamber of Commerce Building, Cleveland, Ohio.

AT THE ROUND TABLE of Superintendents of Cities of 30,000 to 100,000 in population, the following will speak: Samuel P. Capen, Will C. Wood, Lawton B. Evans, M. G. Clark, A. J. Stout, D. J. Boone, A. L. Suhrie, H. W. Dodd, L. P. Benezet, Daniel J. Kelly, H. B. Wilson, Theodore Saam, H. C. Weber, E. E. Oberholtzer, David A. Ward, W. W. Borden, John J. Richeson, and Walter R. Siders.

AT THE OPEN MEETING of the Department of Elementary School Principals, Wednesday afternoon, February 28, Dean Russell, of Columbia University, Dean Gray, of the University of Chicago, and Superintendent H. S. Weet, of Rochester, N. Y. will speak.

National Council of Teachers Colleges will hold meetings Friday morning and afternoon, February 23, at the Cleveland Hotel, and a joint meeting and dinner Friday evening, 6:30 o'clock, with the American Association of Teachers Colleges. All members of the National Council of Teachers Colleges are invited to spend Monday morning, February 26, as guests of the faculty and students of the Cleveland School of Education.

AUGUSTUS O. THOMAS will preside at the meeting of the National Council of State Departments of Education.

THE CLEVELAND SCHOOL OF EDUCATION invites members of the Department of Superintendence, particularly those interested in teacher training, to visit the institution. Dr. Ambrose L. Suhrie is dean of the school.

TEACHER-PLACEMENT BUREAUS are operated by the State education associations in California and North Carolina, both of which employ full-time professional secretaries.

THE VIRGINIA STATE TEACHERS' ASSOCIATION at its recent meeting elected Miss Lulu D. Metz, of Manassas, for its president. This is the first time that a woman has been elected to that office in Virginia.

LIFE MEMBERSHIPS—The plan of presenting life memberships in the National Education Association as gifts is being received favorably throughout the country. The teachers of the Newtown High School at Elmhurst, New York, gave Dr. James D. Dillingham, principal of the school, a life membership at Christmas time as an appreciation of his services to the school. The faculty of the Newtown High School, of which Mr. Clyde R. Jeffords is secretary, is affiliated with the National Education Association.

THE OAKLAND-SAN FRANCISCO meeting of the National Education Association will extend from June 26 to July 7, 1923, the World Conference on Education being the last week in June, and the meetings of the Representative Assembly and general programs the first week in July.

MR. JOSIAH W. TAYLOR, agent for Secondary Education, State House, Augusta, Maine, will fill out the unexpired term as State N. E. A. director in the place of Mr. H. A. Allan, resigned.

INFORMATION ON ANY EDUCATIONAL MATTER may be had by writing to Miss Agnes S. Winn, director of the Division of Elementary School Service of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. Miss Winn has access to the Congressional Library of more than 3,000,000 volumes, the library of the Bureau of Education, which is the greatest educational library in the world, and the libraries of many other departments and organizations. She also has the help of other members of the headquarters staff.

AFFILIATIONS—It is believed that there are a number of strong local organizations not yet on the affiliated list, simply because their attention has not been called to this important step. Write to the Secretary, J. W. Crabtree, 1201 Sixteenth Street N. W., Washington, D. C., and request him to send an affiliation blank and further information regarding the benefits derived by affiliation. The annual dues are \$5. Affiliation entitles the local association to receive *THE JOURNAL* monthly, the bound volume of *Proceedings*, and all other regular publications. By completing the affiliation immediately, arrangements can be made for having delegates at the summer meeting.

For those associations already affiliated, attention is called to the importance of returning promptly the blank which will be sent out in March, requesting the names of delegates. A card index of these names is kept at headquarters and is vital in making preparation for the annual convention. Delegates are advised to get in touch with the central office as soon as appointed.

THE NORTH CAROLINA ASSOCIATION changed its name from Teachers' Assembly to North Carolina Education Association at its meeting in Raleigh during Thanksgiving week. A committee of the association which was appointed to frame suggestions for a program of work has prepared the following which will be submitted to local units of the association for final approval:

1. That as many as five sectional meetings be held in different sections of the State during the year in connection with a meeting of some local unit.

2. That a committee of three be appointed to work with the educational authorities in a revision of the school laws and in revising

the rules and regulations for the certification of teachers. The request is made that this committee be recognized by the Department of Education as a delegated representative of the teachers of North Carolina.

3. That a committee of three be appointed to study teachers' retirement laws in other States, and finally prepare a bill for North Carolina and submit it to the legislature as early as possible.

4. That the organization establish and maintain a publication of its own as the official organ of the teachers' organization; that the fee be made a dollar and a half or two dollars, and that subscription to the magazine come with membership in the Association.

5. That the Association, cooperating with the Department of Education, make studies

of and publish bulletins containing worthy and helpful materials for teachers of the State. And that the secretary be authorized to secure authors for bulletins, referred to in this recommendation.

6. That the secretary of the Association, together with the president and vice-president, shall constitute a committee to prepare programs, outline work for, and help in every possible way the local units; that the work of the local units shall be an integral part of the work of the Association.

7. That the Placement Bureau be continued as an integral part of the Association; that a fee of one dollar be charged those who use the Placement Bureau after January 1, 1923, and that five dollars be charged for the use of this bureau by non-members.

IN THE FIELD

THE SALARY OF President Henry Suzzallo, of the University of Washington, has recently been increased from \$12,000 to \$18,000 a year as an expression of appreciation of his services in building up the institution, according to an announcement made by Mr. James H. Davis, chairman of the board of regents of the University.

BUDGET PROPOSALS for Columbia University provide ten professorial positions with a salary of \$10,000 each and for twenty-five such positions with a salary of \$7500 each. All other professorial salaries are to be maintained at \$6000.

DR. BENJAMIN C. GRUENBERG has resigned from the United States Public Health Service, Washington, where he has for the past two years worked on the Government's program of sex education in high schools and colleges, to study the problems of the educational use of motion pictures with the Urban Institute, Irvington-on-Hudson, New York.

MR. ARTHUR WESLEY DOW, director of the art activities at Teachers College, Columbia University, for more than eighteen years, died suddenly at his home on Wednesday, December 13, 1922.

AN EXCELLENT WAY to observe the birthdays of Washington and Lincoln is to read or re-read one of the excellent biographies about them. A select list of books on Lincoln and Washington was published in *THE JOURNAL* for February, 1922.

MR. HOMER W. ANDERSON for the past three and one half years assistant director of research in the public schools of Detroit, Michigan, has become assistant superintendent of schools for Denver, Colorado, where he will give much of his time to the plans for new buildings to be erected from the recent bond issue of \$6,150,000.

AN IDAHO STATE RESEARCH ASSOCIATION has been organized as a section of the State

Teachers' Association and will coordinate the efforts of the school people of the State in the study of educational problems. Mr. C. L. Harlan, of Lewiston, is president and Mr. L. A. Thomas, of Lewisville, is secretary.

THE MISSISSIPPI STATE EQUALIZING FUND, which appeared to be threatened by a recent decision of the State Supreme Court declaring the initiative amendment under which the fund was created unconstitutional, has been held legal by the decision of a lower court in Mississippi.

MRS. GRACE C. STANLEY has succeeded Dr. Margaret S. McNaught, recently resigned as commissioner of elementary schools in California.

A HALF PINT OF MILK in the middle of the forenoon is now ordered regularly by more than 13,000 pupils in the Philadelphia public schools, according to the *News Letter* of the Philadelphia Association. It is reported that teachers are enthusiastic over the milk service which makes the children more quiet and more teachable.

SUGGESTIONS CONCERNING KINDERGARTEN LEGISLATION is the title of a circular which may be had free on request from the United States Bureau of Education, Washington, D. C. The circular was prepared by Miss Nina C. Vandewalker, specialist in kindergarten education.

"HAWAII is in the midst of an extremely interesting transitory stage," reports Mr. Vaughan MacCaughy, State superintendent of public instruction. "The old patriarchal, isolated life is vanishing, and Hawaii finds herself to be a great world focussing-point. Life here is becoming modernized and industrialized with astonishing rapidity. California, Japan, Australia, and the Philippines are moving toward us—are close daily neighbors—and the erstwhile vast rim of the Pacific is drawing closer together every day."

THE AMERICAN ASSOCIATION OF TEACHERS' COLLEGES, of which President J. G. Crabbe, of the State Teachers' College at Greeley is president, issued its first Yearbook in 1922. This Yearbook contains, in addition to a list of members and other useful information, the excellent report on the teacher-college movement which was prepared by the Committee of the National Council of the National Education Association. Copies of the second edition of the Yearbook may be had from President Crabbe at fifty cents each.

THE ARKANSAS TEACHER, which was founded ten years ago by the faculty of the Arkansas State Normal School as a patriotic service, has been purchased by the Arkansas Educational Association which assumed control on January 1, 1923. *The Arkansas Teacher* will be combined with the quarterly *Journal of the Arkansas Educational Association* and with the monthly *Educational News Bulletin* of the State Department of Public Instruction. The new publication will be called the *Journal of Arkansas Education*, and will be issued monthly, except July and August, and will be sent to all members of the State association who pay the regular membership fee of one dollar. Enrollment in the Arkansas Association is by the calendar year.

THE CITY MANAGER PLAN has been adopted for the schools of Kenosha, Wisconsin, according to the *Kenosha Evening News*.

The new plan provides that the school superintendent shall act as manager of the school system with authority to handle business as well as educational affairs. The manager form of government has been so popular in Kenosha that the members of the board of education thought that the same principles of centralized responsibility should be applied in the management of the schools. The board accordingly reduced the number of committees to four and placed larger responsibility upon Superintendent G. F. Loomis.

MR. F. A. WELCH, inspector of high schools for the State of Iowa during the past five years, resigned that work on January 1, 1923, to become assistant secretary of the Iowa State Teachers' Association and editor of *Midland Schools*. It is understood that similar division of responsibility is under consideration by other State education associations.

BOOKS AND SUPPLIES WANTED—In the political readjustments in Siberia the Teachers' College of the Far Eastern Republic has been left without financial support and will have difficulty in maintaining its existence during the next few months. American schools can do much to relieve the distressing situation by sending discarded books and laboratory supplies for use in this needy institution. Material should be sent pre-paid addressed to President J. J. Devine, Teachers' College of the Far Eastern Republic, 119 Svetlanskaya, Vladivostok, Siberia, c/o International Exchange Service, Smithsonian Institute, Washington, D. C.

THE NATIONAL COMMITTEE FOR THE PREVENTION OF BLINDNESS, 130 East Twenty-second Street, New York City, adopted a resolution at its annual meeting in 1922 in

which it called attention to the need for the following improvements: (a) adequate lighting, both natural and artificial, to avoid eye strain, (b) a more careful examination of the eyes of pupils to determine defects of vision and the presence of disease, (c) the establishment of conservation of vision classes for children with such seriously defective vision that they cannot be properly educated, as are normally sighted pupils, (d) the training of all persons preparing to be teachers in the hygiene of the eye with special reference to the conservation of vision.

AT THE REQUEST of the pastors of the churches in Lowville, N. Y., the board of education has set aside one study period each Thursday afternoon for the children of the first seven grades to receive religious instruction in the churches of their parents' choice or in places provided by the board.

Children will be permitted to leave school for this religious instruction only on the written request of their parents. Blanks with explanatory letters have been sent to the parents of each child in order that they may enrol him or her in the church school of the parents' choice. Children not enrolled by their parents will remain in school and be given suitable work, but will not have advantage in school subjects over those taking religious instruction.—*Educational Review*.

THE FARMER AND THE TAX GATHERER—Once upon a time there lived in a rich and fertile valley a thrifty farmer. His three children, a girl and two boys, attended a nearby school, where they were taught daily by a splendid woman of much learning and real worth. Now it so happened that the tax gatherer became very oppressive to the farmer, in so much that he groaned aloud and called out lustily against those that did thus oppress him. But instead of his burden being lifted, his tax became heavier. At last he cried out in his anguish, "This teacher of my children is robbing me. I must withhold one-tenth part of her salary." So he called upon other farmers, and they did positively decide that the tenth part of the teacher's wage should not be paid to her.

Now the total sum of this farmer's taxation amounted to one hundred dollars in coin of the realm. It so happened that one-half part of all this sum was expended for learning of various kinds, and the other half part for other matters. Out of the fifty dollars expended for learning, thirty dollars was the sum paid to teachers for their wage.

Now this farmer wailed bitterly and the wise men of the country did reduce the wage of the teachers one-tenth part. In this way the farmer was greatly enriched to the extent of one-tenth of the thirty dollars which he had paid for teachers' wages and his heart was gladdened because of the enrichment.

Now it so happened that this good teacher of much learning and real worth discovered that she could not live on the nine-tenths part of her wage, for the total would scarce serve to keep her from the public house for the poor. Therefore, with much sorrow in her heart, she left the school and the children she loved and journeyed to another city, where they received her gladly.

But it followed that a school must needs be kept, and the people searched the highways and byways and found a person to keep the school for the sum of money offered. But she was not trained, neither did she know the art of teaching. The farmer's two sons became rebellious and would not go to the school and the daughter failed to learn many things that she should have learned, and she learned many things that she ought not to have learned.

And when the farmer said bitterly in his heart, "O that we had again for our children the splendid teacher that went away from us," the only solace he had was that in the days of oppression he had saved three whole dollars, although by doing so he had deprived his three children of the inspiration that a good teacher imparts.—L. E. C. in the *Utah Educational Review*.

ELECTIONS SHOULD BE EARLY—

School boards would add much to the efficiency of their teachers if they would settle the question of reelection at the earliest possible moment. Under present conditions, superintendents and teachers no more than get started in their work until they find it necessary to begin to play to the galleries, figuratively speaking, for their reelection.

The petty political slavery to which a teacher is subject in the policy of annual reelections does not add to the efficiency of teaching, and a change in this policy might help to reduce in some degree the cost of operating the schools. Especially should the superintendent know the policies of the board early in the year so that he may work more effectively in accordance with the policies the board wishes him to follow.—*Nebraska Educational Journal*.

TEACHING IN THE PHILIPPINES

Offers peculiar inducements to American teachers, for it is both a call and an opportunity for service. The Filipinos in the twenty-four years of American occupation have shown wonderful progress in education. The islands are divided into fifty-three school divisions, each under a superintendent directly responsible to the Director of Education. This division superintendent is assisted by two provincial supervisors, one for industrial, the other for academic education. Each provincial division is divided into districts in charge of a supervising teacher. "The Philippine teacher force, Americans and Filipinos, has earned," says Governor-General Leonard Wood, "the well-merited support and appreciation of the entire people."

Between three and four hundred American teachers are in the Philippine service. About sixty high-school teachers of English are selected each year. These teachers must be college graduates with some teaching experience. Single women must be at least thirty years of age. The entrance salary is \$1500 or \$1600. A two-year contract is required. Transportation is furnished to Manila.

A little pamphlet recently published by the Philippine Bureau of Education gives this and additional information. All interested teachers who meet the above conditions may secure a copy of this pamphlet by applying to the Bureau of Insular Affairs, War Department, Washington, D. C.