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Ideals in American Education

HERBERT HOOVER
Secretary of Commerce, Washington, D. C.

THE first ideal of our democracy is to maintain a state where each individual shall have an equality of opportunity to take that position in the community to which his intelligence, ability, and ambition entitle him, and that no forces shall continue in the Nation which may prevent this free rise. There is a negative quality about this element of our National ideals, for although by this we could keep open the doors of opportunity, it must be supplemented by the second of our great ideals, that is, that we must stimulate and assist each individual in this attainment.

The very essence of equality of opportunity requires that we shall give an equal opportunity in education and training to everyone of our citizens and thus we arrive at the third of our great National ideals. That is universal and efficient education. If we are to maintain a progressive community and our National ideals we must go even further in education than the routine provision of learning. Education must take upon itself the development of leadership, and leadership calls for character and intelligence as well as learning.

As a race we produce a considerable percentage of persons in each generation who have the intellectual and moral qualities for the moral and intellectual inspiration of others, for the organization and administration of our gigantic economic and intellectual machinery, and for invention and creation. I believe that we lose a large portion of those who could join these ranks because we fail to find them, to train them rightly, to create character in them, and to inspire them to effort. Our teachers are necessarily the army of inspectors in our Nation who must find these individuals and who must stimulate them forward.

While vocational training is obviously necessary and cultivation of the mind in the finer flowers of civilization is of importance, yet the creation of character and ideals is greater than all. I am not one of those who consider that any particular group of subjects in teaching has any very vital bearing on the question. Training of intelligence as a tool for performance can be accomplished in many lines of subjects. I know many men of high cultivation, character, and leadership who do not know the classics. I know plenty who do know the classics who possess none of these qualities. I know a good many who have the intellectual and moral fibre for leadership who have not had the training for it.

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HERBERT HOOVER, in this article written especially for The Journal, maintains that education must assume responsibility for the development of leadership. Teachers are the inspectors who must find the millions of potential leaders and stimulate them forward. Wastes in production and distribution which result from bad management and which could be largely remedied through education amount to five times the annual cost of our whole educational system. Such are the views of the engineer who guides the Nation's great Department of Commerce.

Nor does leadership mean a dozen people at the top, for there are all sorts and kinds of leadership and there is room for literally millions of leaders. Every man and woman who has to direct the action of another individual or who has to direct the forces of nature is a leader. There is, and probably always will be, a mighty deficiency in these ranks. If there was no deficiency we would already have reached the millennium.

It would be a fine thing if we had some kind of calibrating instrument by which we could measure the intellect and character. We could thereby, after adequate training, assign each human animal to his job and all would be lovely. We can, to some degree, measure education and cultivation. There will never be such a device to test character and intelligence except the judgment of some other person—and our teachers are the ones who have the first opportunity and who do carry this National service incessantly forward. Our progress depends upon the service they give in stimulation and inspiration.

Our standards of living and the extras of life are the result of the great productive and distributing machinery of our country. Our standards will increase directly in ratio to its efficiency. This machinery requires a vast trained personnel. It also requires a vast army of leaders.

The productive capacity of this machine can be increased more through improvement in the character and training of its personnel than through new invention. Wastes through accidents, sickness, bad management, and the like amount to five times the cost of our whole educational system.

There are hosts of other arguments. But why say more? We in America do not need to argue the cause of education. We are all for it. We need to argue against the stinginess of our expenditures for it and we need to express our daily obligation to the devoted and able men and women who carry it on.

Progress in the Supervision of Elementary Education

IDE G. SARGEANT
Principal, Public School No. Ten, Paterson New Jersey

BEFORE MUCH PROGRESS can be made in any cause or toward any goal, those who desire progress must know what should be done, what can be done, and who is to do it. Further, it is necessary to know what has been done, or is being done, as a point of departure, what individuals by their local work have shown the vision, the aggressiveness, the superior merit, and the persistence to give promise of developing into able leaders if loyally supported. How to secure this information is the next question.

The increasing cost of education, the frequent adverse criticism of school work—especially of class supervision in elementary schools—and the vital need of a high order of work in this department, has led an increasing number of elementary principals to scan the field for information. It was not until we did this that we realized how little there was of what could be called helpful, available material on good class supervision. Not only this, but we also found that we knew very little of what was being done. This feeling had become so strong that at the Chicago meeting of the Department of Superintendence, 1919, several small groups of us discussed the advisability of forming a National Association of Elementary Principals to be devoted to the purpose of securing more satisfactory results in the supervision of elementary schools. This discussion was continued throughout the year at the University of Chicago and elsewhere and culminated in the organization of such an association at the Atlantic City meeting, 1921.

Since organization we have put on four strong programs: Des Moines, 1291; Chicago, 1922; Boston, 1922, and Cleveland, 1923.

One of the best publications put out by the National Education Association during 1922 was the *First Yearbook of the Department of Elementary School Principals,* on the Technique of Supervision, a book of over 140 pages, of much needed information, but heretofore unavailable to principals as a whole.

Out of these conferences and studies is coming a clearer knowledge of what the principal is and what his work is to be. For a time there seemed to be a question whether the principal was to develop into a high-grade practical expert in elementary education, able to build a strong home support for his school by also becoming in his district a community leader of the adult social activities centering around his school, or degenerate into a sort of cross between a head teacher and chief executive clerk, holding down, after a fashion, a chaotic balkanized school, without coördination, each line of work under a special supervisor supreme in his own petty kingdom, without the steadying head of the principal who does not over emphasize one subject but who gives proper recognition to all subjects.

It is now generally recognized by the more progressive boards and superintendents that best results can be obtained by making the principal the executive head of all the activities of his school, with sufficient clerical and supervisory help to relieve him of the greater part of the detail and ordinary routine work. For this reason the principal has more time for constructive professional work of a high order. He has time to become better acquainted with his teachers and children; to encourage teachers who show initiative in developing new ideas; visit other schools, read professional books, and make studies himself. Putting the position on a clearly defined professional basis, with a salary schedule that compares favorably with incomes from other occupations, will make it increasingly attractive to the best grade of ability, tend to strengthen the entire public-school system and eliminate the waste of both energy and money now going on. We are not going to correct errors of which we are unconscious. We are not going to build a complete public school in the best sense until we have principals with the ability, imagination, ideals, and force to see what the best is and able to convince their communities that they must have the best. In short, it is the ideal of our department, to make the school principal in ability, training, ideals, and standing in the community the equal of the college president.

In addition to this, as his school is supported by the people's money, he must be a good business man.

In the near future, the employment of those making minor repairs, the selection of janitors for his building, and such other matters as belong to the individual school will be delegated to the principal. Soon our keener school-board members are going to realize the utter hopelessness of securing economy or efficiency in these things unless they vest full power in the principal to discharge, on the spot, any workman not doing good work. In most systems teachers' ratings are made by the principal. All who are employed in the school will ultimately be put on the same basis.

The majority of principals are just beginning to awaken to the possibilities their positions offer in the way of community leadership. I do not mean simply the organization of alumni, social centers, boy scouts, and campfire girls, although these should come and possibly through these agencies the other community needs may be met, but we must lay a foundation as broad as the American civilization which we expect to build. The narrow, prosaic, inartistic, gossipy "Main Street" pictured to us by Sinclair Lewis must be wiped out by our growing civilization, and the school is the instrument to do it. But along with the vision which this spiritual growth will give us, must come an understanding and an appreciation of the heroism, the unselfishness, the sturdy self-reliance, and the modest self-affacement of the average common work-a-day person, which Carol overlooked because she saw only the defects in our daily life.

Community "Better Homes" week, household arts courses, art instruction, art exhibitions, welfare nurses, dental clinics, and medical inspection will revolutionize our architecture, house furnishings, decorations, and health conditions in a generation.

Clubs for civics; clubs for better use of the public library, both for pupils and adults; concerts with a judicious mixture on the program of popular and classic music; interesting but clean movies in the school theater; dancing that is dancing; instead of acrobatic stunts and suggestive obscenity put on the school stage will rapidly change much that is objectionable in our community life.

Have we large foreign groups that need to learn the best American tradi-

tions? Then let us organize our Lithuanians, our Poles, our Russians, our Italians, and our Greeks and get them to give us in public entertainments the best in their own traditions and folk lore. Let us make them understand that America expects them to contribute the best of their old home customs while adapting themselves to the new.

After twenty-five years of school work in foreign districts, I know we have nothing to fear from our aliens if we do our duty. The danger lies in our neglect of them and in allowing them to be exploited and deceived. The school is on the firing line. It can reach these people. But the principal must know these people first hand and not get his information from books.

I'll admit this outline for the principal as a community leader means a big job. It means that boards of education and superintendents must give him more help in minor matters and more latitude for individual initiative. There is a big job before us if we save and develop our best American ideals. The school reaches all of our people unhampered by partisanship or sectarianism. It is the purpose of the Department of Elementary School Principals to go into every county of the United States, organize the principals to work for higher professional standards, and to drive home to our people in no uncertain manner what it means to be an American. In this work we feel sure we shall have the cordial support of the people, boards of education, superintendents, and teachers.

Hand in hand with this community leadership which will give him and his teachers the facilities and atmosphere for a good school must go a high order of inspirational leadership for his teachers. He is in close association with them and the children. He knows their problems, their trials, and their hopes. In him the children must feel that they have a friend and the teachers an able, sympathetic leader.

Teaching the Immigrant

READ LEWIS

Director, Foreign Language Information Service
119 West Forty-first Street, New York City

A NATURALIZED AMERICAN CITIZEN when asked what suggestions he would make to a teacher of English to foreigners responded with an account of his own experience in the first class he attended in this country. For one hour, the teacher "who was otherwise a very fine lady," drilled the class on the difference between "this" and "that," by painstaking and sustained repetition of "this book" and "that book." One of the pupils, happening to ask what the word "savage" meant, the teacher inquired whether anyone could explain. One pupil, having lived three years in America, thought he knew. The teacher, however, followed with her own definition, adding "There are no savages in America now. They are found only in foreign countries." Catching the expression of her pupils the teacher hastened to reassure them: "Oh, but of course European nations are not savages."

It is this sort of incident which is in part to blame for the fact that the last census lists 1,488,988 foreign-born persons in this country unable to speak English. The failure of many teachers to understand something of the needs and backgrounds of their foreign-born pupils is one of the reasons why many immigrants make little progress in learning the language of their adopted country. Indeed in its Nation-wide work, the Foreign Language Information Service has found no more serious obstacle to the assimilation of the immigrant, as an integral part of American life, than the wall of misunderstanding and prejudice which native Americans all too often raise between themselves and their foreign-born neighbors. For this reason, alongside its work of teaching the immigrant about America, it is also trying to educate the native-born in regard to the foreign-speaking peoples of America, their backgrounds and aspirations, their contributions, actual and potential, to American life. There is no group whose work and influence will count more in thus promoting a united country than the teachers of America.

Failure to teach what the adult immigrant needs to know is another deterrent to his attendance of night schools. In a class where students were memorizing paragraphs of ancient history, only two could name the State in which they were attending school or the president of the United States. If the subject, however, is often a matter over which the teacher has no control, her attitude is something for which she alone is responsible. How much it counts in encouraging or discouraging those who would learn our language is shown by the following letter which appeared recently in a foreign-language paper of a large mid-western city:

"Thanks to a relative of mine who arrived here from abroad a short time ago, I have become acquainted with the treatment that our immigrants get in the schools. First of all, the scholars—all adults of some thirty-five and forty years of age—are not called by their family names, but by their given names. They are being treated and drilled like kindergarten children by the teachers. They are forced to sing and march and are taught how to sit, how to walk, and how to bow like six-year-old children. My relative comes home from school enraged over such treatment of intelligent, elderly people, who come to learn English and are taught to make courtesies, or how to say thank you, as if they had come from a wilderness or were not human beings at all. 'Moses, how are you sitting there? How are you holding your head? Your hand? You are not permitted here to lean on the chair? If you dare do that again I will send you out.' It is surprising that the teachers fail to see the absurdity of such methods with grown-up, free people, who have had an education in their old homes."

A teacher's assumption that ignorance of English implies general ignorance, is always resented by the immigrant whose native land usually boasts a culture and civilization older than our own. Night schools which are sending their pupils home indigent are not helping America to solve her problem of assimilation. Understanding is the only fuel for the melting-pot. The foreign-born, far more generally than is recognized, are reaching out to understand America. Newspapers, which print letters like the one quoted, nevertheless constantly urge their readers to attend night schools and make every effort to learn English and become Americans, in thought and practice as well as in name. Where indifference and antagonism to America exist, it is in no small measure due to native Americans having failed in understanding of the newcomers. Assimilation must be a mutual process.

Such mutual understanding is the aim of the Foreign Language Information

Service. Organized during the war by the Federal Government to serve as a connecting link between the Government and the foreign born, it has continued its work as an independent organization. It reaches the immigrant, as soon as he arrives, in the only language he is able to read and understand. It tells him about the institutions of our country, what America offers him, what it expects of him. If the immigrant is to receive the information he needs for daily living in a new land, it must first reach him in his own tongue. Daily, translated releases giving this necessary information are sent to 735 foreign-language newspapers, in the United States, covering sixteen of the principal immigrant groups—Czech, Slovak, Danish, Finnish, German, Hungarian, Italian, Jewish, Slovene, Serbo-Croat, Lithuanian, Norwegian, Polish, Russian, Swedish, Ukrainian—and reaching more than 12,000,000 readers.

Seventy per cent of these releases are United States Government material. Releases from the U. S. Bureau of Education tells him of schools and educational opportunities. From the Naturalization Bureau he learns how to become a citizen and from the land office how to acquire homesteads on free lands. The Department of Agriculture tells the foreign-born farmer about American methods of farming. The Bureau of Mines instructs the foreign-born miner in necessary precautions. The Children's Bureau tells the mother about infant hygiene and child care. The Treasury Department encourages the immigrant to save and tells him how he can invest in Treasury certificates or postal savings. By means of Internal Revenue and Bureau of Labor releases he is guided through the maze of the income tax and the three-per-cent quota laws. That the foreign language groups welcome such information is shown by the fact that their papers print two thousand columns of it a month. The immigrant organizations also receive and utilize much of this material. The priest of one Russian community compiles the releases and reads them to his congregation.

The Foreign Language Information Service is also in direct touch with the individual immigrant. During the past five years it has adjusted difficulties—mostly with government departments—for more than 25,000 persons, eighty per cent of whom could not speak English. The value of this individual work lies not only in the actual help given, but often in the new sense which the immigrant gets that America really cares about giving him a square deal. Thus a Pole for whom an income tax overcharge had been adjusted said by way of thanks that he would all his life remember the assistance given him. "I do not say this," he wrote, "because of the few dollars I received as a refund but because of the justice rendered us poor Poles by your Bureau."

Translating America for the foreign-born is, however, but half the story. Interpretation of the immigrant to the native born, as already pointed out, is equally important. The Foreign Language Information Service endeavors, therefore, to give to the native born information gained from its contact with the individual immigrant, his press and organization. To that end a monthly Bulletin is published, editorial digests of current comment in the foreign-language press are issued in translated form, and special articles prepared. This service goes to hundreds of American newspapers and magazines, individuals and social agencies, the Federal departments, libraries, and colleges. It has been used extensively by teachers in university classrooms to promote a sympathetic understanding of the immigrant problem in its various phases. The Foreign Language Information Service will be glad to send its monthly Bulletin, without charge, to all teachers who send their names to the Service, 119 West 41st Street, New York City.

Teaching Art Appreciation[1]

IT IS OFTEN QUOTED that opportunity knocks once at every man's door; it does more than that; it pounds at frequent intervals, sometimes knocking the door in in its insistence to enter. A wonderful opportunity is now open to the teaching fraternity to implant the seeds of art appreciation in the minds of millions of American youth.

This is a rich field, embracing architecture, painting, sculpture, the allied arts as expressed in form and in ornament, executed in gold, silver, copper, and baser metals, in carving of wood, marble, and stone, and in stained glass. There is also the field of craftsmanship in all the trades that evolve and produce from the architect's drawings the finished buildings—the houses that shelter us, the offices in which our business is transacted, and the factories in which the finished product finds expression.

It is safe to assume that a large percentage of the instructors in our country are themselves experiencing an evolution; they are discovering the necessity for a greater understanding of art appreciation and are endeavoring to acquire a standard by which they may correctly judge the merit of works of note and learn to differentiate between the worthy and the common, between the distinguished and the ordinary. It is safe to assume that this large percentage of instructors desires the pupils under their supervision to be as alive to noteworthy art achievements as they are.

How many of your pupils realize that the Lincoln Memorial at Washington, designed by Henry Bacon, is considered the best expression of classic architecture of modern times? How many understand why it is so considered? That the mural paintings of Puvis de Chevannes in the stair hall of the Boston Public Library are considered the best expression of mural painting in America, and why? That Augustus St. Gaudens' golden equestrian statue of General Sherman in Central Park, New York, and Gutzon Borglum's equestrian statue of General Sheridan in Washington are considered among the dozen best equestrian statues that the world has produced?

No better architecture is being erected anywhere in the world than the University Club of New York, the silversmith establishment of Gorham & Company, the library of Columbia University, Morgan's exquisite little library—all in New York City and designed by the architects McKim, Mead & White. There is St. Thomas' church and several other churches in New York by the same architect, Bertram Goodhue, as well as the Brooklyn Trust in Brooklyn and the Guarantee Trust in New York by York and Sawyer. These are correct expressions of American art, and the public should learn to use them as standards of excellence in design and for criteria of taste, as well as for a basis of pride in recent American achievement in the field of the esthetic and beautiful.

Every city art supervisor in America has it in his or her power to enlarge the

[1] Written for THE JOURNAL by William B. Faville, president, The American Institute of Architects, San Francisco, California.

vision of American youth so that when opportunity for travel is offered them they may have not only an idea of what they would like to see but a working knowledge of art principles that will enable them to see intelligently.

A visit to New York without hours of study in the Metropolitan Museum of Art is a thing to be remembered with shame. The cities of Minneapolis, Buffalo, Toledo, and Cleveland have noteworthy art collections in which objects of art are worthily exhibited. The intelligence displayed in the arrangement of these exhibits and the fine discrimination shown in their selection seem to indicate that we may be upon the threshold of a renaissance of art or have, perhaps, already entered its domain.

Our country is rapidly passing from its era of agriculture into that of manufacturing. Its tremendous energies can no longer be absorbed by the land, and manufacturers are already demanding trained designers in all branches of the crafts, designers capable of creating new designs and of adapting old designs to meet this demand. It is becoming imperative that our goods find ready sale elsewhere, for our country can no longer absorb the capacity of our producers. Can you not help awaken this National art impulse that now has a definite money value and immediate use—an impulse lying dormant in every youth capable not only of *appreciating* the fine in art but capable of *creating* the fine in art?

Can you not help youth to discriminate in the little things we use at every turn—for example, the objects with which our meals are served, the furniture, draperies, and wall coverings of our homes? If this could be accomplished there would be a brighter outlook for civic art when these same youths shall occupy later on important positions and have a deciding voice in public work.

The American Institute of Architects has passed a resolution urging "that the college entrance examination board include in college entrance examinations generally and more particularly in relation to history, literature, and the classics, questions dealing with the arts as the most lasting expression of civilized man, to the end that American youth may be led to appreciate past achievements in the arts and that they may require in our artists of tomorrow—their fellow members of the rising generation—that they worthily express their day and our country."

IN OTHER LIVES

H. B. SMITH

N. E. A. State Director, Denver, Colorado

Than to live our lives in others
  Naught is higher—
If to teach men to be brothers
  We aspire;
We implant the true and kind
In the tender, youthful mind,
And embed the truths designed
  To inspire.

Soon our teaching days are numbered
  With the past—
And our lives with years encumbered
  Are at last;
But the seeds that we have sown
Into other lives have grown,
Into lives that are our own,
  But recast.

Francis Parkman

NEXT September marks the centenary of the birth of one of our great historians, Francis Parkman, whose authoritative writings on the French power in America in its various connections will make his name remembered for all time.

Prior to 1633 Parkman's ancestors emigrated from England to Massachusetts. He came of a long line of merchants and soldiers, many of whom were Harvard graduates. His father studied under William Ellery Channing and became a Unitarian minister. His mother, a descendant of the Cottons, was a woman of quiet reserve and of simple tastes. There were six children in the family.

Parkman, like the historian Prescott, suffered a bodily handicap—at one time his eyesight was so impaired he could neither read nor write, and for years he was a cripple. In some respects he reminds us of Lord Byron, in other respects of Robert Louis Stevenson, but we can hardly compare his patient fortitude—remarkable as it was—with the sunny disposition of Stevenson.

As a boy Frank's ill health necessitated that he spend four years on his grandfather's farm near Medford. He learned little while attending a near-by boarding school for boys, but in Middlesex Fells, the woods back of the farm, he learned much. On his return to Boston chemistry was his chief delight, and in his shed laboratory he performed many an experiment for his young friends. In his early teens he was fortunate in having Mr. William Russell carefully supervise his work in English. When seventeen he entered Harvard, where he was ironically known as "The Loquacious," probably because he spent much of his leisure time reading. Books on Indian and outdoor life occupied his attention, and long before he was through college he began his travels, during which he collected data for his histories. He had planned a trip to Canada in the summer of 1842 with Henry Orne White, but it had to be postponed. The summer was spent instead in gathering facts about the country around Lake George, the White Mountains, Montreal, and Quebec. November of his senior year found him unable to take up his college life and a trip abroad was consequently planned.

The next chapter in Parkman's life resembles one in Washington Irving's early manhood. On a small sailing vessel, the *Nautilus,* with three officers, a steward, six men, and himself as the only passenger, he spent a rather lonely five weeks before the ship entered Gibraltar Bay. He explored some of the inland Spanish towns, visited Sicily, Naples, Rome, Florence, and Milan. He visited the Italian lakes and, though impressed with the beauty of Lake Como, wrote in his diary, "Give me Lake George and the smell of the pine and fir!" Two weeks in Paris were followed by seven or eight days in London. But English scenery, too, lacked the charm of his native land, for on his return (July 4, 1844) he wrote, "England has her hedges and her smooth green hills, robed with a spirit of power and worth, strengthened and sanctioned by ages; but give me the rocky hillside, the shaggy cedar and scrub-oak, the wide reach of uncultivated landscapes, the fiery glare of the sun . . . its wild and ruddy light." This quotation tells us why he was so enthusiastic over Scotland, which he visited just before returning on the packet *Acadia.* He landed June 20 and took his bachelor's degree.

While in college Parkman had specialized in European history. His notebooks were crammed with memoranda, maps, pamphlets, addresses; they were diaries as well, for they reveal where he went, what he spent, and to some extent what he thought. To please his father, he studied law during his post-graduate

course, but his attention was ever centered on his great theme, the French in America. In a trip from Philadelphia to Pittsburgh he studied the Dutch farmer. Another trip took him to Niagara, the Onondaga River country, Oneida, the valley of the Mohawk, and homeward by Albany and New York.

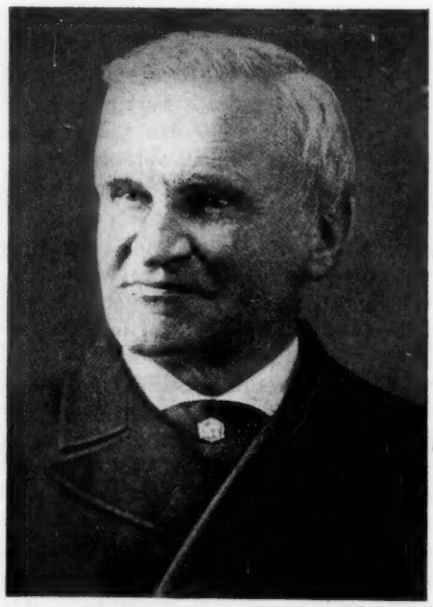
All this information about the Yankee frontiersman did not satisfy Parkman; he desired to study the Indians in their native habitat. Accordingly, Frank, now twenty-four years of age, started west with Quincy A. Shaw, his cousin. From New York to Philadelphia, to Cincinnati, to St. Louis, they traveled, from which point they set out late in April for the region east of the Rockies. This was in those early days (1846) when emigrants and traders were the chief travellers; their mode of travelling, horse and wagon—occasionally mules—and the trail a somewhat uncertain track. Parkman and Shaw joined forces with a small party of Englishmen, but the most picturesque member of their party was the half-breed guide, Henry Chatillon, to whom Parkman and Shaw were indebted for faithful service. After several months of roughing it they returned early in the fall to St. Louis.

The trip, from the standpoint of securing information about the Indians, was a huge success. Parkman not only observed the Indian at home but on the warpath, for the Ogillallah Indians belonging to the Dakota or Sioux tribe were at this time bent on settling a grievance against the Snakes. The trip, however, was full of hardships and exposure and proved disastrous to Parkman's health. His eyes became affected. He went to New York City, where, under the oculist's care, he stayed for two years, his eyesight growing steadily worse.

But he was not idle; from his notes he dictated the story of the Oregon Trail, instalments of which ran in the *Knickerbocker Magazine*. Before the last one appeared he had also written a great deal on his history *The Conspiracy of Pontiac*, for which he had been gathering material for six or seven years. Much of the excellence of this work may be attributed to these enforced periods of meditation. It was published in 1851. It reflects the industry and literary skill of the author, but both subject and style kept it from becoming a popular success. John Fiske described it as "one of the most brilliant and fascinating books that have been written by any historian since the days of Herodotus."

Eight years of happy married life cheered the young author. His wife, Catherine Scollay Bigelow, was the daughter of a distinguished Boston physician. Her sweet optimistic disposition was the best of medicine for Parkman. They had two daughters and one son. The death of this son, followed within a year by Mrs. Parkman's, was a severe blow to him.

Like Wordsworth and Milton, Parkman was fortunate in always having devoted help from his women friends.



FRANCIS PARKMAN, noted American historian, known by several generations of school children as the author of The California and Oregon Trail, was born September 16, 1823, and died November 8, 1893. The centennial of his birth will be observed by many schools next September.

They not only afforded him recreation and amusement but a wealth of sympathy and affection. His sisters played no small part in his home life.

On his father's death he inherited a competence; his books brought him in little and his researches were expensive. He tried his hand at novel writing, publishing in 1856 *Vassall Morton*, which was not a success. About the close of the Civil War he bought a cottage with a three-acre plot of ground on the edge of Jamaica Pond. Here in a wheelchair he superintended his 40x60-foot bed of roses, and laid aside for a year his historical research. He went in partnership with Spooner, the local florist, but the project was not a financial success. As an outcome of his venture he became president of the Massachusetts Horticultural Society, and in 1866 he published *The Book of Roses*.

This was the period of Parkman's greatest literary output. History followed history: *Pioneers of France in the New World* appearing in 1865, *The Jesuits in North America* in 1867, *The Discovery of the Great West* in 1869, *The Old Régime in Canada* in 1874, *Count Frontenac and New France under Louis XIV* in 1878, and *Montcalm and Wolfe* in two volumes in 1884.

Like many of our great writers Parkman was a lover of common sense and good workmanship; he was irritated by sentimentality and ignorance wherever expressed. This no doubt accounts for his early tendency to abrupt and severe judgments, not a trace of which appears in his history. His life shows steadfast resolution and indomitable courage coupled with gentleness and modesty. Under a cool reserve he concealed his disabilities. Only his most intimate friends knew what he suffered. That he kept the letters which testified to their affection shows how much he appreciated their sympathy.

With birth and fortune, education and travel, with the stimulus of public appreciation and a great ambition, and with the necessary moral and intellectual qualities to carry out his plans, Parkman was nevertheless a pathetic figure. Like Samuel Johnson he gained little or no help from religion in his lifelong struggle with disease. As a boy he wanted to be a soldier, and as he grew to manhood he admired more and more the adventure, hardship, and danger of military life. Then, too, he possessed the requisites of a good commander. Idleness and confinement were severe punishments, for the love of action in him was strong. His philosophy was more Spartan than Stoical, though he practised the Stoics' cardinal virtues. Unlike them he believed feeling was the central force in character.

In an autobiographical letter to Mr. Martin Brimmer, dated October 28, 1886, seven years before his death, he wrote: "Taking the last forty years as a whole, the capacity of literary work which during that time has fallen to my share has, I am confident, been considerable less than a fourth part of what it would have been under normal conditions." And yet in that period of time he had written nine books, seven of which were of historical nature, to say nothing of numerous contributions to periodicals.—J. M. R.

Glimpses of the National Parks[1]

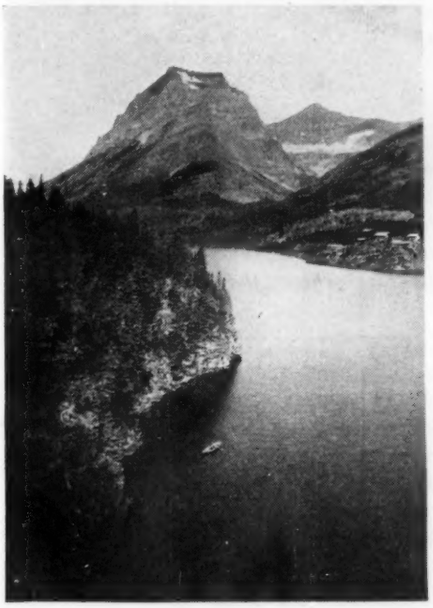
STEPHEN T. MATHER

Director, The National Park Service, Washington, D. C.

IN National-Park history the year 1870 stands out with luminous clarity. That year saw the successful termination of the journey of the Washburn exploration party into the Yellowstone area, and it was at a campfire discussion during the evening of September 19 that Cornelius Hedges, a pioneer Montanan, voiced a thought which shortly thereafter resulted in the creation of the Yellowstone National Park "as a public park or pleasure ground for the benefit and enjoyment of the people." Langford's famous diary of that expedition contains four paragraphs, written under the date of September 20, which reveals the impulses and thoughts that coursed through the minds of these men during that historic campfire discussion and which will go down in history as the beginning of one of the most popular National and world movements for the benefit of mankind. These four historical paragraphs should be read by every teacher:

"Last night, and also this morning in camp, the entire party had a rather unusual discussion. The proposition was made by some member that we utilize the result of our exploration by taking up quarter sections of land at the most prominent points of interest, and a general discussion followed. One member of our party suggested that if there could be secured by preëmption a good title to two or three quarter sections of land opposite the lower fall of the Yellowstone and extending down the river along the canyon, they would eventually become a source of great profit to the owners. Another member of the party thought that it would be more desirable to take up a quarter section of land at the Upper Geyser Basin, for the reason that that locality could be more easily reached by tourists and pleasure seekers. A third suggestion was that each member of the party preëmpt a claim, and in order that no one should have an advantage over the others, the whole should be thrown into a common pool for the benefit of the entire party.

"Mr. Hedges then said that he did not approve of any of these plans; that there ought to be no private ownership of any portion of that region, but that the whole of it ought to be set apart as a great National Park, and that each one of us ought to make an effort to have this accomplished. His suggestion met with an instantaneous and favorable response from all, except one, of the members of our party, and each hour since the matter was first broached, our enthusiasm has increased. It has been the main theme of our conversation today as we journeyed. I lay awake half of last night thinking about it; and if my wakefulness deprived my bedfellow (Hedges) of any sleep, he has only himself and his disturbing National-Park proposition to answer for it.



ST. MARY, one of the loveliest of Glacier's lakes, is flanked at its upper end by Going-to-the-Sun Mountain. It is this romantic, almost sensational massing of extraordinary scenic elements which gives Glacier National Park its marked individuality.

"Our purpose to create a park can only be accomplished by untiring work and concerted action in a warfare against the incredulity and unbelief of our National legislators when our proposal shall be presented for their approval. Nevertheless, I believe we can win the battle.

"I do not know of any portion of our country where a National Park can be established furnishing for visitors more wonderful attractions than here. These wonders are so different from anything we have ever seen—they are so various, so extensive—that the feeling in my mind from the moment they began to appear until we left them has been one of intense surprise and incredulity. Every day spent in surveying them has revealed to me some new beauty, and now that I have left them, I begin to feel a skepticism which clothes them in a memory clouded by doubt."

The National-Park idea has so seized the popular mind that since the creation of the Yellowstone, Congress from time to time, by special legislation, has set aside other supreme scenic masterpieces for the exclusive enjoyment of the people as National Parks. The Hot Springs of Arkansas, first reserved in 1832 for public use, was created a National Park in 1921, and, including Hot Springs, there are now nineteen National Parks.

There are many different aspects of the National Parks that could form the subject of an article of this kind, such as the educational, the historic, the recreational, but as the Association's convention in San Francisco will afford opportunity to many to visit several of the parks this summer, both going and returning, it is deemed best to give a brief glimpse of the individual characteristics of each park and to state the general policies underlying their creation and administration.

To administer and develop the Parks the National Park Service of the Department of the Interior was created by Congress in 1916. In establishing the Service Congress prescribed its functions to be the promotion and regulation of the use of these areas by such means and measures as conform to the fundamental purposes of their creation—namely, "to conserve the scenery and the natural and historic objects and the wild life therein, and to provide for the enjoyment of the

[1] Teachers would do well to visit several of our National Parks in connection with their trip to the Association's annual meeting in Oakland-San Francisco next July. This article gives brief glimpses of some of the Parks. On request the National Park Service, Washington, D. C., would be pleased to send free full information about any of the Parks in which you are interested.

RIPPLING RIVERS OF ICE 400 feet thick flow down from the shining summit. A view of Mount Rainier from the top of Pinnacle Peak. Climbers dress warmly and paint their faces and hands to protect the skin from sunburn. Dark glasses also should be worn.

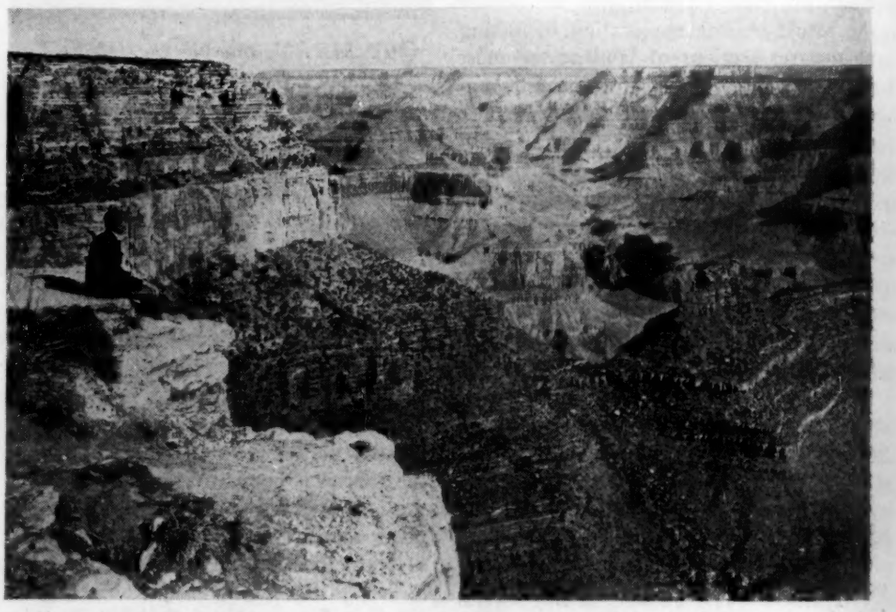
same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations." It will be seen that the expressed intention for the reservation of the Yellowstone area in 1872 was but reëmbodied in these later statements of purpose and intention by the Congress of the United States.

Three broad principles are kept strictly in mind in administering and developing these scenic wonderlands: first, that the National Parks must be maintained in absolutely unimpaired form for the use of future generations as well as those of our own time; second, that they are set apart for the use, observation, health, and pleasure of the people; and third, that the National interest must dictate all decisions affecting public or private enterprise in the Parks.

Each of the National Parks has a marked personality of its own, some feature or peculiar quality that distinguishes it absolutely and definitely from its brothers in the system, and which at once entitles it to membership in the National-Park family. The Yellowstone, with its wonderful geysers and other surface evidences of the effect of subterranean heat in action on water and the materials of the earth's crust, its really exclusive volcanic atmosphere, its rugged canyons and waterfalls, is markedly different from the chief accent of Yosemite National Park, the rockbound, peaceful, Yosemite Valley, with its inspiring string of waterfalls, the most spectacular in the world.

The combined areas of the National Parks now aggregate 11,372 square miles of virgin forest and mountain land, an area greater than the combined areas of the States of Massachusetts and Delaware. Enlargement of the Yellowstone and Sequoia National Parks is already considered essential to the rounding out of these areas by inclusion of indispensable adjoining scenic territory. When the United States places its stamp of approval on an area by making it a National Park there must, therefore, be something transcendingly beautiful and wonderful, or unique about it to achieve that dignified distinction.

The Yellowstone National Park area is entirely of volcanic origin. Throughout its 3348 square miles of territory, the mountain peaks and ranges and the vast plateaus are the unquestionable reminders of the great volcanic activities of the past when our world was in the making. The geysers and hot springs bubbling forth from these plateaus are the present evidences of the still active volcanic forces hidden from view. Here are assembled more and greater geysers than in all of the rest of the world together. These "water volcanoes" are confined principally to three basins lying near each other in the middle west section of the Park, but there are isolated hot water manifestations at more widely separated points. Marvelously colored hot springs, real mud volcanoes, and huge terraces formed from the sedimentary deposits of geysers long dormant are encountered. Some of the geysers play at regular intervals of a few minutes, of days, or even months, while some of the

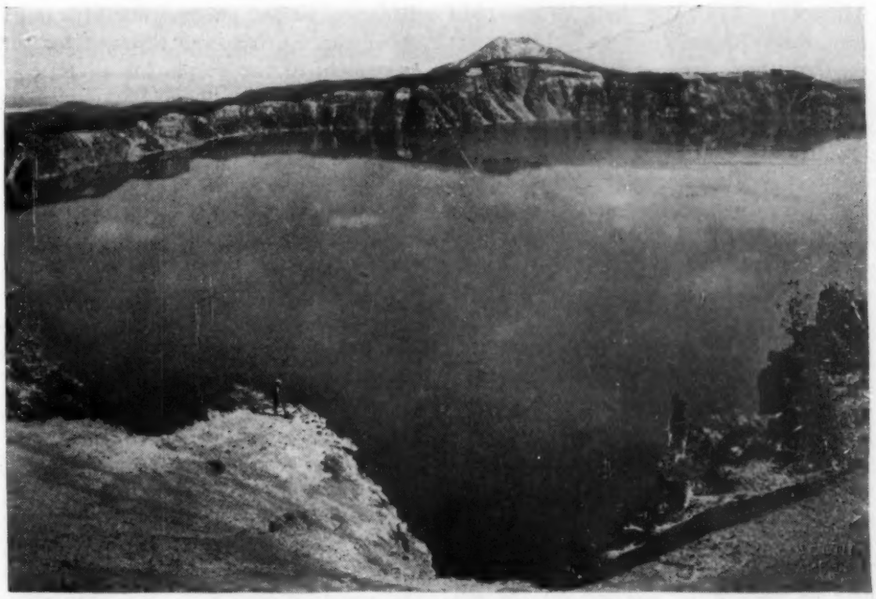


THE OBSERVER who stands in awe on the brink of the canyon should realize that the work of making this mighty chasm is not yet finished. The various agents that have modeled it—the rushing torrent below and the small streams that descend to join it, the intermittent rain and snow and frost, and those subtle yet effective chemical activities that aid in the decay of rocks, and, above all, the ever dominant pull of gravity—all are still at work on this most wonderful piece of earth sculpture, The Grand Canyon.

small bubbling hot springs throw their water two or three feet into the air once or twice a minute. The black volcanic glass of Obsidian Cliff and the contorted lava formations of Mt. Washburn and the petrified forests of the Specimen Ridge are other eloquent exhibits supporting the contention that at one time this whole region was a fiery mass. Perhaps the Specimen Ridge area furnishes the most fascinating glimpse of those days of volcanic activity, for it is an exposed cliff several thousand feet high, composed of alternate layers of engulfed forests and the lavas which engulfed them, the many layers of petrified tree trunks alternating with the layers of lava. There are wonderful rivers, lakes, waterfalls, and cascades which were only this last summer discovered in the southwestern part of the Park. The wonderful wild life, observed everywhere in touring the Park, and the primeval forests and other untouched flora make it a botanist's paradise. The whole Park is a veritable wonderland, unmatched in its peculiar characteristics anywhere else in the world.

One of the distinctive differences between Yosemite Park and the Yellowstone Park is in their forest cover. In the Yellowstone the forests are vast, but imprinted with a certain sameness, while in the Yosemite, as in all the California Parks, the forests are noted for variety and the huge size and impressive grandeur of some of their trees. In Yosemite the Mariposa Grove of Big Trees is the largest grove of giant Sequoias in existence, being exceeded in numbers of big trees only by the Giant Forest in Sequoia National Park. John Muir, who loved Yosemite and made it the subject of some of his descriptive masterpieces, described it as including "the headwaters of the Tuolumne and the Merced Rivers, two of the most songful streams in the world; innumerable lakes and waterfalls and smooth, silky lawns; the noblest forests, the loftiest granite domes, the deepest ice-sculptured canyons, the brightest crystalline pavements, and snowy mountains soaring into the sky twelve and thirteen thousand feet, arrayed in open ranks and spiry pinnacled groups partially separated by tremendous canyons and amphitheatres; gardens on their sunny brows; avalanches thundering down their long, white slopes; cataracts roaring gray and foaming through the crooked rugged gorges, and glaciers in their shadowy recesses working in silence, slowly completing their sculptures; new-born lakes at their feet, blue and green, free or encumbered with drifting icebergs like miniature Arctic oceans, shining, sparkling, calm as stars."

Yosemite Park's most precious scenic gem is, of course, Yosemite Valley, which by sheer immensity of precipices and grandeur of high-flung granite walls, and the appealing beauty of its numerous waterfalls, makes it unexcelled in romantic impressiveness where lovers of beauty gather. The Yosemite Falls drop 1430 feet in one clear fall, and then after intervening cascades the Lower Yosemite Falls adds another clear drop of 320 feet—a total fall of more than three times the height of the Washington



CAULDRON-LIKE and circular, Crater Lake is perched amid the peaks of the Cascade Range. Perpendicular sides of slaggy lava rise over a thousand feet from waters of indigo blue six miles across and 2000 feet deep. Looking into its vast depths is like looking into the limitless sky.

BRYCE CANYON, Utah. This unparalleled array of grotesquely-shaped pinnacles in every color, shade, and tint of the spectrum—including reds, pinks, cream, tans, lavenders, purples, chocolates, and whites—and dotted profusely with a variety of evergreen trees, constitutes perhaps the most gorgeous spectacle in the world. Bryce Canyon is within the Sevier National Forest.

Monument. Ribbon Fall drops 1612 feet; the Widows Tears Fall, 1170 feet; the Bridalveil Fall, 620 feet; and Nevada Fall, 549 feet. Vernal Fall, considered by many world tourists the most beautiful fall on earth, has a height of 317 feet, while Illilouette Fall is 50 feet higher. Nowhere else in the world is there combined in small space such an alluring and satisfying water spectacle as here. The Valley, however, is only seven square miles of 1125 square miles of towering mountains, lakes and valleys, rippling cascades, ice-cold mountain streams rushing through tortuous canyons—an untouched wilderness, which offers opportunities for exploration and enjoyment such as only the High Sierras can give.

Nature apparently has done her best to show what she could do in the way of tree growth by her exhibits of the wonderful large trees in the California forests. In the Sequoia and General Grant National Parks have been reserved for all time the most imposing of these masterpieces of creation. These two Parks were given separate status only because some privately owned lands lie between them. Both were set aside primarily for the scenic quality of their wonderful forest growth. In the Sequoia the Big Tree of California abounds, ranging from young seedlings to the wise old giants that were already thousands of years old when the Christ Child lay in the manger at Bethlehem. No other soil and no other climate has produced such wonderful trees as these. The General Sherman tree, believed to be the oldest living thing, rises to a height of 279 feet, with a diameter of over 36 feet. Its age is estimated at over 3500 years. John Muir justly called the Sequoia, "Nature's forest masterpiece."

Crater Lake National Park offers a lake of wonderful beauty within the crater of an ancient volcano as its chief scenic accent. Time was when Mt. Mazama reared its flaming head among the fiery phalanx of volcanoes of the Cascade Range on the upper Pacific Coast, but in a gigantic convulsion with its last expiring gasp it literally swallowed its head. There is no record so far as known of any other volcano whose top collapsed into its own infernal depths, though there are records of a number whose tops have been blown off and scattered far and wide over the land. Gradually this awful hole filled with water from springs appearing in the sides, and today the lake of incomparable blue, 2000 feet deep in places and between five and six miles in diameter, cupped one and one fifth miles above the sea, has been reserved for the enjoyment of the people for all time.

Mt. Rainier National Park, with its chief scenic feature, Mt. Rainier, raising its snowy head proudly into the heavens and harboring a system of twenty-eight immense glaciers, stretching their huge tentacles far down into the valleys, displays one of the largest single peak glacier systems in the world.

Glacier National Park, in northern Montana, clings to the Canadian boundary as a swallow's nest clings to the eaves. Glacier, with its sixty and more small glaciers, nestled close to the snow-capped peaks of the Rocky Mountain Range, which in turn cradle in their valleys more than 250 lakes of unsurpassed loveliness, offers Alpine scenery, combined in all its splendid proportions and imposing grandeur. It is this sensational massing of so many impressing scenic elements within its small area that gives Glacier a marked individuality of its own, although, of course, the many glaciers give it its name.

Rocky Mountain National Park, in Colorado, reserves the most spectacular section of the Continental Divide. The workings of the tremendous glacier covering of the past ages has cut the whole territory into a network of mountains and valleys, covered with rushing streams, placid lakes, and refreshing forests.

The Mesa Verde National Park, in Colorado, offers within an area of seventy-seven square miles a concentration of ruins of a prehistoric people who have left no history other than that which can be laboriously gleaned by scientists from the ruins and the artifacts gathered from the burial places. Underneath the huge overhanging lips of the canyon walls are found the well-preserved cliff-dwelling villages, some of which contain hundreds of rooms, some of which are sacred rooms called kivas, once used for ceremonial purposes. On the mesa, through which these canyons cut, are literally thousands of burial places which are gradually being excavated and explored by scientists to bring to light for the education of the people of the United States the evidences of past habitations and achievements of the early dwellers of America. Mesa Verde may be well called the scientific park.

Hot Springs National Park was reserved as the Hot Springs Reservation as early as 1832, although it was not until 1921 that it was made a National Park by special legislation by Congress. Here are found gushing from the hillsides of the Ozarks forty-six springs, whose remarkable waters, with inexplicable curative properties, are gathered and made available to the people to alleviate human ills.

The Grand Canyon National Park is perhaps the most spectacular of all our National Park areas. Millions of years ago in the dim past the Colorado River pursued its even course across the lofty tableland of the Southwest, as other rivers of today are doing elsewhere. As the centuries passed, so scientists tell us, the channel deepened, the river irresistibly forcing its way through the slowly rising plateau until it had descended thousands of feet below the old level. What the ages now present to a marveling world is one of the most stupendous sights that the eye of man can gaze upon, a tremendous chasm, painted in all the colors of the rainbow. The wanderer upon the rim beholds an unfolding panorama of miles of pyramids and castles, fortresses and temples, carved from the painted depths, constituting a gorgeous riot of color. The river at one point is buried 6000 feet below the view. Superlatives have always seemed inadequate, even to the most gifted, to describe the transcendent glories of the Grand Canyon of the Colorado River, now the Grand Canyon National Park. It has been called by far the most sublime of earthly spectacles, and indubitably is the chief wonderspot of our country.

North of the Grand Canyon lies another National Park, exhibiting in its Yosemite-like canyon painted cliffs and temples—the Zion National Park, in southwestern Utah, called the Rainbow of the Desert. Zion, the North Rim of the Grand Canyon and the newly-discovered Bryce Canyon, in southern Utah, can be combined in one trip.

Not less in importance scenically than the larger Parks, but because of their comparatively recent creation, as yet less developed and accessible, are Mt. McKinley National Park, in Alaska, which contains, scenically speaking, the highest mountain in the world, and created chiefly to maintain and protect its exceptionally prolific wild life, the herds of caribou, moose, reindeer, and mountain sheep; the Hawaii National Park, with its active volcanic exhibits, among which is principally the world-famed Lake of Fire; the Lassen Volcanic National Park, in California, containing the only active volcano in the United States proper; Lafayette National Park, in Maine, the only prominent elevation

along the entire Atlantic Coast, its mountain masses rising from the sea. There are several smaller Parks—Platt National Park, in Oklahoma, having sulphur and other beneficent springs, hot and cold; the Wind Cave National Park, in South Dakota; and the Sullys Hill National Park, in North Dakota, an important wild life preserve.

Aside from their individual characteristics, the Parks, being untouched by commercial or economic development, constitute Nature's choicest garden spots in the Americas. Innumerable varieties of trees and flowers, wild life in absolute sanctuary, and back of all the geologic and legendary history of these wonderful outdoor playgrounds are offered in these your National Parks.

You who read this remember that, as these Parks have been reserved by the Government and are administered by the National Park Service, as representatives of that Government for the enjoyment of all the people, each one of you has part ownership in them. You should visit them and make use of them. The Government has installed for your comfort and convenience hotels and permanent camps under private operation. Large public camp grounds, fully equipped, have been provided, where the motorists can park their cars and live for weeks and months. The steadily increasing flow of visitors, from 451,661 five years ago to 1,044,502 this past season, shows that the country is realizing the value of its scenic wonderlands and outdoor playgrounds. If these Parks are valuable now, what will be their value fifty or one hundred years from now, when the westward tide of population has crowded them close to their borders? It was only sixty or seventy years ago that the pioneers forced their way across the plains, fraught with danger and death. Now shining bands of steel carry the transcontinental traveler from coast to coast; well-developed highways have replaced the hazardous trails, affording comfortable means of transportation across country for the motorist. Gradually the great open spaces are being settled. As time goes on they will be fewer and fewer, and as time goes the National Parks as great outdoor breathing spaces for the Nation will become more and more important; therefore, in making the fullest use of the National Parks you have the duty of seeing that their magnificent lakes, their priceless waterfalls, their flora and fauna are preserved intact, not only for the present generation but for posterity.

The National Parks at a Glance

Number, 19; total area, 11,301 square miles.

National parks in order of creation	Location	Area in square miles	Distinctive characteristics
Hot Springs..... 1832	Middle Arkansas.....	1½	46 hot springs possessing curative properties—Many hotels and boarding houses—17 bathhouses under public control.
Yellowstone..... 1872	Northwestern Wyoming	3348	More geysers than in all rest of world together—Boiling springs—Mud vulcanoes—Petrified forests—Grand Canyon of the Yellowstone, remarkable for gorgeous coloring—Large lakes—Many large streams and waterfalls—Vast wilderness, greatest wild bird and animal preserve in world—Exceptional trout fishing.
Sequoia..... 1890	Middle eastern California	252	The Big Tree National Park—Several hundred sequoia trees over 10 feet in diameter, some 25 to 36 feet in diameter—Towering mountain ranges—Startling precipices—Mile-long cave of delicate beauty.
Yosemite..... 1890	Middle eastern California	1125	Valley of world-famed beauty—Lofty cliffs—Romantic vistas—Many waterfalls of extraordinary height—3 groves of big trees—High Sierras—Waterwheel falls—Good trout fishing.
General Grant.... 1890	Middle eastern California	4	Created to preserve the celebrated General Grant Tree, 35 feet in diameter—6 miles from Sequoia National Park.
Mount Rainier... 1899	West central Washington	324	Largest accessible single peak glacier system—28 glaciers, some of large size—48 square miles of glacier, 50 to 500 feet thick—Wonderful subalpine wild flower fields.
Crater Lake..... 1902	Southwestern Oregon..	249	Lake of extraordinary blue in crater of extinct volcano—Sides 1000 feet high—Interesting lava formations—Fine fishing.
Wind Cave..... 1903	South Dakota.....	17	Cavern having many miles of galleries and numerous chambers containing peculiar formations.
Platt..... 1904	Southern Oklahoma...	1⅓	Many sulphur and other springs possessing medicinal value.
Sullys Hill..... 1904	North Dakota.....	1⅙	Small park with woods, streams, and a lake—Is an important wild animal preserve.
Mesa Verde..... 1906	Southwestern Colorado	77	Most notable and best preserved prehistoric cliff dwellings in United States, if not in the world.
Glacier..... 1910	Northwestern Montana	1534	Rugged mountain region of unsurpassed Alpine character—250 glacier-fed lakes of romantic beauty—60 small glaciers—Precipices thousands of feet deep—Almost sensational scenery of marked individuality—Fine trout fishing.
Rocky Mountain. 1915	North middle Colorado	397½	Heart of the Rockies—Snowy range, peaks 11,000 to 14,255 feet altitude—Remarkable records of glacial period.
Hawaii..... 1916	Hawaii.....	118	Three separate areas—Kilauea and Mauna Loa on Hawaii; Haleakala on Maui.
Lassen Volcanic.. 1916	Northern California...	124	Only active volcano in United States proper—Lassen Peak, 10,465 feet—Cinder Cone 6,879 feet—Hot Springs—Mud geysers.
Mount McKinley. 1917	South central Alaska..	2645	Highest mountain in North America—Rises higher above surrounding country than any other mountain in the world.
Grand Canyon... 1919	North central Arizona.	958	The greatest example of erosion and the most sublime spectacle in the world.
Lafayette..... 1919	Maine coast.....	8	The group of granite mountains upon Mount Desert Island.
Zion..... 1919	Southwestern Utah...	120	Magnificent gorge (Zion Canyon), depth from 800 to 2000 feet, with precipitous walls—Of great beauty and scenic interest.

TO BE A GREAT TEACHER one must be a great personality, and without ardent and individual tastes the roots of our being are not fed. For developing personal power it is well, therefore, for each teacher to cultivate interests unconnected with his official work. Let the mathematician turn to the English poets, the teacher of classics to the study of birds and flowers, and each will gain a lightness, a freedom from exhaustion, a mental hospitality, which can only be acquired in some disinterested pursuit. Such a private subject becomes doubly dear because it is just our own. We pursue it as we will; we let it call out our irresponsible thoughts, and from it we ordinarily carry off a note of distinction lacking in those whose lives are too tightly organized.—From George Herbert Palmer's *The Ideal Teacher.*

Growth of Education Associations

This table shows the great growth of professional organization and indicates the relative standing of each of the States with respect to membership in both the National and State Associations. The total membership in the National Association was 48,814 on January 1, 1921; and 83,524 on January 1, 1922, as compared with 118,032 on January 1, 1923. The greatest growth in membership occurs between January and June.

States and other units	Total No. of teachers in State 1920[1]	Membership in National Association					Membership in State Associations				
		Jan. 1, 1921	Jan. 1, 1922	Jan. 1, 1923	Per cent of teachers members	Relative rank Jan. 1, 1923	Dec. 15, 1920	Dec. 15, 1921	Jan. 1, 1923	Per cent of teachers members	Relative rank Jan. 1, 1923
1	2	3	4	5	6		7	8	9	10	11
United States	706,211	48,814	82,322	118,032	16.7	.....	249,134	386,036	436,392	61.8	.....
Alabama	12,558	188	539	708	5.64	49	.....	7,000	7,500E	59.72	32
Arizona	1,955	493	852	1,107	56.62	4	1,900E	1,340	2,000E	102.30[1]	5
Arkansas	10,476	70	92	327	3.12	47	4,400	8,750	8,664	82.70	13
California	19,343	3,218	7,352	9,592	49.60	8	.....	14,500E	16,000E	82.72	12
Colorado	7,386	1,414	2,981	3,820	51.72	7	5,767	6,140	6,398	86.62	10
Connecticut	8,455	438	586	1,319	15.60	24	.....	7,040	8,150	96.39	7
Delaware	1,134	204	340	343	30.24	12	427	842	1,046	92.24	9
District of Columbia	2,096	336	458	595	28.34	14	.....	.....	800	38.17	42
Florida	6,819	45	143	320	4.69	42	.....	500E	500[2]	7.33	49
Georgia	15,921	157	178	231	1.45	51	.....	1,200E	1,813	11.39	48
Idaho	3,982	386	441	497	12.49	30	3,802	2,462E	3,000E	75.34	20
Illinois	36,599	5,750	8,270	7,475	20.42	18	23,932	26,522	26,635	72.77	22
Indiana	17,209	996	2,476	3,137	18.23	21	14,228	13,981	1,4127	82.09	14
Iowa	27,660	1,011	5,586	5,944	21.49	16	16,395	15,103	16,798	60.73	30
Kansas	16,989	618	1,022	1,399	8.23	34	12,591	13,301	13,339	78.51	19
Kentucky	13,348	272	336	431	3.23	46	.....	5,000E	5,100	38.21	41
Louisiana	8,966	390	827	932	10.39	32	.....	2,613	5,445	60.73	31
Maine	7,020	801	1,213	2,105	29.99	13	3,662	4,827	4,500E	64.10	29
Maryland	6,675	302	442	529	7.92	36	515	2,000E	2,500E	37.45	43
Massachusetts	19,085	1,306	1,809	10,696	56.04	6	14,000E	15,000E	15,000E	78.59	18
Michigan	24,302	1,945	5,341	7,466	30.72	11	11,711	13,930	19,800	81.47	15
Minnesota	19,575	1,005	1,738	2,281	11.65	31	8,400E	10,540	11,500	58.75	34
Mississippi	11,962	58	130	156	1.30	52	1,548	5,629	5,205	43.51	38
Missouri	21,126	1,574	2,923	3,234	15.26	25	.....	15,233E	16,786	79.45	16
Montana	7,215	400	390	337	4.67	43	.....	2,700E	2,698	37.39	44
Nebraska	14,873	833	1,987	2,651	17.82	22	4,700E	6,571	10,000E	67.24	27
Nevada	704	193	321	310	44.03	9	.....	246E	658	93.47	8
New Hampshire	3,047	239	318	625	20.51	17	.....	1,983E	2,300E	75.48	21
New Jersey	17,440	1,790	2,797	3,427	19.61	19	.....	15,200E	18,300	104.93[1]	3
New Mexico	2,752	252	334	384	13.95	27	2,200	1,350	1,200	43.60	37
New York	61,703	1,953	3,484	10,031	16.26	23	.....	15,200E	20,000E	32.41	45
North Carolina	16,852	162	243	323	1.92	50	8,050	8,786	8,500	50.44	36
North Dakota	8,975	238	364	497	5.54	41	3,020	4,000E	3,862	43.03	39
Ohio	33,751	5,043	6,874	8,383	24.84	15	16,600	17,600	22,845	67.69	26
Oklahoma	15,389	402	584	1,252	8.13	35	9,000	12,065	13,200	85.77	11
Oregon	7,778	416	625	1,041	13.38	29	5,200E	4,700E	6,146	79.02	17
Pennsylvania	44,111	2,030	4,043	6,279	14.23	26	34,477	40,000E	45,375	102.86[1]	4
Rhode Island	2,971	80	91	215	7.24	38	.....	2,672E	3,000E	100.98[1]	6
South Carolina	9,699	52	59	89	.92	53	.....	1,200E	1,800	18.56	47
South Dakota	7,853	510	657	785	9.99	33	3,251	3,434	4,570	58.19	35
Tennessee	13,277	442	562	615	4.63	44	.....	3,200E	3,200[2]	24.10	46
Texas	29,001	259	656	1,089	3.75	45	8,455	14,000E	12,313	42.46	40
Utah	3,904	2,737	2,750	2,879	73.74	2	.....	3,331E	4,200	107.59[1]	2
Vermont	2,902	100	197	398	13.72	28	.....	1,640E	1,865	64.27	28
Virginia	14,271	655	932	1,082	7.58	37	9,038	10,000E	10,225	71.64	23
Washington	9,877	2,295	2,770	3,413	34.55	10	6,477	6,554	7,027	71.14	24
West Virginia	11,221	496	413	736	6.56	39	5,388	5,351	7,857	70.02	25
Wisconsin	17,094	4,097	4,242	3,316	19.39	20	7,700	8,500E	10,145	59.35	33
Wyoming	2,232	163	554	1,271	56.94	3	2,300E	2,500E	2,500E	112.00[1]	1
Alaska	164	.....	54	92	56.09	5					
Canal Zone	102	.....	2	3	2.94	48					
Foreign	.....	.....	.....	140	.....	.....					
Guam	.....	.....	.....	1	.....	.....					
Hawaii	1,326	.....	453	1,168	88.08	1					
Philippine Islands	21,254	.....	493	519	2.44	49					
Porto Rico	3,832	.....	87	27	.70	54					
Virgin Islands	.....	.....	7	10	.....	.....					

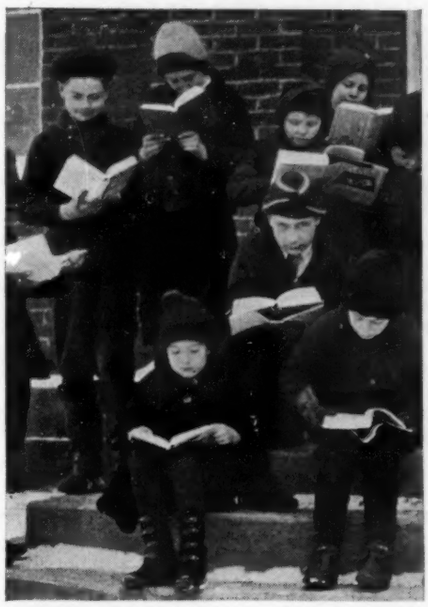
[1] Figures showing total number of teachers are those given by the U. S. Bureau of Education for 1920, the latest complete figures available; they are below present figures, and percentages of membership here given are correspondingly too high.

[2] Figures not marked are based on signed reports from officers of State associations. The letter "E" indicates that the figure is an estimate. Figures marked with a superior two ([2]) are carried forward from column 8, new reports not having come in. Membership in several of the State associations reaches its lowest point in January so that the total figures are considerably below the actual membership for the year.

Home Reading for Country Schools[1]

THE ONE-ROOM TEACHER—It is the busy teacher in the remote one-room school who finds the least opportunity to encourage and direct her pupils in the reading of worth-while books. The feat of spreading one person's genius over a half-dozen classes and a dozen subjects in a single school day, and keeping it up for a whole school year, strikes the layman as nothing short of a miracle. The rural school teacher, no doubt, feels herself less qualified to encourage reading than does her city cousin, for her own training has been brief, her acquaintance with her pupils is altogether too short, and she herself, raised in a rural environment where books and libraries are still scarce, has too seldom had the chance to know the golden books of childhood.

Country boys and girls respond more quickly and more deeply to the influence of good books than those who live in larger communities, though this response may not be so immediately obvious. They are less demonstrative in their enthusiasms, but even at their tasks they have time to think about the books they have read, and they are not subjected to the eternal distraction of crowds, moving pictures, and corner loafing. They have less time to play and to read than city children, and they stand all the more in need of the influence of books to feed their minds with good thoughts in the quiet of their work and while tramping through the fields and woods. If people can be too practical, farmers and farmers' children are so. The whole farm family shares in the planning, the anxieties, the pleasures, and the satisfaction of the farmer's business, oftentimes a grim struggle for young and old. The farm child tests every new idea in a much more logical and relentless way than the city child can realize. The result is a narrowing of interests and a stifling of the imagination.



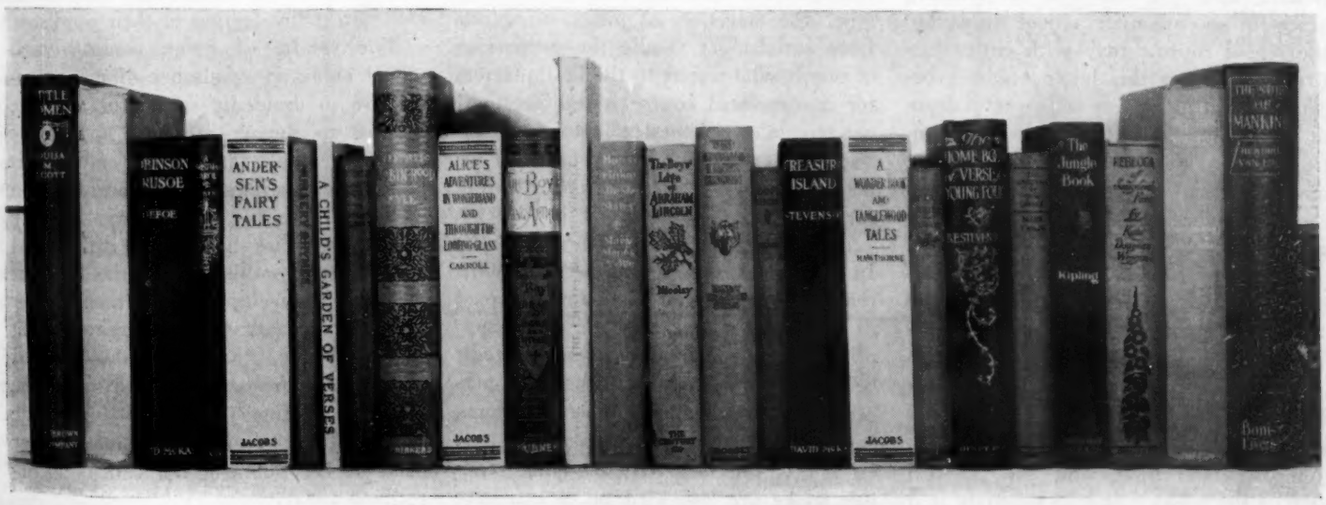
WINTER EVENINGS will be short for these Ohio school boys and girls who are just leaving school after having received the books for which they have been working.

Unfortunately, in their effort to make education of practical use, school authorities have often given too large a place to the merely vocational, and have overlooked the much greater value of the imaginative and inspirational elements in the school courses. It is not intended to argue that Greek is more helpful in a farmer's life than a knowledge of soils, but there is no question that even a farmer's life can be richer and broader by having his interests aroused in childhood to the things that are good, true, and beautiful, whether they are in the realm of fact or imagination. The function of the public library, among other things, is to see that this interest is fostered in adult life by active distribution of books and by actively encouraging people to read them.

A stimulant to broader visions—Something is needed as an antidote for the narrow vision, for the deadening effect of neighborhood gossip, which farm life tends to foster among children as well as parents, and it comes best from an acquaintance with great minds and great souls. Is any textbook as powerful in its influence on a boy's or girl's life as some great book like *Little Women,* Lamb's *Tales from Shakespeare,* or lives of Lincoln and Roosevelt, not hastily "looked up" at school, but read at full length at home, where the child can absorb the spirit of the book? Such books become a part of the very fabric of a human life, never to be torn out nor forgotten.

Country schools have suffered from

[1] Prepared for THE JOURNAL by Mr. Joseph L. Wheeler, librarian of the Youngstown, Ohio, Public Library since 1915. Mr. Wheeler has made a special study of rural problems. He recently lived on a Vermont farm across the road from a one-room school which his children attended. During this period he served an unexpired term as a member of the Vermont Free Library Commission. The plan of home reading with school credit here outlined has been followed in Youngstown for the past four years, as well as in other cities.



the lack of school libraries that are worthy of the name. Very few one-room schools can show any library at all, except a few second-hand textbooks. By a good library we mean a good selection of titles which have stood the test of time—books in good condition, books well-used, that is, fully and often used. Seldom is provision made for one-room schools to purchase the classics of childhood, or for either teacher or district superintendent to consider the question of good supplementary reading; and it is only recently and in a few normal schools that training is given to the teacher, either in the knowledge of children's literature or the methods for supervising and encouraging the reading of these good books by her pupils. The work now done by a half-dozen training schools will set the pace, it is to be hoped, for all the rest.

Home reading has been left to the few scattered public libraries, with the result that in many entire counties there is no home reading at all. The time has come to make home reading a part of the school course, for two reasons: Home reading provides the practice in the first of the three R's. The city schoolroom, and even more, the one-room school is absorbed in teaching the mechanics of reading. There is no time for silent reading sufficient to give the desired practice, and pupils are simply turned out with a small degree of skill or pleasure in reading. More important still, looking upon the school as the training place for an entire life, school funds and the school routine may with entire justice provide for this home reading, because it in itself is a most powerful form of education. The teacher is in a position to suggest and direct the reading more understandingly than any librarian can, simply because she knows the pupils and is with them.

Traveling libraries and reading circles—In many States traveling libraries are relied upon to send books to the schools for home reading. Where this is carried out completely it is the most sensible plan for *supplying* the books economically, for it provides frequent exchanges, supervision, and the physical care of the books. But in no State is it complete, and the indifferent teacher deprives her pupil of the opportunity, as she is left to her own initiative and has none. In Virginia more than 1400 school libraries have been established within the past four years. These are $40 libraries: $15 is appropriated by local school boards, $15 raised by local communities, and $10 awarded by the State board of education. The only weakness in this plan is failure to exchange and lack of supervision. Where such a complete supply can be attached to a definite plan of home reading, to be checked up by the teacher as part of school work, nothing more can be asked. The reading circle work done in many States is also of a more or less cursory type, the selection of titles being far from satisfactory, while the proportion of pupils who report to the headquarters for a completed course is only a slight percentage of the total school enrolment. Such plans make for slow progress if we take the logical goal of "Good Reading for Every Child."

A definite plan for home reading—In some cities, towns, and districts, home reading is carried on as an integral part of the school course, with the books supplied as part of school equipment, credit being given when accomplished and percentages being deducted when not done, just as with any other part of the course. In at least one large city the home reading books are provided on a complete scale at the rate of one book per pupil, purchased by the school board and remaining their property. But the work of handling these books is carried on by the public library, which has the facilities and can do this more economically than can the school organization. The books are very carefully selected and graded, and the lists are revised each year after careful consideration by the teachers and children's librarians.

Every pupil in each grade from third to eighth is required to take from the school room and read at home (not in the school) at least eight books, an average of one each month during the school year. No pupil may read more than one book per week. This is, in short, compulsory reading, but out of 15,000 pupils probably not a score realize that the reading is compulsory because: (*a*) each pupil has a considerable choice among titles; (*b*) plenty of time is given for the reading; (*c*) the reports which the pupil has to make are brief, oral, and informal, and simply designed to satisfy the teacher that the pupil has actually read the book; (*d*) the library presents to each pupil who reads ten books an attractive certificate which seems to add markedly to the interest; (*e*) the mechanics of lending, transporting, and taking physical care of the books have been worked out by the library so carefully that teachers find this task not at all irksome, but continue to have their original enthusiasm after four years of experience, and they naturally direct this feeling to their pupils.

The results of home reading with school credit in a number of communities are so decidedly successful and the benefits to the children are so plainly important and far-reaching that this plan deserves a much wider consideration in every State and community. Plenty of emphasis has been given to "bread and butter" subjects, to the project method, to developments in many other lines, but "a book may be a greater thing than a battle," and good books read when minds are being molded can make a more lasting impression upon the morale of a community than many other parts of the public-school course as organized today.

COUNTRY OF BOOKS

[From John O'London's Weekly]

This work-a-day world is so trying at times,
  Folks chatter and squabble like rooks!
So the wise flee away to the best of all climes,
Which you enter through History, Memoirs, or Rhymes,
  That most wonderful Country of Books.

And griefs are forgotten. You go on a tour
  More wondrous than any of "Cook's";
It costs you but little—your welcome is sure—
Your spirits revive in the atmosphere pure
  Of the wonderful Country of Books.

Your friends rally round you. You shake by the hand
  Philosophers, soldiers, and spooks!
Adventurers, heroes, and all the bright band
Of poets and sages are yours to command
  In that wonderful Country of Books.

New heights are explored; and new banners unfurled;
  New joys found in all sorts of nooks—
From the work-weary brain misgivings are hurled—
You come back refreshed to this work-a-day world
  From that wonderful Country of Books.

A State or district project—Home reading with school credit for rural schools can easily be organized as a district or county project. Full justification can be found for purchasing from regular funds a carefully selected library of twenty-five books (at about $30), so that every pupil may have a few books suitable to his age, even in the small schools. Under such a scheme as is described above, this means that in the one-room school with only eight pupils, each will be required to read eight books during the year, and only five or six will be suitable for his age. While this may not be highly objectionable, some provision should be made in case no more books can be purchased to have each of the four neighboring schools supplied with different assortments of books, and to move the collections of books from one school to another, either within the town or township or within the whole district or county. By this means, although the pupils will not have a large choice in any one year, still in three or four years they will have a choice among three or four times as many books.

In some districts, where the financial authorities actually object to such an expenditure, thinking that saucepans and drinking cups are more important than books, district and county supervisors have encouraged local schools to raise their own funds or secure donations for the purchase of these books, and have also favored the plan of moving the books each year from one district to another. Booklists and information for handling such a project are available from several sources.[1]

In the States which have "standardized" schools it is practicable to add to the requirements the possession of a well-selected school library, and to specify some plan whereby the pupils will have to use the books systematically. A number of States have such a requirement and have supplemented this with a list of recommended books which can be purchased locally. It is desirable that this be carried a step further and that the selection of the few titles that *can* be afforded be even more carefully supervised, and that school credit be given for the home reading.

In Vermont arrangements are now being made for the State Library Commission to present a certificate to every school pupil who reads the required number of books, evidence of such reading being kept on printed slips supplied to the schools. Districts and individual schools are being encouraged to undertake home reading and to purchase the books either from regular funds or from money raised by entertainments and the like. The Rotary Club of Rutland has made plans to present awards for the reading of good books.

A shelf of books for the one-room school—Last summer a vote was taken among a great number of school teachers and also among a large number of expert children's librarians as to the best twenty-five books for a country school. The list is appended. The selection represents no single publisher nor viewpoint, but rather a consensus of men and women who are in the best position to know the books and the children. Votes of pupils themselves, in various localities, have given practically the same results. It is interesting to note that although many informational books were included in the original lists of one hundred books from which to choose, yet the final result includes only two biographies and one history.

Any booklist may be discussed and criticized from many viewpoints. There are teachers and librarians, including those who know farm life, who would wish to include books relating to country life and to the school course. Surely the joy and pleasure which a country child might have in tramping through the woods and seeing and recognizing

THE BOOKS THEY CHOSE

FOLLOWING is a list of the twenty-five books, which the teachers and librarians chose for a one-room school. In most cases several editions of a book are on the market, and therefore a careful comparison of editions has been made with a view to combined attractiveness, durability, and economy, realizing that funds for these books in rural schools will generally be limited. The State library commissions in each State will furnish information about more expensive editions and suggestions for purchasing. Among jobbers who can supply all the books in these editions, in one shipment, are: Baker & Taylor, 354 Fourth Avenue, New York; H. R. Huntting, Springfield, Mass.; A. C. McClurg Company, Chicago, Ill. In the case of two or three expensive books no other edition is available or satisfactory. The list is arranged in order of popularity by vote, and the grading is shown in parenthesis.

Little Women, by Alcott (6-7). Popular il. ed	Little, Brown	$1.50
Alice's Adventures in Wonderland, and Through the Looking Glass, by Carroll (4-6)	Jacobs	1.50
Robinson Crusoe, by Defoe (4-6)	McKay	1.50
Adventures of Tom Sawyer, by Twain (7-9). School ed	Harper	1.00
Treasure Island, by Stevenson (6-8)	McKay	1.50
Boys' Life of Abraham Lincoln, by Nicolay (7-8)	Century	1.75
Jungle Book, by Kipling (5-7)	Doubleday	1.90
Fairy Tales, by Andersen (4-6)	Jacobs	1.50
Fables, by Æsop (2-3)	Ginn	.60
Merry Adventures of Robin Hood, by Pyle (6-8)	Scribner	3.50
(An abridgment—Some Merry Adventures, Scribner, can be had for .75)		
Child's Garden of Verses, by Stevenson (2-3)	Lippincott	.75
Tales from Shakespeare, by Lamb (6-8)	Harper	1.60
Arabian Nights Entertainments (5-7)	Harper	1.60
Boys' King Arthur, by Malory (7-8)	Scribner	2.00
Story of Mankind, by Van Loon (6-8)	Macmillan	2.00
Rebecca of Sunnybrook Farm, by Wiggin (6-8)	Grosset	.75
Home Book of Verse for Young Folks, by Stevenson (6-8)	Holt	2.75
Christmas Carol, by Dickens (7-9)	McKay	1.25
Rip Van Winkle, by Irving (6-7)	Stokes	2.00
Mother Goose (Welch's Book of Nursery Rhymes) (1-2)	Heath	.75
Hans Brinker, by Dodge (5-7)	Scribner	1.00
Boys' Life of Theodore Roosevelt, by Hagedorn (7-8)	Harper	1.00
Wonder Book, by Hawthorne (4-6)	Jacobs	1.50
Wild Animals I Have Known, by Seton (6-8)	Grosset	1.00
Heidi, by Spyri (3-6)	Ginn	.68

[1] Graded lists for grades three to eight, with prices and publishers of 240 books, can be supplied by the Youngstown Public Library for five cents per set.

trees, flowers, birds, and lovely scenes, can be greatly increased through reading nature books. But if it were a question between a good bird book and Miss Alcott's *Little Women* it is not difficult to imagine which of the two would be of the greatest life value to any boy or girl. Better to know Meg and Jo than the woodpecker and the oriole; better for a boy to steep his mind in the *Arabian Nights* than to study a book on building stepladders and chicken coops. It is no wonder that without any particular suggestion the many hundreds of people who voted finally selected the books which have come to be known as the classics of childhood and which will doubtless be equally favorites a generation hence. Only one book, *The Story of Mankind,* is a recent publication, and that book was awarded the Newberry medal as the best children's book written in 1921. The dictionary, the atlas, and the Bible were excluded, as it was taken for granted that these would be in every country schoolhouse.

The object of this article is not to urge any particular selection of books, even so excellent a one as this, but to suggest a plan whereby schools will possess a good collection and then insure that every pupil will read the books at home as a school requirement and not merely as a pastime.

Libraries in Education

THERE used to be a tradition—probably started by some one who was too lazy to read—that a reader of books was more than likely not to be a doer of deeds. One needs but to call the roll of modern statesmen and men of affairs to prove the contrary—that the person whose intellectual contacts are broad and whose mental life is sharpened by the great world of print, is thereby more surely in a position to deal forcefully and judiciously with the tasks of our complex life. Civilization and the use of print have extended together, each depending upon the other. From being the luxury of the privileged few the power to read has become the necessary tool of the many. The school accomplishes nothing more significant than to put our people into possession of this tool. That achievement imperfectly performed seems to be costing the United States about a billion dollars per year—approximately ten dollars per capita.

A billion dollars for schools which create high purpose and lay foundations for intelligent living and only about twenty millions for public libraries! These are the facts—ten dollars to lay foundations; twenty cents to build the superstructure!

But there is promise of a better day. Whether the result of the large part books played in the war, whether a consequence of the publicity of the enlarged program of the American Library Association, or whether a feature of the quickened intellectual life that seems to characterize the post-war psychosis, libraries promise to have unusual development. There has been constructive legislation—the kind of legislation that looks to the library as the servant of all the people. There has been wholesome extension of the activities of existing libraries. There has been enlargement of the conception of the place of the library in our life.

The Library Department of the National Education Association and the American Library Association have adopted the following standards of library development:

1. All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained: (*a*) to love to read that which is worth while; (*b*) to supplement their school studies by the use of books other than textbooks; (*c*) to use reference books easily and effectively; (*d*) to use intelligently both the school library and the public library.

2. Every secondary school should have a trained librarian, and every elementary school should have trained library service.

3. Trained librarians should have the same status as teachers or heads of departments of equal training and experience.

4. Every school that provides training for teachers should require a course in the use of books and libraries and a course on the best literature for children.

5. Every State should provide for the supervision of school libraries and for the certification of school librarians.

6. The public library should be recognized as a necessary part of public instruction and should be as liberally supported by tax as are the public schools, and for the same reasons.

7. The school system that does not make liberal provision for training in the use of libraries fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education.

WHAT A COUNTY LIBRARY will do for North Dakota—1. Give equal reading facilities to every man, woman, and child in North Dakota.

2. Stimulate the library movement and reading habit in the State as nothing else can do.

3. Make every library already established render greater service.

4. Create libraries in county seat towns now without them.

5. Stimulate the establishment of a library in every town of North Dakota.

6. Place a deposit of books in every hamlet of the State.

7. Send books in answer to letter or telephone by parcel post to the most isolated person in the county.

8. Lend books to all residents of the county on the same conditions as to residents of the town in which the library is located.

9. Make rural life more desirable, especially to young people.

10. Increase the value of property.

11. Attract homeseekers to increase the population.

12. Promote business and industrial enterprises.

13. Give the same reading advantages to the country child which are now enjoyed by the city child.

14. Supplement the public school course of study with material for general reading and reference.

15. Provide a book to a child suited to his grade in every schoolroom of North Dakota.

16. Create a generation of readers of the children now passing through the public schools of the State.

17. Raise the standard of appreciation of the later studies of students in our schools of higher education because of opportunity for a foundation of general reading.

18. Supply the demand for books which the schools create.

19. Give people something to read after they have been taught how to read.

20. Offer opportunity to continue education after leaving school.

21. Stimulate home education.

22. Aid study clubs.

23. Provide adequate reference material.

24. Develop greater community intelligence.

25. Bring thousands of dollars more money for library buildings into the State than ever can be had without a county law.

26. Give a county building to county seat towns too small to have them under the municipal plan.

27. Provide more efficient library service in the most economical way possible.

28. Save duplicating many of the expensive reference books.

29. Give county supervision of libraries which naturally follows county supervision of schools.

30. Supplement the work of all other county agencies with literature.

31. Give to each county as good a library as the State Library Commission now provides for the State as a whole.

32. Add North Dakota to the twenty-five progressive States in the Union now operating under the county library system.

33. Place North Dakota on the library map of the United States.—*Mary Elizabeth Downey, librarian and director, North Dakota Library Commission, Bismarck.*

Know America—The White House[1]

AS THE CAPITOL represents democracy so the White House stands for the social and the political leadership of the Nation. No political leader outstrips the President; no social leaders can successfully compete with the President and "the first lady of the land." The home of the presidents, or the White House as for decades it was unofficially called until President Roosevelt made the title official, holds a tender place in the hearts of true Americans.

Whether one considers the White House sufficiently imposing to house the highest executive of our Republic matters little. We do not have to go to Europe to find palaces far more impressive, outside and in, for many homes of American millionaires combine the luxury and invention of today with the art of centuries, vaunting no crude display of wealth but combining utility with aestheticism, upon which Ruskin says the value of architecture depends. The White House also possesses both these qualities. In *The Future in America* H. G. Wells writes, "I was mightily pleased by the White House; it is dignified and simple." And so many find it.

Though George Washington was never an occupant of the White House, he took a vivid interest in its architectural plans and was present when the corner-stone was laid in 1792. This, the first public building to be erected in Washington, was modelled after the palace of the Duke of Lenister in Dublin by the architect James Hoban, of Charleston, South Carolina. In 1800, Mr. and Mrs. Adams moved into a most unfinished home, as Mrs. Adams' letters show. Not a single suite finished, the principal stairs not built, no bells, no cut firewood—and the new plaster in need of drying! To add to the dampness the clothes had to be dried in the largest room, the East Room, for there was neither fence nor yard. Primitive conditions, it is true, and only a century ago!

The White House was set on fire by the British in 1814, and while it was being repaired President and Mrs. Madison moved to the Octagon House on New York Avenue and Eighteenth Street, the home of John Tayloe, famous for his lavish hospitality. In three years it was rebuilt and renovated at a cost of $300,000, and on January 1, 1818, President and Mrs. Monroe held in it the first New Year's reception. Small appropriations were granted by Congress to Adams, Van Buren, and Johnson for repairing, refurnishing, and redecorating the mansion. In Jackson's administration, the north portico was added; in Roosevelt's half a million dollars was spent on improvements; the executive offices were built, the west side terraced, the conservatory removed from the grounds, and the state dining room enlarged and refurnished. Today the building has cost approximately one and a half million dollars.

Built of Virginia freestone, quarried at Rock Creek, and painted white, the White House stands surrounded by trees and shrubs, a pleasing sight, either by night or day, to passersby. Felix Klein, visiting America in 1905, commented on the calmness and harmony of Washington: "There is something of Versailles in the great avenues which spread out in every direction from the Capitol to the boundaries of the city; and something of the Champs Elysées in the splendid squares which lie on one side of the little Executive Mansion with its Ionic columns, while on the other side, beyond artificial ponds and gardens, the view stretches out in distant perspective to the Washington monument." A semicircular driveway encircles the front of the White House; at the rear the grounds, covering eighty acres, fall away to the South. On this magnificent stretch of lawn thousands of happy children on Easter Monday roll colored eggs while cries of childish glee mingle with the airs played by the Marine Band. The brilliant colors of the tulips and crocuses are eclipsed for the time being by the dainty apparel of the little folk who come and go with their attendants until sunset.

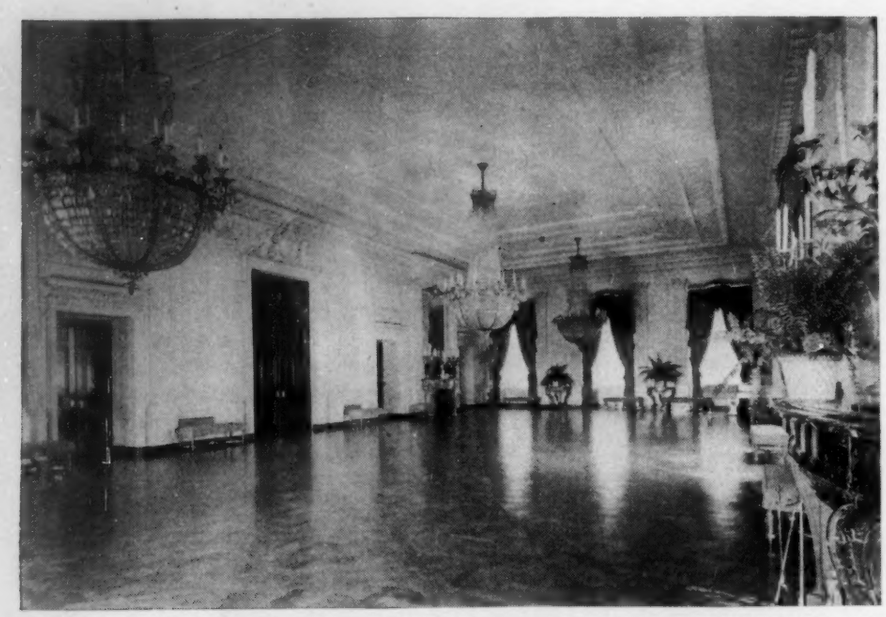
No room of the White House is better known than the East Room with its elaborate ceiling, beautiful inlaid floor, marble mantels, tall mirrors, and crystal chandeliers, for its capacious floor space provides for the gorgeous assemblage that graces a state reception. The foliage and flowers from the White House conservatory make an effective background, and the soft strains of music are so drowned in the hum of voices that we agree with Henry James that Washington is indeed the "City of Conversation."

Three other rooms are very well known, the Blue Room, the Green Room, and the Red Room, named for the color of their furnishings. Adjoining the East Room is the Green Room, small but attractive with ivory tinted woodwork outlined in gilt. It contains the beaded tapestry, the gift of the Emperor of Austria to Mrs. Grant, and the portraits of Mrs. Harrison, Mrs. Hayes, Mrs. Polk, the second Mrs. Tyler, and the wife of Major Van Buren. The Blue Room, oval in shape, is designed in pale blue and gold. The gold mantel clock was the gift to President Washington of Lafayette from Napoleon. The Red Room, furnished in Pompeian red, is most homelike, with more pictures and furniture and ornaments than the other rooms possess. Seven portraits of Presidents are hung on the walls, and the corridor from which these rooms open contains others, each retiring President being supposed to leave his portrait.

The state dining room in Colonial style seats from seventy to eighty guests, but over ninety have been seated at the crescent table. Trophies of the chase, gifts of President Roosevelt, and a handsome Gobelin tapestry adorn the walls. A pleasing effect is obtained from the lights of the innumerable candelabra flashing on the White House cut glass. Each piece of this set, numbering over five hundred, bears the coat of arms of the United States. The dinner services which each mistress of the White House has contributed express the various periods of popular taste. Samples of these services are exhibited in cabinets in the long east corridor.

Although the White House is a governmental institution, well equipped and in good running order, its management is no slight task. The wife of each incoming president is at liberty to make whatever changes she desires, but fortunately for the occupants few are necessary, since the slightest innovation is heralded by eager reporters as news value. When Mrs. Taft installed colored footmen in livery, she was criticized for it, but subsequent mistresses of the White House have not only approved of this innovation but of several others she made, such as the substitution of a house-

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



THE EAST ROOM is the only official apartment of the White House visible to the public without special request. This beautiful reception room is forty feet wide and eighty feet long.

keeper for a steward. In January the White House police appeared in new uniforms, navy blue trimmed in gold. The six cooks, employed when Mrs. Wilson presided—all of Swedish descent—were retained by Mrs. Harding.

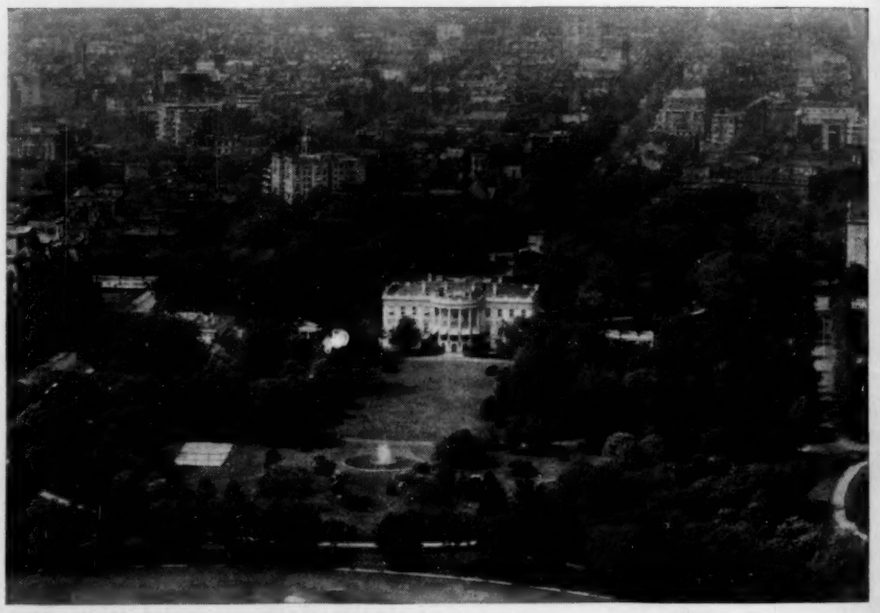
Equally with innovations in management, have presidential allowances come in for their share of criticism. Records show that when John Quincy Adams bought a mirror, for which he paid all of $36, such an outcry was raised against the extravagance that he paid for it himself. Buchanan was censured for charging to the Government the expenses of the Prince of Wales' trip to Mt. Vernon. Gradually the public has become used to the increasing number of perquisites that fall to the lot of America's highest executive.

All formal hospitalities at the Executive Mansion occur during the official social season—New Year's Day to Ash Wednesday. The splendid functions at the White House last winter were all the more welcome after the long period when they were missing from the Capital's social life. There was no New Year's reception this year on account of Mrs. Harding's slow recovery from her illness in the fall, an illness which was a severe blow to the social program that had been planned.

In the days of Jefferson, instead of New Year's, the Fourth of July was people's day at the White House. The President then reviewed from the portico the militia which proceeded to the Capitol where the Declaration of Independence was read by the orator of the day. This public reception on the Fourth went out of existence soon after Grant established the custom of taking a summer home—a wise custom, for July and August bring days of oppressive heat when even the cool breezes from the Potomac fail to make the city bearable.

In describing this historic mansion we find ourselves in the predicament of the young lady who "couldn't see the man for the car." Its present and former occupants obscure the building; reminiscences of famous people interpose. Tender memories cling to the rooms where once the brilliant and popular Dolly Madison presided. We see again Jefferson in faded suit, worn slippers, and yarn stockings; Jackson with his long pipe with bowl of red clay; Lincoln reading by the open fireplace after a hard day's work; Wilson sitting up in bed with his old gray sweater thrown across his shoulders receiving the King of Belgium. We hear again Teddy's "Delighted to see you" and the hearty laugh of President Taft. And incidentally we recall the feats of social leadership accomplished by Mrs. Taft and Mrs. Harding.

Like other old houses, the White House has had its quota of weddings, funerals, and births, and probably more than its share of sickness. Garfield, after his assassination, lingered for weeks gravely ill. Harrison and Taylor died here, as did President Tyler's wife, Willie Lincoln, Mrs. Grant's father, Mrs. Benjamin Harrison, and the first Mrs. Wilson. The weddings are fully as numerous; we might mention the first one, that of Maria Monroe in 1820, Nellie Grant's in the East Room, and President Cleveland's, which took place in the Blue Room, as events of social magnitude.



THE SOUTH side of the White House and grounds in the foreground show the effective use of trees and shrubs. Five blocks north on Sixteenth Street, the tree-lined "Avenue of the Presidents," is the headquarters of the National Education Association.

The Junior Red Cross[1]

ALMOST UNIVERSALLY the new educational gospel has conquered the world. Education through action, learning by doing, training the will and the emotions along with the memory and the reason, group enterprise, association for mutual aid, extension of contacts beyond the school to the community and to mankind—these are the watchwords of education today. No one denies the value of these principles. The problem lies in their application.

In the first place, such a program demands more of the teacher than the old routine. To lead a flock of acquiescent minds over the old paths of memory and discipline, or to send them out on explorations of their own, to hear their reports, reconcile the conflicts, help them to see the way clearly for themselves—which is the more exacting task? And not merely with the individual child, but in proportion as the contacts within the group become more numerous the task becomes greater.

The second difficulty, the lack of tools, is even greater. One must think here not of the well-equipped school in the prosperous community, but of the average school. What window does it possess looking out upon the world? What chance is there for it to obtain the necessary tools with which to make effective a program of activities related to its community?

In the third place, there is the lack of any definite program. Teachers are drilled today in the essentials of education, in educational methods, in the history of the subject; and they are then assigned to a school without the slightest attempt to inform them of the great social institutions surrounding the school, affecting the child's life, and offering the very program which the school needs to make its concrete contribution to the life of the community.

When therefore the Junior Red Cross knocks at the door of the little red schoolhouse and asks for admission, it is no wonder that the answer is: "We are too busy; we cannot add another item to our crowded program. We have no time to raise funds. We cannot admit an alien organization to control school life in any way."

But the Junior Red Cross is not so easily discouraged. It knows that its entrance into school life does not mean adding to the burdens of the overtaxed school teacher. On the contrary, it means lightening them.

Let us take up in turn the three difficulties in the introduction of modern method. The first point is that the teacher is under severer demand than in the old instruction by memory. But

what if there came to the teacher's aid every month a magazine filled with suggestions of how to accomplish this very task, a magazine which gave to the children the help and counsel which the teacher must supply? Would it not reduce, rather than add to, the teacher's problem? And suppose such a magazine brought happiness into the schoolroom! The happiness of making more friends every month, the happiness of doing something all together, the happiness of helping Old Mother Earth to take care of some of her lost children. Suppose it kept even one restless mind, intent usually on mischief, absorbed in the world's great adventure of steering the old bark Civilization through the roughest sea it has ever encountered; would not that one aid to the tired teacher make it welcome?

Yet that is what the Junior Red Cross tries to do. Give it an opportunity, good teacher; see if it does not help you to tide over some of the day's tedium, to bring more light through school-windows into the dull room. I believe that it will. I believe that the consciousness in yourself that you are a co-worker in the great army of mercy, that you are helping to bring the world closer together instead of building barricades for future fights, will also help you in moments of discouragement. Remember that the Junior Red Cross is yours, is nothing but you under another name. Some of your impulses and wishes for a better world are crystallized by it into concrete action.

Or take the second objection to the modern type of school work, the lack of tools. Here again the magazine of the Junior Red Cross comes to your aid. It is a tool of the highest quality, prepared by teachers for teachers. Put the magazine into the children's hands without fear. No taint of commercialism, no self-seeking of any kind, mars its pages; it is free from propaganda. It brings to the children the knowledge that they can themselves carry on the work of bringing happiness to everybody and that it is better to learn how to do this well, and how to do it all together than to go blundering about by one's self making mistakes and getting things all wrong. Use the magazine, use the Red Cross as your tool in fitting the new education into your school life and you will find the effort is well spent.

And finally, the program. Suppose the Good Samaritan sat down and told the children stories of life across the sea, of children in many countries, of wonderful things remaining to be done in this world before it is really fit for children to live in, of things that the children themselves could do to help; what then? Would you say, there is no program? Yet that is what the Junior Red Cross offers. It is a spirit of helpfulness and hope; a tool of skill and accuracy, adjusted to need; but most of all, a program of action, to serve as a laboratory in which children can learn not only the *what*, but also the *how* and the *why*. It offers no theoretical program, either. It tells what other schools are doing and have done. Its work teaches not only practical things but civics and geography, arithmetic, and bookkeeping. Most of all it teaches ethics and good morals. The Red Cross is a key that unlocks many doors; it is a call that stirs many hearts. It is yours for the asking.

[1] Prepared by Mr. H. N. MacCracken, president of Vassar College, Poughkeepsie, New York.

Europe and the World Conference on Education

CHARLES H. WILLIAMS [1]

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ON THE first day of last September, the executive committee of the National Union of Teachers of England and Wales, representing nearly 120,000 members, requested me to convey to the teachers of America their greetings and good wishes. Moreover, the ministry of education of Belgium requested me to bring to the teachers of the United States the sincere thanks both of the teachers and the children of Belgium for the timely aid extended by the teachers of America toward the suffering children of that stricken country. Many leaders in education both in Czecko-slovakia and in France expressed similar sentiments, and finally a number of teachers in Germany—men standing high in the teaching profession of that country—earnestly requested me to tell the teachers of America that in spite of the great war, the teachers of Germany bear no ill will toward the teachers of this country and that they sincerely hope that the friendly relations in existence before the war will soon be fully reëstablished.

Teachers present at the sessions of the National Education Association at Boston, last July, will remember the excellent report made by Superintendent Augustus O. Thomas, of Augusta, Maine, chairman of the Committee on Foreign Relations, recommending that a World Conference on Education be called for 1923. They will also remember the enthusiastic spirit with which the report was received and the fact that the Committee was unanimously authorized to invite the leading teachers' organizations of the various countries of the world and the ministries of education of all countries with which the United States has diplomatic relations to send delegates to such a conference. It has now been decided that this meeting will be held at Oakland, California, in connection with the annual meeting of the National Education Association, that it shall begin one week before the meeting of the National Education Association, and shall continue to hold special sessions during the week of that meeting, thus lasting for a period of two weeks and affording ample opportunity for teachers attending the meeting of the National Education Association to visit sessions of the World Conference. Several important results may confidently be expected from such a meeting.

In the first place, it will afford opportunity for the organization of an international association of teachers. There have been several attempts in the past to organize such an international association, particularly in western Europe, but none of these attempts have been successful, and the opportunity still remains for the inauguration of an active, world-wide organization of this kind.

Another object which may be accomplished is the establishment of a world bureau for research and exchange of material in the field of educational literature and methods. A number of organizations now exist which serve to facilitate coöperation along these lines among the various countries of the world, but none of them possess the world-wide scope needed. Undoubtedly adequate means for the exchange of educational periodicals, of new methods, and of educational ideas in general would prove of great service to all teachers.

Another result which might well come from such a meeting consists in the more rapid extension of educational facilities to the backward peoples of the world. The leading educators, as well as representatives of the ministries of these countries coming into immediate contact with representatives of those countries in which education is most fully developed, might well go back to their homes thoroughly imbued with the idea of making education more nearly universal.

Finally, even at the present moment, when the war clouds are hanging low over Europe, the teachers of America can show their interest in the peace of the world by extending such an invitation of friendship to the teachers of other countries and by advocating in the World Conference that it is the solemn duty of teachers throughout the world to inculcate in the minds of their pupils ideals of peace and friendship toward all peoples. War is the most terrible scourge with which the human race is afflicted, and it is only through ideals firmly established in the minds and hearts of the coming generation that it can be banished from the earth.

I left the United States in the month of August equipped with letters of introduction from President William B. Owen, Superintendent A. O. Thomas, Secretary J. W. Crabtree, and Commissioner John J. Tigert, all setting forth the object of my mission. These letters of introduction were a certain passport to interviews with leading educators and with members of the ministries of every country visited. I landed in England late in August and went immediately to London, where President W. G. Cove, of the National Union of Teachers of England and Wales, had called a special conference of the executive committee of that organization. This body of men and women, consisting of about fifty prominent teachers from all parts of England and Wales, listened most attentively to the proposal for such a world conference and unanimously assured me of their interest, promising that their organization would send its full quota of delegates when the proper time arrived. I was further told by the secretary of the meeting that the National Union had recently received two invitations from European countries to attend proposed meetings of a similar nature, to be held on the continent, but that in view of the invitation from the United States, they would decline those proposals and bend all their energies toward making the meeting in America a pronounced success. I received similar assurances of support from the Registration Council, which embraces representatives from all teachers' organizations of England, and I found much interest existing in a number of smaller organizations of teachers. Prominent officials in the English ministry of education told me that in spite of the fact that an imperial conference on education, consisting of representatives from England and from all of the colonies had been called in London for the same time as our proposed conference, and although this would probably prevent the sending of delegates from the ministry itself, still the English government

[1] Mr. Williams, who is a member of the Committee of Foreign Relations of the National Education Association, has recently returned from a trip to Europe in the interest of the Association's World Conference on Education.

would follow the proceedings of the World Conference with great interest.

In Belgium, also, a most sympathetic interest prevailed, both on the part of teachers with whom I talked and on the part of the ministry of education. The members of the ministry made inquiries as to the exact objects of the conference, expressed itself as being heartily in accord with the proposal, and gave the fullest assurance that delegates would in all probability be sent by the Belgian government. I believe the teachers of Belgium will be represented in spite of the poverty which exists among them as a result of the war and in spite of their lack of a unitary organization embracing all grades and ranks of teachers.

In Germany, I found the greatest interest on the part of university professors. Many of these men had been to America in the days before the war and a number of them spoke English fluently. There is also considerable interest among secondary and elementary teachers, in spite of the disorganization which exists in their ranks as a result of the war and in spite of the utterly inadequate salaries paid teachers in all grades of work, owing to the continued fall of the value of the mark and to the inability of the teachers to secure corresponding increases in salary.

The salary situation is lamentable in the extreme. One of the leaders in education, a man occupying an important position volunteered the information that his salary at that time was only 200,000 marks per year. As marks were then selling at approximately sixteen hundred (1,600) to the dollar, it will be seen that his annual salary in American money was about $125. The purchasing power of this money was considerably greater than in the United States, owing to lower prices in Germany, but at best, it would not buy more than what five or six hundred dollars would buy in this country. You can readily understand the hardships under which German teachers labor when a man in a leading position must support himself and his family on such an amount or do other work outside of school hours in order to supply the barest necessities. Under these circumstances, German teachers may be unable to afford to send representatives to our conference. However, they told me that if they could not afford the necessary amount to send delegates across the ocean, they would be glad to select to represent them some German teacher who might chance to be in America.

I did not attempt to see the German ministry of education, owing to the great opposition among the teachers of both England and Belgium to the idea of entering a conference along with representatives of the German government. Great antagonisms still exist in the European countries and so pronounced is the feeling of Belgium, England, and France that it is doubtful whether the teachers of those countries would incur the expense necessary to send delegates to the conference in America if they knew that the German government would be officially represented there.

In Czeckoslovakia, I found a different state of affairs from that existing in Germany. In this little country the value of the kronen, their monetary unit, has for months been steadily advancing, so that the teachers are able to live upon their salaries. Indeed, there has been a great revival in education throughout Czeckoslovakia since the fall of the Austrian Empire in 1918 and since the inauguration of the present government under President Masaryk. Under the Austrian regime, education had greatly declined throughout the provinces now included in Czeckoslovakia. Under the present government, which is modeled in considerable part upon that of the United States, every encouragement has been given to education. At present, except in the small province of Sub-Carpathian-Russia, the easternmost part of the Republic, sufficient opportunities are provided for all children to secure a good elementary education. Even in Sub-Carpathian-Russia elementary schools have now been established for at least nine-tenths of the children. The government of this new country deserves great credit for its reforms in the field of education and the great interest on the part of the teachers and on the part of the ministry of education. I believe that the government will arrange for full representation at the conference and that the teachers will send at least one delegate.

In France the idea of a world conference was quite as enthusiastically received as in the other countries. I had several long conversations with the leaders in the ministry of education and met numerous other men of importance in the educational affairs of Paris and of France. Everywhere they assured me that the French government and the French teachers would be glad to send their full quota of delegates. The officials of the city of Paris to which I had not been authorized to extend an invitation to send delegates, particularly requested that I take up with the Committee on Foreign Relations the matter of allowing the teachers of that city at least one representative of their own, apart from the representatives of the entire body of teachers of France.

Many reports which I received indirectly from other countries in Europe, especially from Sweden and Denmark, indicate that those countries will be glad to participate; reports which have come to me indirectly from several countries of South America and from Japan indicate that representatives will be present from those countries as well. A letter from the president of the Teachers' Association of Chile informs me that he has been appointed a special representative of the government of Chile to the Conference and that he will be present at the meeting next summer. Every indication at the present time is that the Conference will be highly successful and that much will be accomplished in the direction of the unification of the teachers of the world, in the cause of universal education and in the establishment of peace and goodwill among the nations of the earth.

A MAN is the part he plays among his fellows. He is not isolated; he cannot be. His life is made up of the relations he bears to others—is made or marred by those relations, guided by them, judged by them, expressed in them. There is nothing else upon which he can spend his spirit—nothing else that we can see. It is by these he gets his spiritual growth; it is by these we see his character revealed, his purpose, and his gifts. Some play with a certain natural passion, an unstudied directness, without grace, without modulation, with no study of the masters or consciousness of the pervading spirit of the plot; others give all their thought to their costume and think only of the audience; a few act as those who have mastered the secrets of a serious art, with deliberate subordination of themselves to the great end and motive of the play, spending themselves like good servants, indulging no wilfulness, obtruding no eccentricity, lending heart and tone and gesture to the perfect progress of the action. These have "found themselves," and have all the ease of a perfect adjustment.—From Woodrow Wilson's *When a Man Comes to Himself*.

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Education and Commerce

IT is gratifying to note the active interest in education taken by Secretary Herbert C. Hoover, as shown by his public utterances and by his service as president of the American Child Health Association. Mr. Hoover's service in this field is prompted by the same humanitarian spirit that has made him the world's greatest leader of the forces of relief. In view, however, of Mr. Hoover's official position, it is not amiss to point out here some of the relations of education and commerce.

Both are measures of civilization. Commerce depends upon two kinds of investment, of which education is one. For a great commerce there must be large capital invested in buildings, in machines, in raw materials, and in transportation. Without education there would not be the intelligence to create the machines, to operate them, and to distribute the finished product. It is no mere accident that those States which rank highest in the development of their school systems and which were also ranked highest in intelligence by the army tests show the greatest economic productivity as measured by the per capita value of their foreign crops and manufactured products. Intelligence and the ability to produce efficiently have always gone hand in hand, and the relationship may be observed in the lives of States and nations as well as in the lives of individuals.

Modern statesmanship therefore looks upon money spent for education not as capital dissipated, but as capital used in the most productive way. The more we give our children in education and in the health and effectiveness that proper education implies, the more surely will they be able to create their own working capital. No amount of money left to the children of this generation can possibly take the place of an adequate foundation in education.

In another sense commerce depends upon education. The educated man is a better consumer than the uneducated man. He consumes more goods and better goods than his ignorant neighbor. He buys with more regularity and certainty. Barring money received by inheritance, people are able to buy in proportion as they are able to produce. It is obvious, therefore, that commerce can penetrate to the various sections of a nation and to the various nations of the world only in proportion as education has preceded it. If it were possible to measure the amount of goods consumed by groups of people ranging in intelligence all the way from the savage tribes of Africa to the most cultured people, it would be discovered that their ability to use the products of civilization depends directly upon the amount of education they have received.

The problems of commerce are therefore the probems of education. If commerce wishes intelligent workers it must pay the price of training them for vocational effectiveness. If it wishes intelligent consumers it must pay the price of spreading appreciation of the finer and better things of civilized life.

Training Teachers in Ethics

THE DESIRE to merit and command public approval by high standards of personal and professional conduct is strong among teachers generally. It is especially strong among teachers who have been working in the profession for some time and who expect to make it a life career. Those who most desire and need instruction in their professional relationships are the new recruits. For them codes of ethics, based on the knowledge and ideals of the more experienced group in the profession, are especially valuable. It is important for every member of the profession to understand the reasons that lie back of the rules of professional conduct as well as the rules themselves. Since THE JOURNAL began publishing the codes of the various State associations, it has come to light that frequently, after these codes have been worked out and adopted, no systematic effort has been made to distribute them to members of the profession in attractive and permanent form or to bring them to the attention of teachers in training. It is evident that in this matter the profession of teaching is far less systematic and thorough than are the professions of law and medicine.

In an effort to learn the trend of practice in teacher-training institutions with reference to the teaching of professional ethics THE JOURNAL addressed inquiries to heads of representative institutions. The following are among the replies:

College of William and Mary—The paramount duty of teacher to pupils is the keynote of all of our classes in education; while the ethics of official, community, and professional relations and of personal and professional growth and standards is the subject of several distinct lectures in a required course in school management.—J. A. C. Chandler, president.

Colorado State Teachers College, Greeley—We do not "read" a code to our students or "tell" them how to be professional, but by being professional in all our dealings with each other we show them practical professional ethics.—J. G. Crabbe, president.

Illinois State Normal University, Normal—The teacher's relations, out of which grows his code of professional ethics, is a frequent topic of discussion in our general assembly and a component part of our course in school management.—David Felmley, president.

Indiana State Normal School, Terre Haute—We have not yet definitely formulated a statement of ethics. Our whole system of teacher-training is shot through with the thought that the teacher must be faithful to his task, which means giving whole-hearted and big service to the pupils under his direction. Our philosophy may be summed up in the statement that every graduate and former student should do his work so that he need not be ashamed.—Linnaeus N. Hines, president.

New York State College for Teachers, Albany—The New York State College for Teachers offers a distinct course in professional ethics, devoting approximately fifteen class periods to the subject. Our catalogue statement reads as follows: Professional ethics — character

of the teaching service, the teacher's obligations and professional relations, standards of preparation and growth in service.—A. R. Brubacher, president.

Rhode Island College of Education, Providence—A twenty-hour course in professional ethics is required of all junior students. An advanced course of the same length is required in the last year of the four-year course. We use Drake's *Problems of Conduct* as a basis, and much additional material from various sources.—John L. Alger, president.

State Normal School, Bridgewater, Massachusetts—A committee of the State Normal School Association of Massachusetts has prepared a code of professional ethics. It is now being printed for the use of the schools.—Arthur C. Boyden, principal.

State Normal School, Indiana, Pennsylvania—Professional ethics are particularly stressed in educational sociology, practice teaching, and in addresses by faculty members to the student body.—John A. H. Keith, principal.

State Normal School, Cheney, Washington—We are following the plan of urging upon our students the necessity of continuing to grow in professional work in order to be able to render the largest service.—N. D. Showalter, president.

State Teachers College, San Diego, California—The State Teachers College of San Diego concludes its course in school law and school administration, required of all students, with a discussion of the problem of a code of professional ethics for teachers.—Edward L. Hardy, president.

State Teachers College, San Jose, California—We do not require a public and formal obligation of professional ethics on the part of our students, but the ethics of the profession are stressed in our educational courses, especially those in the history of education, administration and school law, and principles of education.—W. W. Kemp, president.

Winona State Teachers College, Winona, Minnesota—At Winona the president meets all seniors weekly for the year for the consideration of many miscellaneous matters, including the teacher's professional obligations. A well-formulated National Education Association code of ethics would be welcome.—Guy E. Maxwell, president.

Yale University—In the Graduate Department of Education professional ethics is made a part of instruction at every point where it has bearing. This seems to be more effective than taking up the subject once and then dismissing it.—F. E. Spaulding, dean.

Notable Service in Education

SERVICE TO STUDENTS, to associates, to superiors, to those in the ranks of humanity—sincere, sympathetic devoted service to all. This is the ideal, which according to thousands of teachers and students who have known his influence, has animated the life of Dr. Homer H. Seerley, whose work as a teacher began in 1867 and who since 1886 has presided over the growing activities of the Iowa State Teachers College at Cedar Falls.

HOMER H. SEERLEY

To enjoy such a heritage of years; to measure up to the responsibility of leadership in the educational affairs of State and Nation; and still to keep one's sympathy with each new generation of teachers as it endeavors to apply the world's accumulated wisdom to the problems of the new day, is indeed a rare experience. No salary can reward such service. No amount of money could take the place of its wealth of personal satisfactions.

The Seerleys have been pioneers. Homer H. was born on a farm near Indianapolis, Indiana, August 13, 1848. He moved with his family to Illinois in 1851 and on to Iowa in 1854. Here the boy attended the first free public school organized under the laws of the young Commonwealth. The school was known as District One of English River Township. Preparatory and collegiate studies were taken in the University of Iowa leading to the B. Ph. degree in June, 1875. In 1876 the University of Iowa conferred upon him, in course, the degree of M. A. Both Penn College and the University of Iowa have since conferred upon him the degree of doctor of laws in recognition of his great service.

His teaching career began in the rural schools in the winter of 1867 when young Seerley was preparing himself to complete his college studies. He later held successively in the schools of Oscaloosa, Iowa, the positions of assistant teacher in the high school, principal of the high school, and superintendent of schools. He worked in Oscaloosa from 1873 to 1876 going directly from there to the headship of the Iowa State Normal school at Cedar Falls. This school was founded in 1876. When Dr. Seerley took charge, it was struggling with inadequate funds and had only eight instructors, including the president. It has since become the Iowa State Teachers College, recognized as one of the leading teacher-training institutions of the country. Its campus and buildings are worth $3,000,000 and an annual appropriation of $683,000 is supplemented by other receipts amounting to $125,000. It has a faculty of nearly two hundred members and a student body of nearly seven thousand. It maintains a notable extension service which during 1921-22 contributed to the improvment of sixteen thousand teachers working in all types of Iowa schools.

From the beginning of his professional career Dr. Seerley has made his influence count in the development of professional organizations for teachers. He has attended every session of the Iowa State Teachers Association for fifty years and has also served as president of that organization. In recognition of the great contribution which Dr. Seerley has made to its growth the Iowa State Teachers Association at its meeting on November 3, 1922, presented him with life memberships in both State and National associations.

Dr. Seerley has made many contributions to the work of the National Education Association. He attended his first meeting at Baltimore in 1876; was president of the Department of Normal Schools in 1898 and president of the National Council of Education from 1919 to 1922. He has twice served as vice-president of the Department of Superintendence and was also a member of the committee which prepared the notable report on State normal schools in 1899. Many other National and local professional organizations are indebted to the sound leadership which Dr. Seerley has brought to their councils.

This is indeed a record of notable and unique service. To have been a pioneer in the farm belt; to have had elementary, secondary, and higher education in the public schools of Iowa then in the first stages of development; to have given practically a life of service to the public schools of one community and to the development of a great teacher-training institution; to have had a large share in the building up of one of the greatest State educational systems in the world, and to be still vigorous and active and able to survey with rare perspective this system of education as it touches the lives of hundreds of thousands of young people; to have combined this experience with leadership in the National field is an educational achievement of the first magnitude.

The Boxer Indemnity

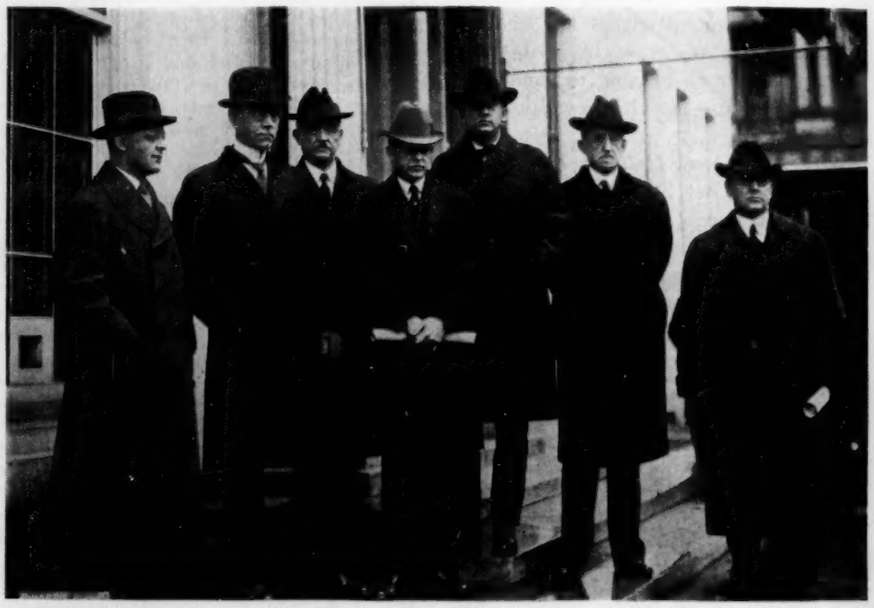
IN VIEW of Dr. Finley's proposal that the ten billions of dollars of Allied war debts be turned into an international fund for the education of the children of the world there has been unusual interest in the Boxer-indemnity fund which the United States remitted to China and which is being used for educational purposes with telling effect. In this connection it is interesting to note the action which Great Britain has recently taken with reference to the much larger share of the indemnity which was awarded to her. The following editorial is from the London *Times:*

"The British government have taken in regard to China a step the desirability of which we have frequently urged in these columns. The British chargé d'affaires—our Peking correspondent reports today—has informed the Chinese government that Great Britain has decided in principle to devote her share of the Boxer indemnity to 'purposes mutually beneficial to both countries.' This is a wise and graceful act. The British government do not propose to remit the indemnity, which amounts to about £11,000,000 spread over twenty-three years, but the sum still due is to be devoted to the education of Chinese students under British auspices. Here is a great opportunity, which, prudently used, may produce results of the highest importance for both Great Britain and China. The object of this expenditure on education should not be to anglicize Chinese young men and women, or to detach them from those traditions under the influence of which they must carry out their life-work. Western abstractions, divorced from Western life, often do more harm than good in the East. To quicken the best elements in Chinese tradition with British ideals is a work that demands not only the expenditure of money, but careful forethought and an intimate sympathy for which the conditions are already present. The education should be thoroughly practical. As our correspondent points out, China needs chiefly doctors, engineers, and teachers of agriculture and forestry. It is important, too, that the education thus provided should be given as far as possible in the country itself, so that at every stage of training the most urgent needs may be constantly kept in view. The immediate and direct benefits of this arrangement in the way of trade may not be very great, though ultimately they will be of considerable importance. The chief gift of British education is character. The spread of modern knowledge, fortified by training in character of a kind which has a certain counterpart in the classics of China herself, is the finest contribution our own country could make both to the progress and the stability of modern China. Such a use of the indemnity is an act of farseeing statesmanship."

Education and Respect for Law

THERE seems to be no escape from the conclusion that disrespect for law has increased in alarming proportions during the past two or three years. The relative ease with which the prohibition laws may be broken and the large financial rewards of the successful "bootlegger" have been advanced in explanation of the increasing tendency to hold many other legal restrictions in light regard. In how far this can explain the serious increase in the homicide rate, for example, there are no certain means of knowing, and the homicide rate is perhaps the best single index of a people's respect for fundamental law. Science and education together have succeeded in reducing notably the death-rate from disease; science and education are doing much to reduce the hazard of accidents in industry and transportation; but they seem as yet not to have affected the risk of death by murder!

The profound influence that education has exerted in bringing about prohibition is very generally conceded. What can education do now to solve the other half of the problem? What can it do to inculcate that respect for law which alone can make legal enactments effective? Certain other countries are far more "lawabiding" than is our country, and education in those countries has clearly had something to do with their better record. It may be urged that in such countries laws are enforced more rigorously, but this is obviously begging the question. If in a democracy the laws are not enforced rigorously, the ultimate



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THIS is the first picture to be made of the joint Congressional committee on the reorganization of the administrative branch of the Government. It was taken at the White House after the committee had been in conference with President Harding. Reading from left to right the members of the committee are: Senator James W. Wadsworth, Jr., of New York; Senator Reed Smoot, of Utah; Representative J. Stanley Webster, of Washington; Representative Henry W. Temple, of Pennsylvania; Senator Pat Harrison, of Mississippi; Representative R. Walton Moore, of Virginia; and Walter F. Brown, chairman and representative of the President.

Inasmuch as this committee must deal with the position which education is to occupy in the President's Cabinet, its work is definitely related to the Association's legislative program. It is understood that the President and the committee favor the creation of a Department of Education and Welfare. Newspaper rumors that the committee report is soon to be laid before Congress have been frequent. The reorganization of the administrative work of the Government is one of the campaign pledges of Mr. Harding. There are many conflicting interests, but it is expected that some plan will be found which will be satisfactory to the President, Congress, and the country.

cure can be found only in education. It may be that our large immigrant population complicates the problem; this is clearly a handicap, but it cannot be advanced as an excuse, for the immigrant population is relatively smaller today than it was a decade ago.

In any case, it is clear that education faces a real problem of the first magnitude. It is a problem that will be difficult to solve, but its solution is possible. Careful consideration of ways and means; an unprejudiced appraisal of current educational policies and practices as to their bearing upon respect for law; and in the light of such an appraisal, the framing of a provisional program which will appeal to teachers and to the thinking layman: these are the preliminary steps. Can they be undertaken too soon?

Secretary Fall's Argument for a Department of Education

NO ONE doubts that education is of primary importance to the Nation. Without it there could not be intelligent government, prosperity in peace, or safety in war. There is no single object of statesmanship that should inspire more enthusiasm or devoted study. The program of the National Education Association demands for education a place in the President's Cabinet in order that it may receive from the Government the attention that a subject of such vital importance to all the people should command. It is notorious that education has not received such attention.

Secretary of the Interior Albert B. Fall in his annual report for 1922, by his obvious indifference to matters educational, gives point to the argument for a Department of Education. In this report, fourteen pages of material appear over the signature of the Secretary and are evidently a statement of the matters which he considers of greatest importance in the work of the Department. The rest of the report is unsigned and appears to be abstracts of the reports of the various bureau chiefs. The subjects covered in Secretary Fall's report and the number of lines given to each are as follows:

Public Lands, 25; Reclamation, 58; Indian Affairs, 24; Pensions, 42; Patents, 22; National Parks and Monuments, 27; Geological Survey, 24; Bureau of Mines, 109; Alaska, 40; Oil and Gas Development, 27; Reclassification, 28; Coöperation, 30; Financing the Work, 42; *Education, 10.*

Education in the judgment of the officer representing it in the President's Cabinet deserves the following consideration for the year 1922: "Reorganization of the Bureau has been effected by the commissioner, with beneficial results, and during the past year a number of educational surveys have been made at the request of various States and cities. A new division of Physical Education and School Hygiene has been established, a change amply warranted by the importance of the work. In Alaska 70 schools for natives were in operation, with an enrolment of approximately 4000. In addition to the care of the physical and mental welfare of the Alaskan natives, the bureau has charge of the important reindeer industry, in which notable gain was made during the year."

ENROLMENT *and* AFFILIATION

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 February JOURNAL.

ALLIANCE, OHIO, *North Park School,* Lauren O. Bitler, Principal.

ALTOONA, PA., *Altoona Public Schools,* R. E. Laramie, Superintendent; *Adams School,* L. C. Smith, Principal; *Allegheny School,* L. C. Smith, Principal; *Central School,* W. H. Burd, Principal; *Curtin School,* L. C. Smith, Principal; *Emerson School,* W. H. Burd, Principal; *Fairview School,* H. H. Beacham, Principal; *Franklin School,* D. L. Hoffman, Principal; *Garfield School,* M. A. Dively, Principal; *High School,* G. D. Robb, Principal; *Irving School,* H. H. Beacham, Principal; *Jefferson School,* H. C. Smith, Principal; *Madison School,* J. J. Hamilton, Principal; *Miller School,* M. A. Dively, Principal; *Penn School,* D. L. Hoffman, Principal; *Stevens School,* H. C. Smith, Principal; *Washington School,* J. J. Hamilton, Principal; *Webster School,* Ira S. Wolcott, Principal; *Wright School,* Ira S. Wolcott, Principal.

ARVADA, COLO., *Grade School; High School.*

BAKERSFIELD, CALIF., *McKinley School,* Anna E. Weiser, Principal.

BELINGTON, W. VA., *Senior High School,* Earle Drummond, Principal.

BLUEFIELD, W. VA., *Bluefield Public Schools,* M. P. Shawkey, Superintendent; *Beaver High School,* C. W. Jackson, Principal; *Colored Schools,* James L. Hill, Principal; *East End School,* Florence Callee, Principal; *Fairview School,* Mary Dinwiddie, Principal; *Glenwood Park School,* R. F. Baker, Principal; *North Side School,* Mrs. Ruth J. French, Principal; *Ramsey Street School,* Mrs. A. P. Cubbedge, Principal; *Edwin C. Wade School,* Cassandra Laird, Principal.

CHENEY, WASH., *State Normal School,* N. D. Showalter, President.

CHEYENNE, WYO., *Converse School,* Mabel Fincher, Principal.

CLEVELAND, OHIO, *Alabama School,* E. Leone Beck, Principal; *Washington Park School,* Katherine A. McCarty, Principal.

CORRY, PA., *Corry Public Schools,* A. Earle Hemstreet, Superintendent; *Concord School,* Elizabeth Ranney, Principal; *Corry High School,* M. L. Brown, Principal; *East Main Street School,* Ruby McCullough, Principal; *Fairview School,* Mrs. Helen Brown, Principal; *Hatch School,* Helen Sullivan, Principal; *Opportunity School,* Ruth Young, Principal; *Washington School,* Mrs. Eleanor Guswold, Principal.

DENVER, COLO., *Corona School,* Dora M. Moore, Principal; *Myrtle Hill School,* Sarah P. Ketner, Principal; *Smedley School,* M. Allien Lander, Principal; *Twenty-Fourth Street School,* Lila M. O'Boyle, Principal.

DETROIT, MICH., *Angell School,* Jean Bayne, Principal; *Berry School,* Anna M. Charbonneau, Principal.

EAST CLEVELAND, OHIO, *Chambers School,* M. E. Williams, Principal.

FORT COLLINS, COLO., *Lincoln School,* Mame R. Harris, Principal.

GLOBE, ARIZ., *Central School,* Annie Laurie Tilson, Principal.

GREELEY, COLO., *Cameron School,* Luna I. Smith, Principal; *East Ward School,* Inez Beardsley, Principal; *Greeley High School,* F. A. Ogle, Principal; *South Ward School,* Luna I. Smith, Principal.

KANSAS CITY, MO., *Longfellow School,* Louise Birkenhauer, Principal; *Troost School,* Ida Good, Principal.

KENOSHA, WIS., *Durkee School,* Mrs. H. M. McKenzie, Principal; *Washington School,* L. F. Rahr, Principal.

MUSKOGEE, OKLA., *Muskogee Public Schools,* Richard J. Tighe, Superintendent; *Central High School,* C. K. Reiff, Principal; *Douglas School,* C. W. Banks, Principal; *Dunbar School,* E. E. Weaver, Principal; *Edison School,* Annie M. Craig, Principal; *Franklin School,* Hallie D. Morton, Principal; *Houston School,* Laura Hardin, Principal; *Jefferson School,* Esther Harris, Principal; *Langston School,* E. Evans, Principal; *Manual Training School,* T. W. Grissom, Principal; *Midland Valley School,* Annie P. Daniels, Principal; *Sequoyah School,* Mayme Goodin, Principal; *Washington School,* C. B. Smith, Principal; *West High School,* H. S. Jones, Principal; *Whittier School,* Lina X. Reed, Principal.

NEW ORLEANS, LA., *Gentilly Terrace School,* Henrietta C. Keitz, Principal.

NEWTOW, IOWA, *Central School,* Maud Cooper, Principal; *East School,* Helen Woodworth, Principal; *Lincoln School,* Reva Meredith, Principal.

PITTSBURGH, PA., *James E. Rodgers School,* M. Elizabeth Wolf, Principal.

PORTLAND, MAINE, *North School,* Elmer E. Parmenter, Principal.

SAN FRANCISCO, CALIF., *Fremont School,* Rose Goldsmith, Principal.

SEATTLE, WASH., *Cascade School,* Charles Fagan, Principal; *Mercer School,* K. J. Knutsen, Principal.

SOUTH BEND, IND., *Central Junior High School,* John A. Byers, Principal; *Colfax School,* Lillie A. Memhard, Principal; *Coquillard School,* Lillian Anderson, Principal; *Elder School,* Fred A. Hite, Principal; *Foster Avenue School,* Myrtle Blackley, Principal; *Franklin School,* Edythe J. Brown, Principal; *River Park School,* A. B. Williamson, Principal.

STRAWBERRY POINT, IOWA, *Strawberry Point Public Schools,* Frank W. Jones, Superintendent; *Public School,* Kate Westfall, Principal.

SUMMIT, N. J., *Brayton School,* Helen H. Cassidy, Principal; *Lincoln School,* Margarette E. Howard, Principal; *Summit High School,* A. J. Bartholomew, Principal; *Washington School,* Eleanor S. Miller, Principal.

SUNDANCE, WYO., *Sundance Public Schools,* Mrs. Elizabeth T. Brandt, Superintendent; *Crook County High School,* Mrs. Elizabeth T. Brandt, Principal.

TERRE HAUTE, IND., *McLean Junior High School,* W. C. Garretson, Principal.

TOLEDO, OHIO, *Lincoln School,* Mrs. Lulu Moore, Principal.

TUCSON, ARIZ., *Davis School,* Grace Hudlow, Principal; *Drachman School,* Julia Keen Principal; *Dunbar School,* C. C. Simmons, Head Teacher; *Holladay School,* Winnie E. Wheeler, Principal; *Mansfield School,* Roy H. Robison, Principal; *Menlo Park School,* Edith Mae Fellows, Principal; *Miles School,* Mrs. A. B. Lineweaver, Principal; *Mission View School,* Alice Fulmer, Head Teacher; *Ochoa School,* Mrs. Nellie Wood, Head Teacher; *Roosevelt School,* Salome Townsend, Principal; *Roskruge School,* Glen O. Perkins, Principal; *Safford School,* Roy H. Robison, Principal; *Tucson High School,* Glen O. Perkins, Principal; *University Heights School,* Lurena Merriman, Principal.

VERNAL, UTAH, *Uintah County Teachers' Association,* Edith McCoy, Secretary-Treasurer.

VICTOR, COLO., *Senior & Junior High School,* A. E. Cortman, Principal.

WABASH, IND., *West School,* Ertha Aukeman, Principal.

WESTBROOK, MAINE, *Bridge Street School,* Guy V. Sinclair, Principal.

WESTFORD, MASS., *William E. Frost School,* Charles G. Carter, Principal.

IN OTHER JOURNALS

AMERICAN REVIEW, a bi-monthly magazine, which makes its initial bow with the number for January-February, 1923, defines its purpose thus—"To arouse Americans, through the portrayal of contemporary economic and cultural tendencies, to a consciousness of the need for cultivating a common life." In a stimulating article on Education for Life, Mr. B. H. Bode, of Ohio State University, reaches the following conclusion: "The ancient conflict between culture and vocationalism led naturally to the opposition between the attitude of the academic specialist and the attitude of the practical man. This opposition, however, is not final, because it is possible for us to revise our notion of culture and of academic specialization. Unless we undertake such a revision, the movement towards narrow vocationalism is bound to continue. The view that academic specialization, in the narrower sense, is somehow superior to other forms of specialization has nothing back of it except an aristocratic tradition. But academic specialization, in the sense that vocational interests are subordinated or made instrumental to an understanding of life, can still claim supremacy in public school education, provided that our teaching and our curricula be made to conform to this ideal. The spirit of this ideal is our best protection against the tyranny of a new aristocracy, based on a caste system of vocational interests. Aristocracy means incrustation or inflexibility; whereas the spirit of democracy is the spirit of inquiry and experiment, for the progressive extension and improvement of our common life."

THE ATLANTIC MONTHLY for February, 1923, begins the biography of Cyrus H. K. Curtis, by Edward W. Bok. This biography adds one more example to the long list of eminently successful men who have derived their spark of inspiration from the things they read. Mr. Curtis' experience is described as follows: "His tastes in reading led along business lines, and he devoured any business stories that came his way. A weekly paper fell into his hands, containing a story by Richard B. Kimball, then in the heyday of his writing career. Young Curtis was particularly impressed with this story. Without having an exact knowledge of business methods, of course, he felt somehow that Kimball reflected business as it might actually be in the world of affairs. He looked him up, and found that he had written several books, nearly all stories of a business nature. He bought them all, and read them over and over. The reading of Kimball's books made an impression on the mind of the young lad that was to remain and to influence him all through his life. It proved later to be the foundation-stone upon which he was to build the most successful weekly magazine for men ever published in the United States. 'I want business stories like Kimball's,' he said when he bought the *Saturday Evening Post*. 'I know business men will read them.'" And thus a boy's reading of one man's honest work brought forth a result little dreamed of by the author.

THE BOOKMAN for February, in an article on The Romance of Textbooks by Robert Cortes Holliday, gives an inside view of some of the problems and amenities of the textbook business. After pointing out that nowadays the estimate of the teacher and the principal as to the merits of the book largely determine its adoption, the article points out that, "In the 'old days' the situation was more picturesque. It was frequently an affair of decidedly lowbrow and cutthroat politics. In those jocund times some schoolbook publishers used to maintain pleasant relations with local town characters of personal popularity. The postmaster, say, might receive a small annual retainer. He was likely to know nothing whatever about textbooks, or books of any other kind. But when the time came around for the public officials charged with that office to consider new schoolbooks for the district, it was his concern informally to put in his oar. 'Now looky here, Ed,' he might say, 'this means something to me.' Or he might say it in another way. But, as I remarked, those were other days, other ways."

THE CENTURY MAGAZINE for February, 1923, contains an interesting article, by Charles Merz, on The Youth Movement in Germany, wherein is discussed the significance of the various organizations which have sprung up since, "War, fruitless and devastating, sent the youth of Germany knocking at the door of a new day." The article concludes:

"Youth has a new prestige in Germany. The constitution of the republic recognizes that as frankly as the leaders of the country's politics. 'Youth is to be protected against exploitation,' declares that constitution in an attempt to write a Magna Charta for young Germany. There must be more schools, assistance for those who are without means enough to obtain a secondary education. 'The rule for guidance is the multiplicity of life's callings; and the acceptance of a child in a particular school shall depend upon his qualifications and inclinations, and not upon the economic and social position, or the religion, of his parents.'

"Youth gains in prestige, youth stirs restlessly, and pushes with its fingertips against the future. It may help rebuild what war destroyed. For Germany has her own 'devastated regions' no less real because the devastation is the smash of a political and social code that had outlived its day."

THE TEACHERS WORLD (London) is featuring a series of ten articles by the Right Honorable H. A. L. Fisher, who held the education portfolio in England before the fall of the Lloyd George Cabinet. In the number for January 17, Mr. Fisher points out, "That the first educational need of the country is a contented and reasonable teaching profession—a profession which impresses the public as being a body of wide-minded, generous citizens, as well as of persons technically proficient in their calling."

After pointing out the great improvements that have been made in the teacher's life and training during the past generation, Mr. Fisher continues, "One of the greatest of our modern problems in education is to provide a constant supply of stimulus to self-improvement through the teacher's life. The friendly visits of the inspector help. The extension lectures or special courses for teachers help. I suspect also that in the villages the brightened social life which has been the product of the war stimulus will help also. We want live men and women in the schools, not vegetables."

COLLIER'S, THE NATIONAL WEEKLY, is giving considerable space to educational matters. "What do your Children Know?" is the title of an article, by William G. Jordan, in the number for January 17. The following challenge is thrown out:

"In June, 1923, about 2,000,000 children will be graduated from the elementary schools of the United States. For most of these children school days will be over. They will be facing the responsibility of life.

"How fully will they be prepared for this great adventure? What if, on that June day, we the parents of America were to seek an audience with Education, to learn from her how she had discharged her sacred trust? Might we not fairly ask her this?

"Education, these children have given eight years of their youth to your courses. It has been at a great cost of their time, our money, and your energy. What have you given these children for their years of service? Tell us:

1. Do they breathe properly, walk, sit, stand, and run correctly?
2. Can they add up a column of figures accurately and rapidly?
3. Can they spell and define correctly the common words?
4. Can they read aloud clearly, pleasingly, and with expression?
5. Can they write a short letter, careful in its penmanship, well composed, clearly expressed, and properly punctuated?
6. Have they a love of reading?
7. Have they a love of knowledge?
8. Can they work out simple problems in addition, subtraction, multiplication, or division mentally, without pencil or paper?
9. Can they speak grammatically?
10. Do they articulate clearly?
11. Have their characters been strengthened?
12. Have they a consciousness of the duties and responsibilities of citizenship and the part they are to take?
13. Can they give a fair outline of American history, using as many as four dates?
14. Have they been trained to remember a name, a date, a face, so that they will know how to develop a weak memory?
15. Have they good powers of observation?
16. Have they quick minds to take up a new subject?
17. Have they initiative?"

The Parent-Teacher Association in Wisconsin

MRS. EDITH E. HOYT

Assistant Professor of Education, University of Wisconsin
Madison, Wisconsin

THE IDEA of the necessity of coöperation between the home and the school is by no means new; it has always been more or less clearly apprehended. The home as the essential factor in child training, and the school as an extension and enlargement of the home were ideas underlying the work of those two great friends of children, Pestalozzi and Froebel, a hundred years ago. But it has remained for our own time consciously to realize this idea of coöperation through the agency of the Parent-Teacher Association. These organizations differ widely from those societies for the fostering and improvement of public education which in our early educational history did excellent service in arousing public sentiment to the need of education for all children and in providing support and supervision for the schools of that day. These early public-school societies of New York and New England were in a sense aristocratic; they were made up of cultured and wealthy citizens for the most part, who for patriotic and philanthropic reasons made possible that educational opportunity which the State now provides.

The Parent-Teacher Association, on the other hand, seeks in no sense to control or direct school affairs but desires only to supplement and make more effective its work. Of all community organizations fitted to meet social needs, it seems to be the most positive and effective type. There are several reasons for this. In the first place, the Parent-Teacher Association finds its proper setting wherever there are children and the friends of children—that is, teachers and parents. It is, therefore, an organization as natural and as obvious as the school itself. Second, it deals with children, who are special subjects of interest for those who have at heart social progress, because they are the means and the only means by which social progress can be effected. Moreover, the Parent-Teacher Organization utilizes a vast amount of energy and good-will which otherwise might lie dormant; it especially calls out the activities of women and capitalizes their point of view and their natural interest in childhood. Moreover, it is the organization of all others in the community which imposes upon its members no exactions in the way of stated dues or promises but solicits coöperation and neighborly feeling from those who have common interests and common aspirations for their children.

Ten years ago there were not more than fifty Parent-Teacher Associations in Wisconsin; now there are probably not fewer than five hundred. They are to be found in every city, in all the larger towns, in many of the villages and rural communities. No county is without them.

This extraordinary development of a community organization in so brief a time indicates that the Parent-Teacher Association is filling a real need and is contributing in a vital way to the solution of educational, social, and civic problems. It may be of interest to consider in detail the significance of this movement as a means of educational and social progress.

The most outstanding features of these organizations is their democratic spirit, their flexibility, and their constant and intelligent activity in behalf of the schools. They are the means through which the good-will of the community reaches out to provide for its children precisely those specific things which fill an immediate need, and which if dependent upon the reluctant medium of public taxation would be unduly delayed or not provided at all. Mothers especially realize how few and short are the years of school opportunity for most children, and with the coöperation of teachers they have contributed in large measure to the efficiency of our schools.

To illustrate, we may select almost at random from newspaper reports of the past year a few achievements of parent-teacher organizations in Wisconsin which prove that nothing of value to childhood is outside the range of their activities.

They have provided milk lunches for children in the grades; established dental clinics; purchased equipment for school lunches; bought pianos; provided a drop-curtain and scenery for a gymnasium stage; purchased phonographs; installed a moving picture machine and booth; purchased playground apparatus. They have bought musical instruments for school bands and orchestras; footballs for the older boys; provided and furnished restrooms for teachers; they have provided pictures for schoolroom walls; and sets of stereographs and stereoscopes for visual instruction. They have sponsored educational moving-picture exhibitions and in one town inaugurated a weekly five-cent movie of special interest to children.

But they have not confined their activities to the external aspects of the school. They have asked to be informed on the principles underlying the selection of the school curriculum and have made suggestions as to desirable changes. They have been the means of creating sentiment favorable to the junior high school and in several instances have been a large factor in bringing about this form of reorganization. They are greatly interested in exhibits of school work, and often ask to have teachers demonstrate the technique of teaching certain subjects, especially those of the elementary school. However, these activities related directly to the school are by no means the whole story. Out of this work for the school and contact with teachers has come to parents the realization that since the school is the most important community enterprise, it can by no means be dissociated from community problems. So we find in one city the Parent-Teacher Associations protesting against the opening of a street which would interfere with playground safety; we find them conducting carefully supervised community dances; censoring the movies; holding a fathers' and sons' banquet; fostering the formation of a boy scout troop; sponsoring lyceum lecture and entertainment courses; petitioning for public recreation centers; organizing health campaigns; providing for medical examination of children of pre-school age; holding receptions to welcome new teachers and strangers in the community; where necessary they have raised money for needy families and investigated cases of non-attendance at school on account of poverty. In other words, these volunteer organizations in some of the smaller communities do the same kind of welfare and social work that in the cities is taken care of by trained and paid social workers.

But we are interested not only in what Parent-Teacher Associations are doing

The Teacher

W. H. McCreary

She moves serene amid the questing throng,
Resourceful, patient, thorough, quick to see
The honest effort, full of charity
For those who falter when the way is long;
Sharing the fight, but not the triumph song.
Hers is the battle—theirs the victory;
And when occasion serves, 'tis hers to be
Molder of manhood from the weak, the strong
In youthful strength. They come from every part,
The ardent searchers after hidden pelf
Of verse and story, science, history, art,
Which they can plunder from the dusty shelf;
These are the richest treasures they may find;
Her human heart, her calm, well-ordered mind.

[From the Los Angeles School Bulletin.]

for school and community; we want to know what they are thinking about and discovering, and what new insight into current social and educational movements they are developing. This is revealed in the measures they are carrying on for self-improvement. We must remember that these organizations are by no means selective in their make-up; they are the parents and teachers of all the children; hence they reach every home where there are school children and touch every social group. They are a real cross-section of society, and comprise within their limits the varying nationalities, religious sects, and social groups in the community, and represent widely-separated cultural and economic conditions.

We find accordingly that most of these organizations are carrying on some form of self-improvement. In many this is merely listening to speakers who can instruct them on desired subjects, but often an actual study-group is formed for the systematic and careful study under supervision of selected subjects. The subjects most frequently selected for general talks and discussion are health, recreation, civic and economic questions—the juvenile court, banking, thrift, for example, moral training, education, boy scouts, the problems of adolescence. When serious and systematic study is undertaken, it is invariably upon matters pertaining to health and other aspects of child training or else studies in citizenship and education.

We think we see here a passing of the *laissez faire* attitude formerly held by many parents as to the nurture of their children; that willingness to load all possible responsibility upon the school and to criticise the school freely for its failures. It means that parents are coming to realize that the school belongs to them and is as good and no better than they want it to be.

Brief mention may be made of some new developments in this flexible and democratic organization. One of these is the interest taken by men in the organization. Fathers in some associations serve as officers and on committees, and almost invariably some meetings are held in the evening during the year so that fathers and other men may attend. Greater cordiality is shown to these organizations by school men than formerly. School superintendents and principals quite generally approve them and often take the initiative in bringing them about. Churches are realizing the possibilities of this movement as contributing to the success of Sunday-school work. For some years parochial schools have had their parent-teacher organizations, many of which have been conspicuously successful; but now parents and teachers of Sunday-school classes in Protestant denominations are organizing such associations and carrying on study classes and recreational groups. Moreover, parent-teacher societies are becoming firmly welded into compact and powerful organizations which as leaders and disseminators of public opinion cannot be overestimated. In cities where every school is organized there is formed a council, composed of representatives of each separate organization; thus providing effective means of coördinating and unifying the work for the entire community and furnishing a medium through which civic and educational matters may be discussed and public sentiment directed. Certain counties are planning the formation of country-wide Parent-Teacher Councils or Federations. Such a consolidation of the friends of education in a county offers the best possible means for meeting some of our most acute social and educational problems, which are county-wide rather than municipal in character.

Some inevitable results of all these varied activities can be predicted with certainty. The work of the school will necessarily be improved and its spirit enlarged by this generous and sympathetic coöperation. Community feeling must inevitably be deepened, and in addition, such organized activities must discover and develop in city and county that leadership and direction which is to be found everywhere if circumstances are favorable in bringing it to light. Such leadership in parent-teacher organizations does not depend upon merely incidental or fortuitous circumstances of wealth, or education, or social standing; it comes from the needs of the community. Moreover, the parent-teacher organization is a continually changing body; from year to year its personnel varies as new children with their parents come into the school. This is why it is so flexible, so fluid, so democratic, and so highly effective in the multitudinous new situations, conditions, and needs that arise.

In other words, this coördination of home and school is a means of organizing the latent good-will of the community into something dynamic, making it an engine of social power which can be utilized in many ways and always constructively.

NO intelligence test is a valid measure of innate mentality unless it is applied within a group whose members have had identical or very similar opportunities for gaining familiarity with the materials of the test, and whose members have had not only the same opportunities to learn but the same desire to learn.—Stephen S. Colvin in the *Educational Review*.

Class Size and Efficiency

JOHN C. ALMACK
Stanford University, California

FOR twenty years the relation between the number of pupils in a class and the efficiency of instruction has been of great interest to educators. Unusual emphasis is being given to the question at present because of the increase in school costs, due not only to the lessened purchasing power of money, but also to greater demands for both quantity and quality in instruction. That the costs per pupil decrease as the size of the class increases has long been an item of common knowledge, though consideration has seldom been given to the measurement of the ability of a given city to maintain classes of varying sizes.

A common understanding has also been reached regarding the meaning of the term "class," which usually signifies a number of pupils ranging from ten to sixty under the instruction of one teacher and housed in a single classroom. Efficiency means the ratio between the results of teaching and what those results cost, both measured in accepted standards. When results are equal to costs we have a quotient that can be used as a basis of comparison. This discussion will be limited to the elementary school, and the terms used with the significance indicated above.

Although educational authorities have prescribed thirty pupils to the class as the largest number desirable, practice has varied greatly from this standard. Of 290 cities reporting to the United States Chamber of Commerce in 1920[1] the median elementary class contained thirty-eight pupils with thirty-two and forty-three for the lower and upper quartiles, respectively. The same year, the U. S. Bureau of Education[2] reported the teaching load in 1932 cities with a population in excess of 2500. This report shows the lowest number in a class to be fourteen, the greatest "over sixty," the median thirty-four, and the quartiles thirty and thirty-nine. In 1921-22 a committee of the National Education Association[3] reporting on 726 cities of a population of 25,000 and over finds conditions not materially different.

A great variability may exist within a city school system, and within a single school. The size of classes in Los Angeles ranges from 15 to 54 with a median of 29; the Butte Survey showed classes running from 18 to 49 pupils with a median of 33. In a twenty-eight class school in San Francisco, the distribution was as follows:

Pupils—29, 34, 35, 37, 38, 41, 42, 43, 44, 46, 47, 48, 50, 51.

Classes—1, 2, 1, 1, 2, 1, 3, 3, 5, 4, 2, 1, 1, 1.

The Buffalo Survey showed minimum classes of 14 pupils and maximum classes of 65 pupils.

Larger classes are found in foreign countries. The latest data available bring out these conditions:

England: No classrooms may be built to accommodate more than sixty pupils, though rooms for eighty or ninety are still in use. They range from 20 to 60 as a rule. After 1930 no classroom may be built in London for more than 40 pupils.

Germany: The average number of pupils in the Volksschule is 55, the average in Prussian cities 49. In 279 cities, the median falls in the group "41 to 50."

France: The maximum number of pupils assigned to one teacher is 50.

Italy: National Union of Teachers recommend classes of 25; in practice the average class has 48 pupils.

Four methods have been followed in this country to determine the best class size: namely, (1) the study of results in classes of varying sizes, using standard educational tests, (2) the study of the annual promotion rate expressed in percentages, (3) the study of gains in one or more subjects under controlled experimental conditions, and (4) the study of expert judgment. The chief studies will be briefly summarized in the order given.

1. Rice (1896) tested 6000 children in arithmetic and 8000 in language. He reached the conclusion "there is no relationship between the size of the class and the results." Elliott (1914) measured the attainment of forty classes in spelling, penmanship, arithmetic, and English composition. The data derived showed no class to possess superiority because of its size. Measuring the amount of growth in the same subjects for a period of seventeen weeks, he reached the conclusion that "the results show no correlation between class size and attainment." Harlan (1915) using the Courtis arithmetic tests in 675 classes found the best showing was made by the group of classes with from thirty-six to forty-five pupils.

2. Cornman (1909) studied the annual promotion rate in 300 classes. He found that while the medium-sized classes made the best showing, size of class is not an important factor in the determination of progress or retardation. Boyer (1913) using the

CLASS SIZE AND EFFICIENCY IN EDUCATION—Class size and efficiency in education may be further studied by referring to the following bulletins and periodicals which may be consulted in any library.

BOYER, P. A. *Size of class and promotion rate.* Psychological Clinic, 8:82. May 15, 1914. No. 3.

BREED, F. S., and McCarthy, Grace D. *Size of class and efficiency in teaching.* School and Society, 4:965. December 23, 1916. No. 104.

CORNMAN, O. P. *Size of classes and school progress.* Psychological Clinic, 3:206. December 15, 1909. No. 7.

ELLIOTT, C. H. *Variation in the achievements of pupils.* Teachers College, Columbia University, Contributions to Education, 1914. 114p. $1.25.

HARLAN, C. L. *Size of the class as a factor in schoolroom efficiency.* Educational Administration and Supervision, 1:465. September, 1915. No. 7.

RICE, J. M. *Why our improved educational machinery fails to yield better products.* The Forum, 36:96. July, 1904. No. 1. *Educational research: A test in arithmetic.* The Forum, 34:281. October, 1902. No. 2.

SMITH, EUGENE R. *Size of class as a factor in schoolroom efficiency—A Reply to Harlan.* Educational Administration and Supervision, 1:384. June, 1915. No. 6.

STEVENSON, P. R. *Relation of size of class to school efficiency.* Urbana, Ill., University of Illinois. V. 19, No. 45, Bull. 10. July 3, 1922.

Statistics of city school systems, 1917-18. Bulletin 1920, No. 24. U. S. Bureau of Education. Govt. Printing Office, Washington, D. C. 417p. Paper, 45c.

Know and help your schools. U. S. Chamber of Commerce and American City Bureau. N. Y., American City Bureau, 1920.

Facts on the cost of public education and what they mean. Bulletin 1, 1922. The National Education Association, Research Department, Washington, D. C.

[1] Know and Help Your Schools, Second Report of National Committee for Chamber of Commerce Coöperation with Public Schools and the American City Bureau, p. 17.

[2] Bonner, H. R. Statistics of City School Systems for 1917-18. U. S. Bureau of Education. Bulletin 1920, No. 24.

[3] Facts on the Cost of Public Education and What They Mean. Bulletin 1, Research Department, National Education Association, p. 54.

SALARY SCHEDULES—Bayonne, New Jersey

Population 76,754—Effective September, 1922

Classification of teachers	Groups	First year	Second year	Third year	Fourth year	Additional annual increments		Maximum salary
						Number	Amount	
Elementary	Kindergarten and Grades 1 to 6	$1,400	$1,520	$1,640	$1,760	4 1	$120 60	$2,300
	Grades 7 and 8	1,400	1,520	1,640	1,760	6 1	120 20	2,500
Intermediate schools	Grade 9	1,600	1,720	1,840	1,960	7	120	2,800
High schools	Grades 10, 11 and 12	1,800	1,950	2,100	2,250	7 1	150 100	3,400
Physical training, sewing, cooking, drawing and music (elementary)		1,400	1,520	1,640	1,760	6 1	120 20	2,500
Vocational	Academic teachers	1,400	1,520	1,640	1,760	6 1	120 20	2,500
Vocational, shop instruction, elementary, manual training		1,600	1,720	1,840	1,960	5 1	120 40	2,600
Principals	Elementary and vocational	2,400	2,600	2,800	3,000	6	200	4,200
	High	3,000	3,250	3,500	3,750	5	250	5,000
Vice principals	Elementary	1,900	2,050	2,200	2,350	5	150	3,100
	High	2,300	2,450	2,600	2,750	7	150	3,800
General supervisors	Special subjects	2,000	2,150	2,300	2,450	7 1	150 100	3,600
Attendance offices	Assistant	1,500	1,600	1,700	1,800	2	100	2,000
	Chief	1,700	1,850	2,000	2,150	2 1	150 50	2,500
Nurses	.....	1,300	1,400	1,500	1,600	1	100	1,700
Secretaries to principals.....	.....	700	800	900	1,000	1	100	1,100

Elementary teachers who have had no experience prior to appointment teach for $1,400 for two years before the annual increments given are allowed.

same method, finds no connection; Bachman (1915) states that for practical purposes the conditions are the same for all classes of fifty and under; and Elliott in the study previously referred to correlated the percentage promoted with the number of pupils in the classes, finding no relationship of significance.

3. Breedy and McCarthy (1916) conducted an experiment in spelling with 82 classes, using uniform methods in testing and in daily drill. In computing results a small class was matched against a large class in the same school. The larger classes with an average enrolment of forty-five surpassed the smaller with an average enrolment of 27. There was regular improvement from twenty to forty-five, and after that a decrease. Stevenson (1922) compared the attainment of groups practically equal in mental age, and taught by the same teacher. "Small classes" ranged in size from thirty-three to forty-five, and "large classes" from forty-two to fifty-four. He finds "there is little difference between the achievements of the pupils when taught in large classes and their achievements when taught in small classes.

The writer carried on an experiment of much the same character in the Training School of Teachers' College, San Jose, California, during the year 1921-22. The attainment of a pupil while in a small class was compared with his attainment while in a large class, the mental ages of the two groups being equal both in range and central tendency, and an effort made to reduce the variables to one, namely—size of class. The data is somewhat conflicting. On the one hand, a pupil may make more than normal progress in the small class, and considerably less than normal progress in the large class; and the situation may be exactly reversed by another pupil of the same mental age. Furthermore, the rapid gains of a few may be responsible for showing a group advantage for the large class, while in reality learning was more consistent in the small class. Stated in terms of the whole group, the conclusions bear out the others which have been reported; results are independent of the size of the class.

In the fourth method, the judgment of 1088 experienced teachers and superintendents was gathered, expressed on a scale of seven steps ranging from very inferior to very superior. The judgment on the size of the class from which average results may be expected approximates the average practice—namely, thirty-six. Estimating on three factors: instruction, discipline, and demand upon the energy of the teacher, there is discovered a negative correlation of from —.70 to —.86 between class size and results—that is, the larger the class the lower the efficiency of teaching.

The value of these estimates is conditioned by their reliability. This was calculated for 440 grade teachers, and for 106 superintendents, using the method of the correlation ratio, the teachers having placed an estimate of the confidence they had in their judgment on a scale of five. Assuming that the greater the training and the experience of teachers, the greater the value of their judgments, we can attach considerable weight to their estimates of best class size, as the correlations run as follows: Correlation between reliability and experience for teachers, .90; for superintendent, .86. Correlation between reliability and training for teachers, .91; for superintendent, .97.

A practical situation confronts one who would promote a policy of larger classes—namely, the judgment of the teaching force regarding the number that can be taught effectively in a class. Not only do teachers hold positive views that the smaller classes are better, but they attach to their views a high value. The greater their experience, the better their training, the more faith they have that they can get better results through teaching small classes than they can in teaching large classes. Actual necessity compels attention to the judgment factors in teaching, as it does in politics, business, and in fact every human concern.

There is indeed a plausible explanation for the negative correlation which

teachers believe exists between class size and efficiency in that their judgment actually fits the facts unaccounted for in the other methods of investigation. Certainly it does not seem any more probable that there should have grown up a baseless prejudice against large classes any more than there should be one against small classes. In fact, in the days of the monitorial system, teachers took pride in their abilities to deal with large numbers. With the advent of the normal-training school and practice teaching, came authoritative sanction of small groups, growing in part out of the large number of teacher cadets and the small number of pupils. An examination of class size in thirty-six State normals in twenty-four States shows that training-school classes enrol from twelve to twenty-five pupils, and critic teachers in the same schools are emphatic in their belief that small classes are better than large. Apparently teachers are not being trained in the technique of handling large classes, and this lack of training may explain their preference for small groups.

In determining what size of class we shall have, the cost factor cannot be overlooked. Most educational policies represent a compromise between what is in the ideal sense desirable and what is in a practical sense possible. On the one hand, there are certain educational needs; on the other hand, certain limited resources with which to meet those needs. The biggest single item of school cost goes for teachers' salaries; the leading factor in determining the cost per pupil is therefore the number of pupils per class. Yet it is an interesting fact that in the more than two hundred cities listed in "Financial Statistics of Cities" issued by the Census Bureau, class size and teachers' salaries correlate at —.150. The more the teacher does to help reduce costs the smaller her salary, one might maintain.

The writer computed percentiles of wealth per pupil, cost per pupil, cost per class, and pupils per class in the elementary schools of the 196 cities of the country with a population exceeding 30,000 which are listed in continuous issues of "Statistics of Cities," the year 1917 being chosen as approximating the typical more closely than the later years which have been marked by a decided upward trend of school costs. A scale in these items was thus arranged, ascending by fives from the fifth to the ninety-fifth percentile. For example, a fifth percentile city has $3778 of wealth back of every child enrolled, the cost per pupil is $18.48, and the cost per class is $755.52, and five per cent of the whole group rank below these points. It does not mean that any particular city on the fifth percentile in one item will necessarily be a fifth percentile city in other items.

Size of Class and Efficiency Indexes in Ten Cities

City	Wealth per pupil[1]	Amt. city can raise per pupil at median tax rate	Pupils per class[2]	Percentage of present efficiency	Percentage of theoretical efficiency
1	2	3	4	5	6
TF	90	$58.93	27.6	61.7	141.8
SM	75	48.55	29.2	98.0	128.5
PC	25	24.57	43.9	131.2	80.2
AP	50	35.56	35.0	93.9	100.0
SG	70	45.84	29.8	92.7	124.7
NT	5	11.27	67.0	90.1	64.1
NYN	80	50.64	28.7	133.6	134.2
BM	95	67.67	25.8	115.7	148.8
LAC	95	70.81	24.6	137.2	148.8
TNJ	50	35.04	35.5	116.0	100.0

[1] To be read "90th percentile city in wealth, 75th percentile city," and so on.
[2] To be read "A 90th percentile city in wealth may maintain classes of 27.6 pupils without going above the median tax rate," and so on.

Since the size of the class reacts upon school costs, which in turn make demands upon the taxable resources, we can compute the effect of classes of varying sizes upon school costs and taxable resources. A fifth percentile city, maintaining classes of fifteen pupils will have to expend $50.36 per pupil, while a class of forty pupils may be taught for $18.88 per pupil. The first case—classes of fifteen—would necessitate a tax rate of $13.32 for each thousand dollars of wealth back of each pupil, or three times the median tax rate; the second case—classes of forty—would levy a little more than the median rate. No city with its present wealth can maintain classes of fewer than twenty-five pupils without exceeding the median tax rate.

Using the median tax rate and median class costs as standards, it is possible to calculate from the data referred to, the present and the theoretical efficiency of cities, that is, we may place the city on the scale in respect to all other cities, and read what it is doing in comparison with other cities, and what it can do. The actual process is too long to give here; however, to illustrate the use of the scale in determining the relation between the size of the class and general efficiency, calculations are made for a few cities chosen at random:

The last column illustrates the failure or success of a city in keeping a proper balance between its tax rate, pupil costs, and size of classes. TF now expends $15.87 per pupil, and has forty-eight pupils to the class, yet can raise $58.93 per pupil without going above the median tax rate. This city should undoubtedly reduce the size of its classes, increase its tax levy, and raise its expenditure per pupil. SM should appropriate more money; PC is already putting forth unusual efforts to keep up high standards. AP should increase its levy; SG should add 50 per cent to its budget and reduce its classes by 40 per cent. NT cannot meet its needs in anything approaching an adequate fashion without a very high tax rate. When large classes and low salaries are indicated local resources should be supplemented by outside aid. NYN's performance now approximates its ability very closely; both BM and LAC have capacity for improvement; TNJ should increase the size of its classes.

Enough has been said to show that unless resources are equalized, the size of classes must vary in different cities, and that it is possible to show how large these classes should be. However, for general purposes, a standard class size was calculated by scaling the data resulting from the writer's study of teaching results and the data on school costs. The point chosen on the scale was where the ratio between "results" and "costs" equaled one. This fell on the class enroling thirty-eight pupils, and this number may be taken as the general standard.

THE AVERAGE man must earn his own livelihood. He should be trained to do so and he should be trained to feel that he occupies a contemptible position if he does not do so.—Theodore Roosevelt.

SCHOOL-BUILDING PROGRESS

Bond issues, architects, contracts let, and other essential information. School officers are requested to send reports on all new buildings to the Division of Publications, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. A special list of books on school building and school architecture will be sent free on request. Number of pupils provided for reported this month, 24,179, reported to date during 1923, 62,581. Cost reported this month, $12,728,615; reported to date during 1923, $29,776,072.

Name of State and county	Name of town or district	Name and kind of building	No. of pupils provided for	Cost of building or amount of appropriation	Date authorized	Date contract let or to be let	Name of school officer in charge	Name of architect
1	2	3	4	5	6	7	8	9
Indiana								
Jackson	District Two	Cox Grade	40	$ 6,415	2/28/22	6/20/22	August Bobbs	Robert Hall
Jackson	Salt Creek	Maumee Grade	75	4,996	6/23/22	7/21/22	Theo. Davis	Robert Hall
Jackson	Seymour	Shields High Add.	740	72,000	1/—/22	3/12/22	C. B. Davis	Osterhag & Sutton
Jackson	Seymour	Laurel Grade	180	35,000	1/—/22	3/12/22	C. B. Davis	Osterhag & Sutton
Jackson	Surprise	Grade	130	32,000	2/—/22	7/10/22	W. T. Isaacs	C. N. Griffin
Jackson	Tampico	High & Grade	120	20,000	1/14/22	9/26/22	Wm. Russell	O. W. Holmes
Iowa								
Marshall	State Center	High & Grade	300	100,000	—/—/22	—/—/23	W. F. Bramhall	Ballard, Hassett & Deh
Kansas								
Coffey	Burlington	High	400	100,000	4/—/18	3/—/22	F. R. Hammond	H. B. Winters
Ellsworth	Kanopolis	High	150	50,000	6/ 1/22	8/21/22	W. M. Veitch	Charles Shaver
Marion	Peabody	High	350	150,000	4/ 4/20	3/—/21	School Board	Mann & Gerow
Ness	Utica	Rural High	80	50,000	7/10/22	8/15/22	Bd. of Education	Mann & Gerow
Rooks	Rural District	Layton Grade	30	2,000	8/—/22	—/—/22	Henry Martin	.....
Rooks	Rural District	New Hope Grade	30	2,000	4/—/22	—/—/22	D. E. Lesher	.....
Kentucky								
Boyd	Ashland	Junior High	500	110,000	12/11/22	—/—/23	C. E. Ackley	Tyson & Foster
Michigan								
Gogebic	Ironwood	L. L. Wright High	1400	900,000	3/ 1/22	7/ 1/22	G. N. Sleight	Croft & Boerner
Minnesota								
Ramsey	St. Paul	Arcade Grade	500	210,000	1/19/22	2/15/22	S. O. Hartwell	F. X. Lewes
Ramsey	St. Paul	Jefferson Grade	1200	320,000	1/19/22	2/15/22	S. O. Hartwell	F. X. Lewes
Ramsey	St. Paul	Linwood Grade	500	205,000	1/19/22	2/15/22	S. O. Hartwell	F. X. Lewes
Ramsey	St. Paul	Vocational Grade	600	280,000	12/ 6/21	12/ 6/21	S. O. Hartwell	F. X. Lewes
Ramsey	St. Paul	Hayden Hgts. Gr.	160	20,000	7/24/22	7/20/22	S. O. Hartwell	F. X. Lewes
Ramsey	St. Paul	Greenwood Gr. & Jr. High	1300	420,000	8/31/22	10/ 6/22	S. O. Hartwell	F. X. Lewes
Missouri								
Jefferson	Herculaneum	Manual Arts & Auditorium	.....	16,000	15/ 6/22	1/ 2/23	Bd. of Directors	.....
Nevada								
Eureka	Eureka	High	150	90,000	11/ 7/22	2/—/23	C. M. Luce	G. A. Ferris & Son
New Jersey								
Essex	Bloomfield	Brookside Add. Fairview Add. Watsessing Add.	684	532,000	3/—/22	5/—/22	Bldg. Committee	J. F. Capen
North Carolina								
Gaston	West Gastonia	Arlington Grade	500	100,000	11/ 1/22	11/ 1/22	A. G. Myers	White, Streeter, & Chamberlain
Gaston	South Gastonia	Clara Grade	300	75,000	—/—/22	12/—/22	A. G. Myers	
Ohio								
Ashtabula	Ashtabula	Junior High	560	200,000	5/—/21	—/—/22	H. C. Dieterick	F. C. Warner
Mahoning	Youngstown	Adams Grade Add	600	290,000	2/ 6/22	11/ 6/22	W. B. Moody	Paul Boucherle
Mahoning	Youngstown	Princeton Add	800	330,000	2/ 6/22	11/ 6/22	H. K. Rayen	Paul Boucherle
Pennsylvania								
Berks	Reading	Open Air School	100	85,000	10/31/22	11/21/22	Dr. H. Bucher	Smith, Drehrer, Paul, Churchman & Ford
Crawford	Bloomfield Twp.	Consolidated	250	48,000	—/—/21	—/—/22	School Board	P. H. Richards
Crawford	Rockdale Twp.	Consolidated	200	48,000	—/—/21	—/—/22	School Board	Hersh & Sholler
Crawford	Sparta Twp.	Consolidated	250	48,000	—/—/21	—/—/22	School Board	Brunot
Luzerne	Wilkes-Barre	Memorial Jr. High	1500	750,000	5/ 5/19	9/20/22	A. W. Moss	Robert Ireland
Northampton	Easton	Lafayette College Memr'l Gymn.	900	300,000	1/15/20	8/28/22	F. O. Dufour	Welles Bosworth
Philadelphia	Thomas	Junior High Annx.	270	14,159	9/13/21	2/23/22	J. D. Cassell	James Gaw
Philadelphia	Vare	Junior High	2000	722,609	9/13/21	3/22/22	J. D. Cassell	I. T. Catharine
Philadelphia	Cooke	Junior High	2000	778,964	9/12/21	4/18/22	J. D. Cassell	I. T. Catharine
Philadelphia	Shaw	Junior High	2000	795,595	11/ 8/21	4/18/22	J. D. Cassell	I. T. Catharine
Philadelphia	Roxborough	Junior High	2000	824,950	1/10/22	6/20/22	J. D. Cassell	I. T. Catharine
Philadelphia	Carroll	Elementary	620	199,598	5/ 9/22	7/18/22	J. D. Cassell	I. T. Catharine
Philadelphia	Crossan	Elementary	720	301,499	5/ 9/22	9/21/22	J. D. Cassell	I. T. Catharine
Philadelphia	Chestnut Hill	Elementary	1600	536,219	5/ 9/22	11/20/22	J. D. Cassell	I. T. Catharine
Philadelphia	3rd & Duncannon	Elementary	1600	512,362	5/ 9/22	11/20/22	J. D. Cassell	I. T. Catharine
Philadelphia	9th & Oregon	Elementary	1800	485,002	5/ 9/22	11/24/22	J. D. Cassell	I. T. Catharine
Philadelphia	Germantown	Junior High	2000	961,247	5/ 9/22	12/18/22	J. D. Cassell	I. T. Catharine
Susquehanna	Montrose	High & Grade	240	60,000	5/16/22	—/—/23	A. J. Wheaton	.....
Wisconsin								
Dodge	Mayville	High	600	200,000	11/17/22	1/15/23	O. E. Buth	Parkinson & Dockendorf
Monroe	Sparta	Jr. & Sr. High	800	300,000	12/ 6/21	4/—/22	S. D. Beebe	
Sauk	Ableman	High	250	35,000	7/ 3/22	—/—/22	Richard Jones	C. P. Stark

GUIDE TO BOOKS

Select List

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

ALDEN, RAYMOND MACDONALD. The boy who found the king. 18 University Sq., Indianapolis, Bobbs-Merrill Co., 1922. 154p. illus. music. $1.75.

Collection, similar in character to *When the chimes rang*, which will afford new material for those desiring ethical stories. The first has a slight Christmas element. They are supposed to have been told by the competitors in a story tournament held to choose an official storyteller for a young prince and princess.

BEACH, REX ELLINGWOOD. Flowing gold. Franklin Sq., N. Y., Harper & Bros., 1922. 377p. illus. $2.

A popular story of the Texas oil fields after the war and the fortunes of the Briskow family when they struck oil—the hero, an engaging young adventurer, playing fairy godfather to the family. A well worked out plot and plenty of action.

COHEN, OCTAVUS ROY. Assorted chocolates. 4th Ave. and 30th St., N. Y., Dodd Mead & Co., 1922. 330p. $2.

Amusing stories of colored "society" of the same type as his Polished Ebony, Thirteen Plus, Two Minus Votes. Most of them appeared in the *Saturday Evening Post*.

COLLINS, FRANCIS ARNOLD. Sentinels along our coast. 353 Fourth Ave., N. Y., Century Co., 1922. 272p. illus. $2.

A simple narrative of American lighthouses, buoys, and light-ships, and their use in minimizing the dangers of the sea to shipping and travel. The illustrations are clear reproductions of photographs. Book will prove interesting to the boy in his teens. It covers practically the same ground, however, as *Lighthouses and Lightships of the United States*, by Putnam and Talbot's *Lightships* and *Lighthouses*, the first treating the subject from the story side, the second being a popular description of lighthouses and their equipment.

FLETCHER, WILLIAM L. How to get the job you want. 4 Park St., Bost., Houghton Mifflin Co., 1922. 449p. $3.

The fundamental idea is, that obtaining a position is really a question of salesmanship, with service the object of sale. Concrete and practical. Intended for those seeking a higher type of position than that treated in Shidle, *Finding a Job*, which is for the beginner in business, while Fletcher appeals to those capable of earning twenty-five hundred dollars to ten thousand dollars a year. Has classified bibliography (87p.) of business books and trade papers which Shidle lacks. More expensive than Shidle.

FUETER, EDUARD. World history, 1815-1920; tr. by Sidney Bradshaw Fay. 1 W. 47th St., N. Y., Harcourt, Brace & Co., 1922. 490p. $3.75.

"A survey of the history of the last hundred years from a really universal point of view," by a trained Swiss historian and professor in the University of Zurich. It is the story of world movements and their growth illustrated by the conduct of the nations of Europe since 1815. Divided into five parts discussing the point of departure from old systems, international alliance against revolutionary tendencies, old and new colonial policies, the struggle against the fourth estate, the formation of new national states in Europe, and economic imperialism. Style clear and readable.

GENTILE, GIOVANNI. The reform of education; tr. by Dino Bigongiari (European library) 1 W. 47th St., N. Y., Harcourt, Brace & Co., 1922. 250p. $2.

"His whole philosophy indeed, in its moral import, seems to be a reaction against the modern mechanization . . . of life . . . It is essentially a reassertion on a cosmic scale of the primacy of personality, in a world which has been deadened by the weight of things."—*Nation*, 115:636, 6 D 22. "We owe it to Gentile that Italian pedagogy has attained in the present day a simplicity and a depth of concepts unknown elsewhere."—Benedetto Croce in the *Introduction*.

LYON, LEVERETT SAMUEL. Education for business. Chic., Univ. of Chic. Press, 1922. 618p. $3.50.

Analysis of the aims and needs of business education, and of the methods employed by the different types of business schools, with a review of the high-school commercial-curriculum reform.

POTTER, PITMAN BENJAMIN. An introduction to the study of international organization (Century political science series) 353 Fourth Ave., N. Y., Century Co., 1922. 647p. $4.

"Shows that international organization is not a new thing, traces the development and expansion of the idea, and points out ways in which such organizations may be strengthened. . . . Author is professor in the University of Wisconsin."—*Wisconsin*. Appendixes: Documents illustrating the development of international organization—Bibliography (34p.)

PRATT, ALICE DAY. A homesteader's portfolio. 66 Fifth Ave., N. Y., Macmillan Co., 1922. 181p. illus. $2.

An entertaining narrative of how one woman, alone, overcame the real difficulties of building a home out of a piece of western wilderness, on a homestead in Oregon. Her descriptions of the joys and discouragements, the attitude of the old settlers toward the newcomer, and the acquiring of her little group of farm animals are full of kindly humor.

SETON, ERNEST THOMPSON. Bannertail; the story of a gray squirrel. 597 Fifth Ave., N. Y., Charles Scribner Sons, 1922. 265p. illus. $2.

From the days when as a little orphan squirrel he was adopted by the farmyard cat to the time when fully grown he flew to defend his mate from the deadly black snake. Simple and dramatic. Eight full-page illustrations and many of the author's inimitable marginal drawings.

WARSHAW, JACOB. The new Latin America. 426 W. Broadway, N. Y., T. Y. Crowell & Co., 1922. 415p. illus. maps. $3.

Information on recent industrial, social, economic, and political developments in South and Central America and Mexico, deprecating the ignorance and the feeling of complacent superiority with which many North Americans regard our southern neighbors, and pointing out the opportunities for trade and settlement. The statistics, maps, illustrations, and biography make it much more informative as well as more up-to-date than Shepherd, *Latin America*.

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 various publishing houses represented.

ABBOTT, CHARLES L. *What comes from what, or the relationships of animals and plants.* 600 Ivy St., St. Paul, Minn., Author, 1922. 48p. $1.

ADAMS, SHERRED WILLCOX. *Five little friends.* N. Y., Macmillan, 1922. 139p. 80c.

ALLEN, GEORGE HENRY. *The French Revolution;* 4 vols.; Vol. 1. Phila., G. Barrie's Sons, 1922. 340p. $9 per vol.

ALLEN, NELLIE B. *Geographical and industrial studies: North America.* Illus. Boston, Ginn, 1922. 391p. $1.

AL-SHIMAS, KAMAR. (Morton F. Brand.) *The Mexican Southland: an account of the author's wanderings upon, and of the plants, animals, people, commerce, and industries of the Isthmus of Tehuantepec.* Illus. Fowler, Ind., Benton Review Shop. 327p. $3.

AMIEL, HENRI FRÉDÉRIC. *Jean Jacques Rousseau: tr. by Van Wyck Brooks.* N. Y., Huebsch. 94p. $1.

ANDREWS, CLARENCE LEROY. *The story of Sitka; the historic outpost of the Northwest coast, the chief factory of the Russian American company.* Seattle, Wash., Lowman & Hanford, 1922. 108p. $1.50.

BARRETT, W. H. *Elementary organic chemistry; with an index.* N. Y., Oxford Univ. Press, 1922. 256p. $1.50.

BENNETT, JESSE LEE. *On culture and a liberal education; with lists of books which can aid in acquirng them.* Balt., Md., Arnold Co., 1922. 92p. Bds. $1.50; paper $1.

BLANCHARD, ARTHUR A., and PHELAN, JOSEPH W. *Synthetic inorganic chemistry: a course of laboratory and classroom study for first year college students;* 3d ed. N. Y., Wiley, 1922. 326p. $3.

BLOUNT, RALPH E. *Health: public and personal.* Boston, Allyn & Bacon, 1922. 316p. $1.20.

BOUCKE, OSWALD FRED. *A critique of economics; doctrinal and methodological.* N. Y., Macmillan 305p. $2.

BRADLEY, F. H. *The principles of logic.* 2d ed.; rev. with commentary and terminal essays. 2 vols. N. Y., Oxford Univ. Press, 1922. 739p. $9.35.

BRAINARD, ANNIE M. *The evolution of public health nursing.* Phila., Saunders. 454p. $3.

BRISSENDEN, PAUL FREDERICK, and FRANKEL, EMIL. *Labor turnover in industry: a statistical analysis.* N. Y., Macmillan. 215p. $3.50.

British year book of international law, 1922-23. 3d ed. N. Y., Oxford Univ. Press, 1922. 260p. $5.35.

BRUNHES, JEAN. *Human geography; an attempt at a positive classification; principles and examples.* Chicago, Rand, McNally, 1920. 648p. $5.

BRYCE, CATHERINE T. *Bound or free and The wizard of words.* Boston, Atlantic Monthly Press, 1922. 32p. 35c.

CHAMBERS, R. W. *The teaching of English in the universities of England.* N. Y., Oxford Univ. Press, 1922. 36p. 85c.

CHESTERFIELD, LORD. *Letters of (author).* Girard, Kans., Haldeman-Julius Co. 62p. Paper, 10c.

CHICAGO DIETETIC ASSOCIATION, INC. *Recipes for institutions.* N. Y., Macmillan, 1922. 163p. $1.50.

CHRISTMAN, JOHN MICHAEL. *Shop mathematics.* N. Y., Macmillan, 1922. Illus. 321p. $2.60.

CLARK, BARRETT HARPER. *How to produce amateur plays; a practical manual; new and rev ed.* Illus. Boston, Little, Brown, 1923. 144p. $1.75.

CLARK, G. HARDY. *A system of character training of children.* Long Beach, California, Parents' Educational Bureau. 85p. $1.

COLLES, H. C. *The growth of music; a study in musical history for schools;* 3 pts. in 1 vol., new ed. N. Y., Oxford Univ. Press, 1922. 160p., 176p., 194p. $3.50.

CORMACK, LIEUT. BEALE. *Initiation stunts; serious initiations; mock initiations; rough house initiations; fraternity customs; Greek letter fraternities; fraternity songs; toasts, yells, and cheers; college yells and cheers; side degree stunts.* 18 Vesey St., N. Y., Fitzgeral Pub. Corp., 1922. 94p. $1.

CRAFTS, WILBUR F. *That boy and girl of yours; sociology; from the viewpoint of the family.* N. Y., Baker & Taylor, 1922. 430p. $1.75.

CROSBY, LAURENCE A., and AYDELOTTE, FRANK. *Oxford of today; a manual for prospective Rhodes scholars;* ed. for the Alumni Assn. of Am. Rhodes Scholars. Illus. N. Y., Oxford Univ. Press, 1922. 268p. $2.

DAMON, GORDON. *Suggestions for the teaching of science in the Texas high schools.* Austin, Texas, Texas State Dept. of Educ., 1922. 89p. Paper.

DAVIS, E. E., and SHELBY, T. H. *County unit of school administration in Texas.* Austin, Texas, University of Texas, 1922. 63p. Paper, 25c.

DAVIS, MURIEL O. *Outlines of European history.* Illus. N. Y., Oxford Univ. Press, 1922. 149p. $1.20.

DENNISON MANUFACTURING CO. *How to make crepe paper flowers.* Framingham, Mass., Author. 32p. 10c.

—— *Weaving with paper rope.* Framingham, Mass., Author. 32p. 10c.

—— *How to make paper costumes.* Framingham, Mass., Author. 32p. 10c.

—— *Sealing wax art.* Framingham, Mass., Author. 24p. 10c.

DEWEY, GODFREY. *Personal shorthand.* Yonkers, N. Y., World Bk. Co., 1922. 199p. $1.50.

—— *Personal shorthand exercises.* Yonkers, N. Y., World Bk. Co., 1922. 170p. 80c.

—— *Personal shorthand reader, No. 1; Irving's Rip Van Winkle written in personal shorthand.* Yonkers, N. Y., World Bk. Co., 1922. 67p. 40c.

DICKENS, CHARLES. *A tale of two cities.* Boston, Allyn & Bacon, 1922. 606p. $1.

DIER, J. C. *A book of winter sports; an attempt to catch the spirit of the keen joys of the winter season.* Illus. N. Y., Macmillan. 351p. $1.50.

DUNLOP, ROBERT. *Ireland from the earliest time to the present day.* N. Y., Oxford Univ. Press, 1922. 724p. $2.50.

EDWARDS, JOSEPH. *A treatise on the integral calculus; with applications, examples, and problems;* vol. 1. N. Y., Macmillan, 1921. 907p. $16.

ELDERDICE, DOROTHY. *The sheathing of the sword; a pageant of peace.* Illus. Westminster, Md., Times Pr. Co., 1922. 20p. Paper, 25c.

ELLIS, HAVELOCK. *Eugenics made plain.* Girard, Kansas, Haldeman-Julius. 64p. Paper, 10c.

FIELDING, WILLIAM J. *Psycho-analysis; the key to human behavior.* Girard, Kansas, Haldeman-Julius Co., 1921. 107p. Paper, 10c.

FISHER, IRVING. *The making of index numbers; a study of their varieties, tests, and reliability.* Boston, Houghton Mifflin. 526p. $7.50.

FOWLER, J. H. *De Quincey as literary critic.* N. Y., Oxford Univ. Press, 1922. 18p. Paper, 70c.

GILMAN, ISABEL AMBLER. *Alaska, the American Northland.* Illus. Yonkers, N. Y., World Bk. Co., 1922. 343p. $1.40.

GITTINGS, JOHN CLAXTON, and others. *Tuberculosis in infancy and childhood; lectures delivered at the Childrens' Hospital, Phila., under the auspices of the Philadelphia Pediatric Society.* Illus. Phila., Lippincott, 1922. 273p. $5.

GUNTHER, R. T. *Early science in Oxford; pt. 2, mathematics.* Illus. N. Y., Oxford Univ. Press, 1922. 102p. $3.50.

HAGEDORN, HERMANN. *The boy's life of Theodore Roosevelt;* new ed. N. Y., Harper, 1922. 389p. $1.75.

HARRISON, HENRY SYDNOR. *Queed;* a novel. (Riverside Literature Series.) Boston, Houghton Mifflin, 1911. 430p. 88c.

HOTZ, HENRY GUSTAVE. *Teacher's manual for first-year algebra scales.* N. Y., Teachers College, Columbia University, 1922. 46p. 75c.

HOUSMAN, IDA E. *A teacher's version of the Pierson law; a simplified version of New Jersey's actuarial retirement fund law; chapter 80; laws of 1919.* High School, Hoboken, N. J. (Author), 1922. 23p. Paper, 25c.

HOYT, CHARLES WILSON. *Training for the business of advertising.* G. B. Woolson & Co., 120 W. 32d St., N. Y. 1922. 128p. $1.50.

INDIANA EDUCATION SURVEY COMMISSION. *Public education in Indiana.* Illus. 61 Broadway, N. Y., General Education Board, 1923. 304p. Free on application.

INGRAHAM, SYDNEY ELEANOR. *The story of democracy; told for boys and girls.* Illus. N. Y., Macmillan. 322p. $1.20.

JERSEY, DOWAGER, COUNTESS OF. *Fifty-one years of Victorian life.* Illus. N. Y., Dutton, 1922. 392p. $7.

JOHNSEN, JULIA E. *China and Japan: a study outline.* N. Y., H. W. Wilson Co., 1922. 51p. Paper, 50c.

—— *St. Lawrence River ship canal.* N. Y., H. W. Wilson Co., 1922. 74p. Paper, 75c.

JONES, THOMAS JESSE. *Education in Africa; a study of West, South, and Equatorial Africa by the African Education Commission, under the auspices of the Phelps-Stokes Fund and Foreign Mission Societies of North America and Europe.* Illus. 297 Fourth Ave., N. Y., Phelps-Stokes Fund. 323p. $2; paper, $1.50.

KELSEY, FRANCIS W., and SCUDDER, JARED W. *Selections from Ovid.* Boston, Allyn & Bacon, 1922. 66p. $1.

KOBAYASHI, USHISABURO. *Military industries of Japan.* N. Y., Oxford Univ. Press, 1922. 269p. $2.25.

LAMB, CHARLES. *Wit and wisdom of (author).* Girard, Kansas, Haldeman-Julius Co. 62p. Paper, 10c.

LAWS, A. R., and LANCE, P. *A geography of the British Isles.* N. Y., Oxford Univ. Press, 1922. 320p. $1.20.

LEAKE, PERCY DEWE. *Commercial goodwill; its history, value, and treatment in accounts.* N. Y., Pitman, 1921. 260p. $7.

LEE, C. D., and ABBEY, R. A. *Classification and identification of handwriting.* N. Y., Appleton. 113p. $2.50.

LEVERMORE, CHARLES HERBERT. *Samuel Train Dutton: a biography.* N. Y., Macmillan, 1922. 280p. $2.50.

LINCOLN, ABRAHAM. *The life and public service of General Zachary Taylor.* Boston, Houghton Mifflin, 1922. 55p. $5.

LINCOLN SCHOOL OF TEACHERS COLLEGE. *A descriptive booklet.* 425 W. 123d St., N. Y., Author, 1922. 80p. Paper. Free on application.

LOWELL, JAMES RUSSELL. *Vision of Sir Launfal.* Girard, Kansas, Haldeman-Julius Co. 58p. Paper, 10c.

MCGILL, FLORENCE E. *Office practice and business procedure.* N. Y., Gregg Pub. Co., 1922. 308p. $1.20.

MACDONALD, GEORGE R. *Practical Spanish grammar; a course of lessons carefully graduated and arranged on the most modern lines combining simple grammatical rules with selected vocabularies and exercises and conversational sentences.* N. Y., Pitman, 1922. 157p. $1.25.

MASSACHUSETTS DEPT. OF EDUCATION; DIV. OF UNIVERSITY EXTENSION. *The Massachusetts problem of immigrant education in 1921-22.* (Bull. vol. 7; no. 6; whole no. 50; Nov., 1922.) State House, Boston, Author. 23p. Paper. Free.

MAWSON, C. O. S. *Roget's International thesaurus of English words and phrases.* N. Y., T. Y. Crowell Co., 1922. 741p. $3.

MEAD, HAROLD TUPPER. *A laboratory guide in comparative anatomy.* Illus. New Orleans, La., Author, 1922. 96p. $1.50.

MONROE, WALTER S. *Relation of sectioning a class to the effectiveness of instruction.* (Bur. of Educ. Research; bul. 11.) Urbana, Ill., 1922. Paper, 15c.

MOORE, ERNEST C. *Minimum course of study; reports of committees on minimum essentials in elementary education.* N. Y., Macmillan. 402p. $1.88.

MOSHER, MARION DIX. *More toasts: jokes, stories, and quotations.* N. Y., H. W. Wilson Co., 1922. 542p. $1.80.

New International Encyclopædia, 24 vols. Illus. 4th Ave. & 30th St., N. Y., Dodd, Mead & Co., rev. 1922 ed., 80,000 articles. Cloth, $156; buckram, $168; full damaskin, $204. Sold on time or for cash.

NEW YORK STATE UNIVERSITY DIVISION OF VOCATIONAL AND EXTENSION EDUCATION. *A teacher's handbook on citizenship, naturalization, and the voting system.* Albany, N. Y., N. Y. State University, 1921. 37p. Paper.

NICHOLSON, KATHARINE STANLEY. *Historic American trees.* 15 W. 107th St., N. Y., Frye Publishing Co., 1922. 104p. $3.

NIDA, STELLA HUMPHREY. *Panama and its "bridge of water."* Chicago, Rand, McNally, 1922. 208p. 90c.

OSGOOD, WILLIAM F. *Introduction to the calculus.* N. Y., Macmillan, 1922. Illus. 449p. $2.90.

PENDER, HAROLD, and others. *Hand book for electrical engineers; 2d ed. rev. and enlarged.* N. Y., Wiley, 1922. 2263p. $6.

PHELPS, EDITH M. *Debater's manual.* N. Y., H. W. Wilson Co., 1922. 180p. $1.50.

PIERCE, ELIZABETH DENNY. *A Roman man of letters: Gaius Asinius Pollio.* Thesis (Ph. D.) Poughkeepsie, N. Y., Vasar College Library, 1922. 80p. Paper, 50c.

PRICE, FREDERICK W. *A textbook of the practice of medicine by various authors.* N. Y., Oxford Univ. Press, 1922. 1753p. $10.

PURDY, EDWARD A. *Manual of the post office; a textbook for schools.* Minneapolis,

Minn., Author, 1922. 40p. Single copies, 25c.; quantities of 100 or more, 20c.

RANDALL, JAMES E. *Soil protection and soil improvement.* Illus. Indianapolis, Ind., T. A. Randall & Co., 1922. 97p. Paper, $1.

REDMOND, GEORGE F. *Financial giants of America.* In 2 vols. Illus. 240 Boylston St., Boston, The Stratford Co. 388p. and 349p. Set, $5.

RIPMAN, WALTER. *French dictation: A handbook for teachers; With sentences and passages for practice.* N. Y., Dutton, 1922. 128p. $1.60.

ROSS, EDWARD ALSWORTH. *The social trend.* N. Y., Century, 1922. 235p. $1.75.

ROWNTREE, B. SEEBOHM. *Industrial unrest; a way out; with an introd. by Henry S. Dennison.* N. Y., Doran, 1922. 29p. Paper, 10c.

RUSSELL, JOSEPH T. *Basketball for beginners.* Denver, Colo., Denver Athletic Club, 1922. 16p. 25c.

SANDERSON, DWIGHT. *The farmer and his community.* N. Y., Harcourt, Brace, 1922. 252p. $1.25.

SCHOLZ, GUSTAV. *Practical grammar for schools.* Milwaukee, Wis., C. N. Casper Co., 1922. 186p. 60c.

SCOVILLE, DOROTHEA H., M. D., and LONG, DORIS. *Safety for the child: accident prevention.* Illus. 157 E. 47th St., N. Y., Republic Bk. Co., 1921. 252p. $2.

SHAKESPEARE, WILLIAM. *King Richard 3rd.* Girard, Kansas, Haldeman-Julius Co. 124p. Paper, 10c.

—— *Much ado about nothing.* Girard, Kansas, Haldeman-Julius Co. 96p. Paper, 10c.

—— *Hamlet.* Illus. Boston, Allyn & Bacon, 1922. 369p. 65c.

—— *Macbeth.* Illus. Boston, Allyn & Bacon, 1922. 324p. 65c.

—— *A Midsummer Night's Dream.* Illus. Boston, Allyn & Bacon, 1922. 219p. 65c.

SHAW, WARREN CHOATE. *The art of debate.* Boston, Allyn & Bacon, 1922. 461p. $1.40.

SHEARMAN, HENRY P. *Practical economics.* N. Y., McGraw-Hill, 1922. 388p. $2.50.

SMITH, FAITH E. *A selected list of books, pamphlets, and magazine articles on part-time education.* (N. Y. State Lib. Bibliography bull. 71.) Albany, N. Y., Univ. of State of N. Y. Press, 1922. 27p. Paper, 10c.

STEVENSON, ROBERT LOUIS. *Treasure Island.* Boston, Houghton Mifflin, 1922. 297p. 60c.

STRASBURGER, EDUARD. *Strasburger's textbook of botany; rewritten by Dr. Hans Fitting, Dr. Ludwig Jost, Dr. Heinrich Schenck, Dr. George Karsten; 5th English ed.; rev. with the 14th German ed. by W. H. Lang.* Illus. N. Y., Macmillan, 1921. 799p. $7.

STRAYER, G. D., and EVENDEN, E. S. *Syllabus of a course in the principles of educational administration.* (Teachers College syllabi, No. 11.) Illus. N. Y., Teachers College, Columbia University, 1922. 166p. $1.65.

STUBENRAUCH, A. V., WOOD, MILO N., and BOOTH, CHARLES J. *Horticulture for Schools.* (Rural textbook series.) N. Y., Macmillan, 1922. 325p. $1.48.

TAYLOR, CHARLES RALPH, and MORSS, LOUISE K. *Vital English: Elementary composition.* Illus. 246p. 72c.; *Intermediate book.* Illus. 254p. 84c. *Grammar and composition.* 181 Madison Ave., N. Y., F. M. Ambzrose Co., 1922. 367p. $1.
N. Y., F. M. Ambzrose Co., 1922.

THOMAS, LEAH C., and GOLDTHWAIT, JOEL E. *Body mechanics and health.* Illus. Boston, Houghton Mifflin, 1922. 112p. $1.25.

TICHENOR, H. M. *Voices from the past (George Washington; Thomas Jefferson; Thomas Paine; Abraham Lincoln.)* Girard, Kansas, Haldeman-Julius Co. 61p. 10c.

TRIAL OF WILLIAM PENN, THE. Girard, Kansas, Haldeman-Julius Co. 60p. Paper, 10c.

TURNER, HERBERT. *A guide to school handicrafts.* Illus. N. Y., Pitman, 1922. 125p. $1.75.

UNIVERSITY OF THE STATE OF NEW YORK. *Suggestions on the daily program in the one-teacher rural school.* (Univ. of the State of N. Y., bull., no. 735.) Albany, N. Y., Univ. of State of N. Y., 1921. 20p. Paper.

UNIVERSITY OF TEXAS. *A mill tax for the support of higher educational institutions of Texas.* (Univ. of Texas bull., No. 2236; Sept. 15, 1922.) Austin, Texas, Univ. of Texas, 1922. 156p. Paper, 15c.

UNIVERSITY OF TEXAS, No. 2248. *Reading lessons in music appreciation; aids in preparation of students for music memory contest of the Interscholastic League Div., Bur. of Extension.* Illus. Austin, Texas, Univ. of Texas, 1922. 54p. Paper, 10c.

VAN BUSKIRK, EDGAR FLANDREAU. *The need of sex education in the high school.* (Cin. social hygiene soc. bull. No. 5.) Cin., Ohio, Cin. Social Hygiene Society, 1922. 8p. 20c.

WAYNE, IRENE V. *Children's books about the sea.* [Annotated list.] St. Louis, Mo., St. Louis Pub. Library, 1922. 7p. Paper. Free.

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.

WINDES, EUSTACE E. *Agricultural education:* plan for organization of county system of agricultural instruction in elementary rural schools. U. S. Bur. of Educ. Rural School Leaflet 6. U. S. Bureau of Educ., Wash., D. C., 1922. 8p. Free.

WITHINGTON, PAUL. *The book of athletics, rev. by Lothrop Withington.* Illus. Boston, Lothrop, Lee & Shepard, 1922. 523p. $2.

WOOD, THOMAS D. *Health service in city schools of the United States.* Edited by author, 525 West 120th St., N. Y., 1922. 40p. Paper, 25c.; $15 per hundred.

—— *Health improvements in rural schools.* Edited by author, 525 West 120th St., N. Y., 1922. 52p. Paper, $15 per hundred.

WOOLBERT, CHARLES HENRY, and WEAVER, ANDREW THOMAS. *Better speech; a textbook of speech training for secondary schools.* N. Y., Harcourt, Brace, 1922. 406p. $1.40.

WOOLMAN, MRS. MARY SCHENCK. *Clothing: choice, care, cost.* 2d ed. rev. Phila., Lippincott, 1922. Illus. 290p. $2.

WORKERS' EDUCATION BUREAU OF AMERICA. *Workers' education in the U. S.; report of proceedings Second National Conference on Workers' Education in the U. S., held at the New School for Social Research, New York City on April 22 and 23, 1922.* 465 W. 23d St., N. Y., Author, 1922. 196p. 50c.

WRIGHT, IVAN. *Bank credit and agriculture.* N. Y., McGraw-Hill, 1922. 340p. $3.

WRIGLEY, M. JACKSON. *The film; its use in popular education.* N. Y., H. W. Wilson Co., 1922. 124p. $1.50.

WYMAN, WALTER F. *Export merchandising.* N. Y., McGraw-Hill, 1922. 405p. $4.

ZOOK, GEORGE F. *National conference of junior colleges.* (St. Louis, Mo., June 30 to July 1, 1920, and first annual meeting of Am. Assn. of Jr. Colleges.) U. S. Bur. of Ed. Bul. 19, 1922. Supt. of Docs., Govt. Printing Office, 1922. 73p. Paper, 10c.

—— *Residence of students in universities and colleges.* U. S. Bureau of Educ. Bul. 18, 1922. Supt. of Documents, Wash., D. C., Govt. Printing Off. Paper. 14p. 5c.

Prize Children's Books

THAT THE STORY OF MANKIND, by Hendrik Van Loon, was the most important children's book published in 1921 was the verdict of members of the Children's Librarian's Section of the American Library Association. Out of two hundred twelve ballots received by the chairman of that section, one hundred sixty-three were for this book; and no other book received more than twenty-two votes. In accordance with this vote, the Children's Librarians Section at Detroit awarded the John Newberry Medal to Mr. Van Loon. The medal was awarded and presumably will be awarded annually in the future, not by the American Library Association, but by the Children's Section of the A. L. A., thus representing the library specialists in this field. The medal is a gift of Frederic G. Melcher.

The Project Method[1]

HAHN, H. H. *Projects in observation and practice teaching for high schools, normal schools, and teachers colleges.* Lincoln, Nebraska, University Pub. Co., 1921.

SMITH, E. E. *Teaching geography by problems.* N. Y., Doubleday, 1921.

SNEDDEN, D. S., ed. *Vocational home-making education.* N. Y., Teachers College, 1921.

SOLAR, F. I. *Hand craft projects for school and home shops.* Book One. Milwaukee, Bruce, 1921.

PERIODICALS

BRANOM, F. K. The project in geography. *Education.* Vol. 42. January, 1922, p.261-274.

CHARTERS, W. W. Limitations of the project. *National Education Association Proceedings.* 1921. p.428-430.

HORN, ERNEST. Criteria for judging the project method. *Educational Review.* Vol. 63, February, 1922. p.93-101.

LINDQUIST, THEODORE. Mathematics the project instrument. *National Education Association Proceedings.* 1921. p.435-437.

LONG, J. A. A project basis for social study in the upper grades. *National Education Association Proceedings.* 1921. p.432-435.

PARKER, S. C. Project teaching; pupils planning practical activities. *Elementary School Journal.* Vol. 22, January-February, 1922. p.335-245 and 427-440.

SHIELDS, G. M. How can the project be safeguarded. *National Education Association Proceedings.* 1921. p.430-432.

STOCKTON, J. L. The project work and democracy. *Journal of the National Education Association.* Vol. 11. May, 1922. p.181-182.

[1] These are selected additions to the list published on page 385 of THE JOURNAL for November, 1922. It was compiled for THE JOURNAL by Miss Annina de Angelis, of the East Orange, New Jersey, Public Library.

Best Books of 1921

THE Book Selection Division of the New York State Library, under the direction of Miss Mary Eastwood, publishes annually an annotated list of several hundred of the best books produced during the previous year. This New York list has won recognized standing among the librarians of the country and is widely used in other States. To aid librarians in the smaller libraries a shorter list of a hundred books is indicated. This list within a list is therefore doubly select and significant.

Reference handbooks—ZIMAND, SAVEL. Modern social movements: descriptive summaries and bibliographies. H. W. Wilson. $1.50.
PHELPS, E. M. Selected articles on immigration. (Handbook ser.) H. W. Wilson. $1.80.
REELY, M. K. Disarmament. (Handbook ser.) H. W. Wilson. $2.25.

Philosophy and ethics—ROBINSON, J. H. The mind in the making. Harper. $2.50.
IRWIN, WILL. The next war. Dutton. $1.50.

Religion—BALLANTINE, W. G. The young man from Jerusalem. Houghton. $1.

Sociology—BRECKINRIDGE, S. P. New homes for old. (Americanization studies). Harper. $2.50.
PARK, R. E., & MILLER, H. A. Old world traits transplanted. (Americanization studies). Harper. $2.50.
ROBERT, H. M. Parliamentary practice. Century. $1.25.
ANONYMOUS. Four years in the underbrush. Scribner. $2.50.
BASS, J. F., & MOULTON, H. G. America and the balance sheet of Europe. Ronald Press. $3.
HOYT, F. C. Quicksands of youth. Scribner. $1.75.
YEOMANS, EDWARD. Shackled youth. Atlantic Monthly Press. $1.60.

Natural science—TYLER, J. M. The new stone age in Northern Europe. Scribner. $3.
CONKLIN, E. G. The direction of human evolution. Scribner. $2.50.

Useful arts—FORBES, W. C. Romance of business. Houghton. $1.65.
SHIDLE, N. G. Finding your job. Ronald Press. $2.
WHITEHEAD, HAROLD. How to run a store. Crowell. $2.50.
JACKSON, J. A., & SALISBURY, H. M. Outwitting our nerves. Century. $2.50.

Agriculture—BURR, WALTER. Rural organization. Macmillan. $2.25.
FIPPIN, E. O. Rural New York. (Rural, State, and province ser.) Macmillan. $2.50.

Domestic economy—ABEL, MRS. M. W. H. Successful family life on the moderate income. (Lippincott's family life ser.) Lippincott. $2.
DONHAM, S. A. Spending the family income. Little. $1.75.

Amusements and sports—McISAAC, F. J. The Tony Sarg marionette book. Huebsch. $1.
STRATTON, CLARENCE. Producing in little theaters. Holt. $2.90.
FERRIS, H. J. Producing amateur entertainments. Dutton. $2.50.
JESSUP, ELON. The motor camping book. Putnam. $3.

Essays and literary history—MATTHEWS, BRANDER. Essays on English. Scribner. $2.
BROOKS, C. S. Hints to pilgrims. Yale Univ. Press. $2.50.
—— The Cambridge history of American literature; ed. by W. P. Trent and others. 4 vols. Putnam. vol. 3 and 4, $5 each.
MORLEY, CHRISTOPHER. Modern Essays. Harcourt. $2.

Drama—DICKINSON, T. H. Chief contemporary dramatists; second series. Houghton. $4.50.

Anthologies and Poetry—ROBINSON, E. A. Collected poems. Macmillan. $3.50.

Humor—BENCHLEY, R. C. Of all things! Holt. $2.

Description and Travel—HARRISON, MARGUERITE F. Marooned in Moscow. Doran. $3.
THOMPSON, WALLACE. The people of Mexico. Harper. $2.50.
TOWNE, C. H. Loafing down Long Island. Century. $2.50.
DIXON, W. H. Westward hoboes. Scribner. $4.
FRANCK, H. A. Working north from Patagonia; being the narrative of a journey earned on the way, through southern and eastern South America. Century. $5.
BEEBE, WILLIAM. Edge of the jungle. Holt. $2.50.
GREENBIE, SYDNEY. The Pacific triangle. Century. $4.
POWELL, E. A. Where the strange trails go down; Sulu, Borneo, Celebes, Bali, Java, Sumatra, Straits Settlements, Malay States, Siam, Cambodia, Annam, Cochin-China. Scribner. $2.50.
HALL, J. N., & NORDHOFF, C. B. Faery lands of the South Seas. Harper. $4.
STOCK, RALPH. The cruise of the dream ship. Doubleday. $4.

History—BOWMAN, ISAIAH. The new world; problems in political geography. World Book Co. $6.
GIBBS, PHILIP. More that must be told. Harper. $2.50.
HOUSE, E. M., & SEYMOUR, CHARLES. What really happened at Paris; the story of the Peace Conference, 1918-1919; by American delegates. Scribner. $4.
RANSOME, ARTHUR. The crisis in Russia. Huebsch. $1.60.
HAWORTH, P. I. Trail makers of the Northwest. Harcourt. $2.50.
PAXSON, F. L. Recent history of the United States. Houghton. $5.
ADAMS, J. T. The founding of New England. Atlantic Monthly Press. $4.

Biography—GARLAND, HAMLIN. A daughter of the middle border. Macmillan. $2.
HAMILTON, FREDERIC SPENCER, lord. Here, there and everywhere. Doran. $4.
PANUNZIO, C. M. The soul of an immigrant. Macmillan. $2.
STRACHEY, LYLTON. Queen Victoria. Harper. $5.
TUMULTY, J. P. Woodrow Wilson as I know him. Doubleday. $5.

Fiction—ANTHONY, JOSEPH. The gang. Holt. $1.90.
BAILEY, H. C. Call Mr. Fortune. Dutton. $2.
BYRNE, DONN. Messer Marco Polo. Century. $1.25.
DIVER, MRS. MAUD. Far to seek. Houghton. $2.
EVARTS, H. G. The passing of the old west. Little. $2.50.
FENGER, F. A. The golden parrot. Houghton. $2.
FISHER, MRS. DOROTHY (CANFIELD.) The brimming cup. Harcourt. $2.
FLETCHER, J. S. The orange-yellow diamond. Knopf. $2.
GUNNARSSON, GUNNAR. The sworn brothers; translated from the Danish by C. Field and W. Emmé. Knopf. $2.50.
HEMON, LOUIS. Maria Chapdelaine; a tale of the Lake St. John country; translated by W. H. Blake. Macmillan. $2.
HUTCHINSON, A. S. M. If winter comes. Little. $2.
JEWELL, E. A. The charmed circle. Knopf. $2.50.
LINCOLN, J. C. Galusha the magnificent. Appleton. $2.
LIVINGSTON, F. G. The custard cup. Doran. $1.90.
LOCKE, W. J. The mountebank. Lane. $2.
MACKAIL, DENIS. Romance to the rescue. Houghton. $1.90.
ONIONS, OLIVER. A case in camera. Macmillan. $2.
POOLE, ERNEST. Beggars' gold. Macmillan. $2.
RICE, A. H. Quin. Century. $2.
SABATINI, RAFAEL. Scaramouche. Houghton. $2.
TARKINGTON, BOOTH. Alice Adams. Doubleday. $1.75.
TRAIN, ARTHUR. By advice of counsel; being adventures of the celebrated firm of Tutt & Tutt, attorneys and counselors-at-law. Scribner. $2.
VACHELL, H. A. Blinkers. Doran. $1.90.

Children's books—HAWKSWORTH, HALLAM. The strange adventures of a pebble. (Strange adventures in nature's wonderlands.) Scribner. $1.60.
MORGAN, A. P. Boys' home book of science and construction. Lothrop. $2.50.
CLARK, G. G. Tiny toilers and their works. Century. $1.75.
MATHEWS, F. S. Book of birds for young people. Putnam. $3.
MOSES, M. J. Treasury of plays for children. Little. $3.
CRUMP, IRVING. Boys' book of railroads. Dodd. $1.65.
VAN LOON, HENDRIK. The story of mankind. Boni & Liveright. $5.
PERKINS, L. F. The Puritan twins. (Twin ser.) Houghton. $1.75; School ed., 88c.
LAMPHREY, LOUISE. Days of the discoverers. (Great days in American history) Stokes. $2.50.

Fairy and folk tales—COLUM, PADRAIC. The golden fleece and the heroes who lived before Achilles. Macmillan. $2.

Biography for children—TARBELL, I. M. Boy Scouts' life of Lincoln. Macmillan. $2.
PARKMAN, M. R. Conquests of invention. Century. $2.

Children's stories—ADAMS, KATHERINE. Midsummer. Macmillan. $1.50.
CANFIELD, MRS. F. A. (Camp). The big tent. Harcourt. $1.50.
HAWES, C. B. The great quest; a romance of 1826, wherein are recorded the experiences of Josiah Woods, of Topham, and of those others with whom he sailed for Cuba and the Gulf of Guinea. Atlantic Monthly Press. $2.
MARSHALL, BERNARD. Cedric the forester. Appleton. $2.50
SPEARS, R. S. Driftwood. Century. $2.
SULLIVAN, ALAN. Brother Eskimo. Century. $1.75.
TYLER, A. C. Twenty-four unusual stories for boys and girls. Harcourt. $2.

Attractive editions of children's books—DASENT, SIR G. W. East o' the sun and west o' the moon. (Golden books for children) McKay. $1.50.
STEVENSON, R. L. Kidnapped. Harper. New regular ed., $1.75. Library ed., $1.60.

Compton's Pictured Encyclopedia

FORD, GUY STANTON, EDITOR-IN-CHIEF. *Compton's Pictured Encyclopedia.* 8 vols. Chicago. F. E. Compton and Company, 1922.

The editors and publishers of *Compton's Pictured Encyclopedia* have certainly accomplished the definitely expressed purposes "to inspire ambition, to stimulate the imagination, to provide the inquiring mind with accurate information told in an interesting style, and thus lead into broader fields of knowledge."

Accuracy, the resistless human interest appeal, and a high degree of editorial perfection are combined to make this set distinctive, directly educational, and invaluable in the home and in the schoolroom. The wealth and artistic beauty of illustrative material, the richness and breadth of facts presented, and the superb skill with which fundamental facts are given resistless charm for both children and adults, combine to make this set a miracle among current educational creations.

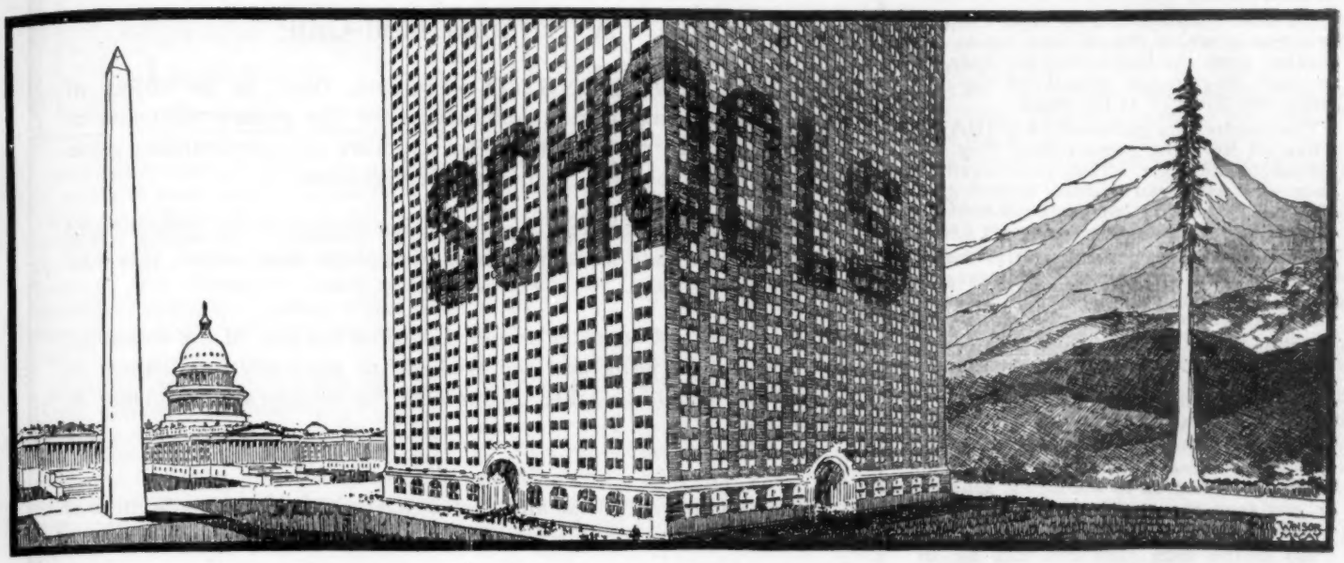
Every field of human knowledge has been drawn upon. Every teacher in every grade of educational work has been helped. Every child's interests have been stimulated. Every variety of instruction has been given new meaning. The maps are excellent, the pictures well selected, the diagrams clear and vivid. The comparisons are superb, and even statistical facts are presented with the charm of a fairy tale.

The fine arts—literature, painting, music, architecture, and sculpture—are treated with fine appreciation. The literature is carefully selected, appropriate, and well adapted to children and to grown-ups, and is connected directly with the essential life activities of the race.

History, citizenship, and science are set forth fairly, accurately, impartially by trained experts who know how to add sparkle and life to every fact set forth. Up-to-the-minute human knowledge is finely emphasized in true perspective. For example, the motion picture, the automobile, wireless, and radio are treated with unusual clearness.

Mechanically, the set is well-nigh perfect. Binding, printing, paper, illustrations, and artistic editing combine to produce a product of the highest grade. Educationally, *Compton's Pictured Encyclopedia* speaks the last word in the psychology of learning. The catchy heads chock full of human appeal, the interesting "here-and-there" features, the rare comparisons, the fine surprises, the sparkling appeals, and the matchless interpretations inspire a degree of pure pride and satisfaction felt by the learner in reading no ordinary encyclopedia.—J. W. Searson, professor of English, University of Nebraska, Lincoln, Nebraska.

Earth's Noblest Monument[1]



A MAN is what he KNOWS. First the child, then the grown man, is what the school and its teachings decide.

The monuments on this earth have changed. Not long ago when you travelled in Europe from one city to the other you might go hundreds of miles without seeing a public LIBRARY. But everywhere you saw a public PRISON.

Now there are more libraries than prisons.

Once the great monuments of earth were the palaces of kings, castles, and fortresses of the nobles.

Now, as Mr. McCay shows in this cartoon, there is one monument that dwarfs all others, making them seem insignificant. That noblest of monuments is the public school in which the children of the Nation are taught at the EXPENSE of the Nation, receiving the knowledge that will enable them to build up and defend and carry on the Nation.

The public school typifies the spirit of the United States, the Constitution, laws, and beliefs of the United States.

The public school is DEMOCRATIC. It receives and treats all alike; wealth does not count, poverty does not hinder. The knowledge and the books are there for ALL.

The public school, like the Constitution of the United States, forbids all discrimination because of religion. It teaches THE FACTS that all intelligent human beings accept. It leaves to the homes, the churches, the private or religious schools—for those that want them—the teaching of special religious and other beliefs. The public school recognizes only social equality. The HEAD of the class is for the child that studies, and the bottom of the class for the child that does not study. The only aristocracy is that of learning, of application, of good conduct.

The public school is first of all an education IN CITIZENSHIP.

That education is almost as important as the education in writing, reading, and arithmetic, the foundations of knowledge, since reading and writing open to us all the knowledge of the book.

Fortunate the boy and girl that go to the public school. Much to be pitied are those deprived of that splendid training in American life and American thought.

The public school is the United States in miniature. In it the little citizens that are to be the future voters sit side by side, all EQUAL. They study and learn to know each other. They realize—most precious knowledge—in early youth that it is what YOU ARE, not what your father HAS or what your grandfather WAS, that makes the difference in this world.

THIS GIANT BUILDING represents the PUBLIC SCHOOLS of the United States. This is the ONE thing that is important in this Nation. In comparison with it NOTHING ELSE has importance.

The Capitol, where Congressmen sit, the great monument in memory of Washington, the mountain ranges, the WHOLE NATION is subordinate to this noblest of all earth's monuments—THE PUBLIC SCHOOL.

What the Nation is, what its laws are to be, its future usefulness in the world, ALL depend on the school in which the children are taught.

Protect this monument, build it higher, nobler, better, and you have provided for the future and the safety of the United States.

The establishment of the public school was the greatest event in all the history of the human race. It declared and established the fact that in a country believing all men to be created free and equal, it is necessary that all shall have knowledge and FREE KNOWLEDGE in order to make that equality worth while.

The Nation now says, "The mind of every child shall be fed at the public expense. The State will compel the parents to see that the children are taught and will supply FREE teaching for every one that wants it."

That declaration, represented by the public school, is the greatest step that civilization ever took.

And since the first step was taken the public schools have advanced in efficiency, in number, in beauty, in attendance, in magnificent results of every kind.

Politicians have grafted on the public schools, book concerns have grafted public school funds, contractors have swindled, and vicious, un-American elements that hate the public school because it REALLY TEACHES THE CHILDREN, have fought against it—like that English Governor of Virginia who hoped that there would not be a public school in his State "for another hundred years."

But in spite of it all, the public schools have gone steadily FORWARD. The public has watched them, has demanded that they be built ever bigger, safer, finer.

The teachers are not paid yet as they should be, but each year there have been some improvements. Back of good pay for the teachers, the best schools and books for the children, there stands ninety per cent of public opinion, and ninety per cent is ENOUGH.

And wherever there is a public school, whether it be the magnificent high school of the biggest city, or the simplest little country school, one small wooden room with the American flag flying above it,

[1]Copyright, 1922, by the International Feature Service, Incorporated, and reprinted by their courteous permission.

YOU FIND THE AMERICAN SPIRIT GROWING.

In that little school at the country crossroads, where the children run as the teacher rings the bell before the door, or in that magnificent school of the big cities, the SPIRIT is the same.

The children are gathered AS EQUALS. They all have the same rights, they are all taught the same. They play together, they are American friends studying in childhood, growing up to be American citizens working together in adult life.

There is nothing more beautiful than a classroom full of children well taught; nothing more admirable than the career, the character, the devotion of an earnest teacher, giving to the children of other men and women all that the teacher has of intelligence, kindness, affection, and concentrated thought.

HONOR THE PUBLIC SCHOOL. Honor the system of teaching that is really democratic and really American. Send your children to the public schools, or you send them where their chance is cut in half.

No matter how rich you may be, or what you can AFFORD, you CANNOT, for the children's sake, afford to deprive them of the public school atmosphere, of the DEMOCRATIC BAPTISM that should come in early childhood.

There is only one really American schoolroom, that is the PUBLIC schoolroom.

There is only one typically American school, and that is the American PUBLIC SCHOOL.

Children FEEL equality, and they feel inequality.

From five to ten years of age the child's character is formed and established for all the rest of its life. The prejudices, beliefs, inclinations, aspirations, and National feeling acquired at that age last until death.

"Give me a child until it is seven years old," said an experienced teacher, "and after that you may do what you please with it. You never take out of its mind that which I have put in that mind." And that is the solemn truth.

The American public school puts in the minds of children DEMOCRACY, love of equality, belief in your fellow man, genuine equality that comes from mingling with all classes, and knowing them as equals and friends in useful mind-improving competition.

The test of the politician, the office holder, is his attitude toward the public school. If he hesitates, if he departs one inch from the old idea that the public school is the SCHOOL OF AMERICA, and the ONLY school, if he hesitates in his loyalty to THAT school, he is a traitor to the spirit of the United States, and your vote should tell him so.

Willingness to support the public schools through taxation is the test of the good citizen. Every dollar spent on the public school comes back a hundred and a thousand fold in the future life of the public school children.

Every dollar spent in public education and public schools is a dollar spent for insurance against trouble in the future.

Interest yourself in the public schools, in the teachers, in the children.

AND HONOR THE AMERICAN PUBLIC SCHOOL, cradle of the Nation's future greatness.

A Famous Roll-Call

GEORGE WASHINGTON—Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it should be enlightened.

THOMAS JEFFERSON—If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be.

JOHN JAY—I consider knowledge to be the soul of the Republic, and as the weak and the wicked are generally in alliance, as much care should be taken to diminish the number of the former as of the latter.

JOHN ADAMS—Laws for the liberal education of youth . . . are so extremely wise and useful that, to a humane and generous mind, no expense for this purpose would be thought extravagant.

JAMES MADISON—Knowledge will forever govern ignorance; and a people who mean to be their governors must arm themselves with the power which knowledge gives.

HORACE MANN—The common school is the greatest discovery ever made by man. Other social organizations are curative and remedial; this is a preventive and an antidote. They come to heal diseases and wounds; this, to make the physical and moral frame invulnerable to them.

ABRAHAM LINCOLN—I view it (education) as the most important subject which we as a people can be engaged in.

DANIEL WEBSTER—On the diffusion of education among the people rests the preservation and perpetuation of our free institutions.

HERBERT HOOVER—The Nation as a whole has the obligation of such measures toward its children, as a whole, as will yield to them an equal opportunity at their start in life.

CHARLES EVANS HUGHES—The American ideal is the ideal of equal educational opportunity, not merely for the purpose of enabling one to know how to earn a living and to fit into an economic status more or less fixed, but of giving play to talent and aspiration and to development of mental and spiritual power.

PRESIDENT WARREN G. HARDING—The Federal Government should extend aid to the States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.

H. A. L. FISHER—That nation which employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation.

H. G. WELLS—The teacher—whether mother, priest, or schoolmaster—is the real maker of history; rulers, statesmen, and soldiers do but work out the possibilities of coöperation or conflict the teacher creates.

With the State Legislatures

Alabama—Governor William W. Brandon is urging a constitutional amendment providing for a three-mill tax, one half to go to normal colleges and elementary schools, the other half to go to higher institutions of learning. The Alabama program aims to provide for financing all schools so that they may be open at least seven months each year.

Arkansas—Measures are before the legislature covering recommendations made in the recent survey, including increased valuation of taxable property to provide larger revenue for schools; State aid for consolidated elementary and high schools; free textbooks; revision of the law governing the certification of teachers.

California has a legislative program which aims to place the teacher retirement fund on a sounder basis, to prohibit the establishment of schools by aliens, to provide for the creation and maintenance of a child-welfare research station, and to obtain for the State the benefits of the Sheppard-Towner act.

Colorado educational leaders are supporting measures which aim to improve the certification of teachers; to increase the annual salary of the State superintendent of public instruction from $3000 to $5000; and to permit counties to adopt the county unit of school organization.

Massachusetts—State Commissioner Payson Smith has organized a number of conferences in which superintendents and members of school committees have conferred for the purpose of working with legislation affecting the public schools. The problems of raising the compulsory education requirements and of placing responsibility for school administration are to receive special consideration.

Michigan is especially interested in better methods of distributing State school monies.

Minnesota—The League of Women Voters, The Parent-Teachers' Association, and the Minnesota Education Association are coöperating in a program which includes revision of the teacher retirement and tenure laws and which aims to increase the State school fund by a three-mill tax.

North Dakota's legislative program includes a constitutional amendment to provide for a county unit of school administration, the improvement of teacher-certification standards.

Ohio's legislative program includes a tenure bill and a measure providing for more adequate school revenue.

The *Oklahoma* legislative program is built around the proposals of the recent survey report prepared under the direction of the U. S. Bureau of Education.

Oregon has bills before the legislature providing for clinics and treatment of pupils attending the public schools and prohibiting teachers in the public schools wearing the garb of any religious order.

Delaware has a bill providing for sixty normal training scholarships of $200 each at the University of Delaware.

Illinois—The legislative committee of the Illinois State Teachers Association is recommending legislation providing for teacher tenure, a severance tax, and the revaluation of property.

Indiana—Following a recent State-wide survey has a bill providing for the county unit of school administration and another providing for higher certification requirements.

Kansas has before its legislature the report of the State school code commission established by the preceding legislature. The code includes recommendations dealing with the county unit, longer school terms, teacher certification, and the financial support of the schools.

Maine is considering the revision of its pension act and may also have bills dealing with the qualifications and tenure of teachers.

Pennsylvania has a bill to provide indefinite tenure for teachers.

Tennessee has passed a bill which reorganizes the State government to eight administrative departments, including a department of education. Honorable P. L. Harned, of Clarksville, has been appointed commissioner of education by the governor. Other bills provide for the physical examination of teachers, the teaching of physical education in all State schools, and the representation of women on boards of education.

Texas has proposals which would appropriate $3,000,000 to supplement the present school fund, place a three-mill tax on all oil produced, appropriate a million dollars for the creation of a college of agriculture and technology, provide for a county unit system of taxation, raise the compulsory school age, and create a State school survey commission.

Washington—Legislation which is sponsored by the State Education Association and the State Board of Education includes improved certification, a State-wide retirement law, and a substantial State equalization fund.

West Virginia is considering a teacher-retirement law.

Wisconsin—Legislative measures aim to increase the size of the taxing unit, to provide for the creation of county boards of education, to make teacher training a State rather than a local function, and to improve the qualification and certification of teachers.

Wyoming is endeavoring to work out a better method of distributing the school monies.

EDUCATION IN TENNESSEE—*Do you know:* That thirty-six counties in Tennessee still have log schoolhouses? That seventy-seven such buildings are in use in the State?

That two thirds of our rural school buildings have only one room?

That three out of every four pupils in rural sections are in one- or two-teacher schools?

That one hundred and eighty-eight new buildings were erected last year, of which sixty-six were consolidated schools?

That eight thousand three hundred and sixty-six pupils were transported daily by wagon or truck to consolidated schools?

That the average annual salary paid to all rural elementary teachers was $448.65 last year?

That there are 15,000 teachers in our public-school system?

That the two thousand three hundred and one white men teachers in rural elementary schools received an average salary of $19.43 per week for 25 weeks, while the average laborer in Tennessee industries received $19.32 for 52 weeks?

That the six thousand three hundred and seventy-eight white women teachers in rural elementary schools received $17.01 per week for 25 weeks, while the average wage in Tennessee industries for women workers was $11.79?

That it cost 14 cents a day to educate rural elementary pupils?

That it cost 47 cents a day to educate county high-school pupils?

That it cost almost twice as much money per year to educate a city child as a rural child?

That Tennessee spent $15,800,000 for elementary and high schools during the last fiscal year?

These and similar facts are to be found in the Biennial Report of the State Superintendents, which is just off the press.—From the *Tennessee Educational Bulletin.*

THE UNIVERSITY OF THE PHILIPPINES should be provided with a sufficient and dependable revenue through special taxation such as a mill tax and eventually be given such endowment as will render it free from the exigencies of financial and political conditions. A bill providing such an endowment through the establishment of a mill-tax and the endowment of the university with certain areas of public land will be presented for your consideration at this session, and I trust it will receive your support and approval.

The university is vitally important for the higher education and training of such portion of the youth as may be able to attend. Its professional schools are of great importance and should have adequate equipment and the very best staff obtainable. The Government, until its revenues are greatly increased, cannot materially increase appropriations for the university, and the increases required should be made through some special tax or endowment, or both, as above mentioned.

Only a small proportion of the youth of the islands reach the university, but it is especially important that those who do should find an institution so organized and endowed as to present the very best opportunities. This requires a teaching force selected solely for ability and standing.

If the graduates of your university and its professional schools are to stand well at home and abroad, university standards must be maintained at the highest level.—Extract from Governor-General Leonard Wood's message to the Philippine Legislature, Friday, October 27, 1922.

Facing the Facts[1]

WE MUST squarely face the facts. The country is in one of those periods when all public institutions are finding it difficult to obtain the money necessary for their proper support.

The period of depression has made the whole country exceedingly critical of all public expenditures. This, combined with the general feeling of unrest, is putting many men into office whose platform is principally a general condemnation of the conduct of all public institutions and repeated statements that there is great "waste and extravagance" in all public expenditures. The schools are receiving a share of this general criticism. It will require both strenuous and intelligent efforts on the part of school executives and school people generally to win for the schools the support necessary for their proper development. What are some of the facts that we should have clearly in mind as we work toward this objective?

First, the country is well able to meet its present educational expenditures. There is no basis, in fact, to justify alarm over the cost of public schools. The Nation is able to afford its present educational expenditures as well as additional expenditures when they become necessary. One glance at the chart reveals how small a proportion of the country's resources are being turned back into that greatest of all dividend-paying institutions—the public school. If the chart is not sufficiently convincing consider the following figures:

Cost of public schools, 1921.	$1,192,000,000
Estimated National wealth, 1920	232,977,598,000
Annual National income (average for 1920 and 1921)	63,000,000,000
Savings deposits, 1921.....	16,618,595,000

All public school expenditures for the country as a whole could be provided for by a five-mill tax on our National wealth; these expenditures are less than two per cent of the National income and only slightly over seven per cent of the amount in the Nation's savings banks. These figures are sufficient justification of David Friday's statement, "The plea that expenditures for education or any other form of governmental activity for the benefit of the public must be curtailed for lack of funds cannot be treated seriously by those who know the facts."

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

Second, it is as easy for the country to provide adequate school support now as it was in 1913. Since the war we have been kept in such a fog of unanalyzed figures, all trying to prove that the increased expenditures for education have been "alarming" and "extravagant," that some of our most respected educators have been "taken in."

It is true that there have been some "real" increases in school costs resulting from increased attendance and the broadening of the school's work. Likewise, there have been some "real" increases in the National income in terms of quantity of goods produced, due to the wider use of machinery and general improvement of production methods. But far more important than either of these in bringing about the "rapid increase" in school expenditures and National income is the depreciation of the dollar. The so-called increases in educational expenditures have been largely fictitious. What has really happened since 1913 is that the dollar has depreciated in buying power. As a result educational expenditures, as well as National income, when measured in dollars, have both shown a rapid increase.

Year	National income	Public-school expenditures
1913....	$34,400,000,000	$521,540,000
1920....	70,000,000,000	1,036,151,000

Had the cost of education, measured in dollars, increased more rapidly than National income, similarly measured, then it would be an entirely different matter. The table shows that educational expenditures after 1915 tended to increase less rapidly than National income. This is true until 1921, when the business depression had the effect of reducing the National income and at the same time increasing the relative percentage spent for the schools. The drop in National income in 1921 is generally recognized as an abnormal fluctuation rather than a permanent condition. Indications are plentiful that business conditions are again on the upward trend. When the figures are available they will probably reveal that the cost of the schools in 1922 and 1923 entailed no greater burden upon the country's resources than before the war.

The present difficulty in securing adequate school support is more the result of an unfavorable psychological condition than a bad economic situation.

The temporary business depression and the barrage of unanalyzed figures on school costs have resulted in a rather

National Income and Governmental Expenditures

Year	Total National income	Total governmental expenditures	Expenditures for education	Per cent of National income: Expended for all governmental purposes	Per cent of National income: Expended for public schools
1	2	3	4	5	6
1913	$34,400,000,000	$3,179,559,000	$521,546,000	9.24	1.51
1914	33,200,000,000	3,381,324,000	555,077,000	10.18	1.67
1915	36,000,000,000	3,565,797,000	605,461,000	9.90	1.68
1916	45,400,000,000	3,562,400,000	640,717,000	7.85	1.41
1917	53,900,000,000	4,991,393,000	702,197,000	9.26	1.30
1918	61,000,000,000	12,042,982,000	763,678,000	19.74	1.25
1919	66,000,000,000	18,637,904,000	895,000,000	28.24	1.35
1920	70,000,000,000	9,920,766,000	1,036,151,000	14.17	1.48
1921	56,000,000,000	9,373,595,000	1,192,000,000	16.73	2.13

The figures in Column 2, from 1913 to 1919 inclusive, are those issued by the National Bureau of Economic Research in its publication *Income in the United States*, Mitchell, King et al. The figures for 1920 and 1921 are tentative estimates based upon the advice of reliable authorities.

The figures in Column 3 are taken from *Taxation and National Income*, Research Report No. 55, page 14, issued by the National Industrial Conference Board, New York City. They represent governmental expenditures for all purposes; Federal, State, and local, including education.

The figures in Column 4, except those for 1919 and 1921, are taken from *Statistics of State School Systems, 1919-20*, Bulletin, 1922, No. 29, page 5, issued by the United States Bureau of Education. Those for 1919 and 1921 are independently estimated. They represent expenditures for all public elementary and secondary schools by school years; the expenditures given for 1913 being for the school year 1912-13, etc.

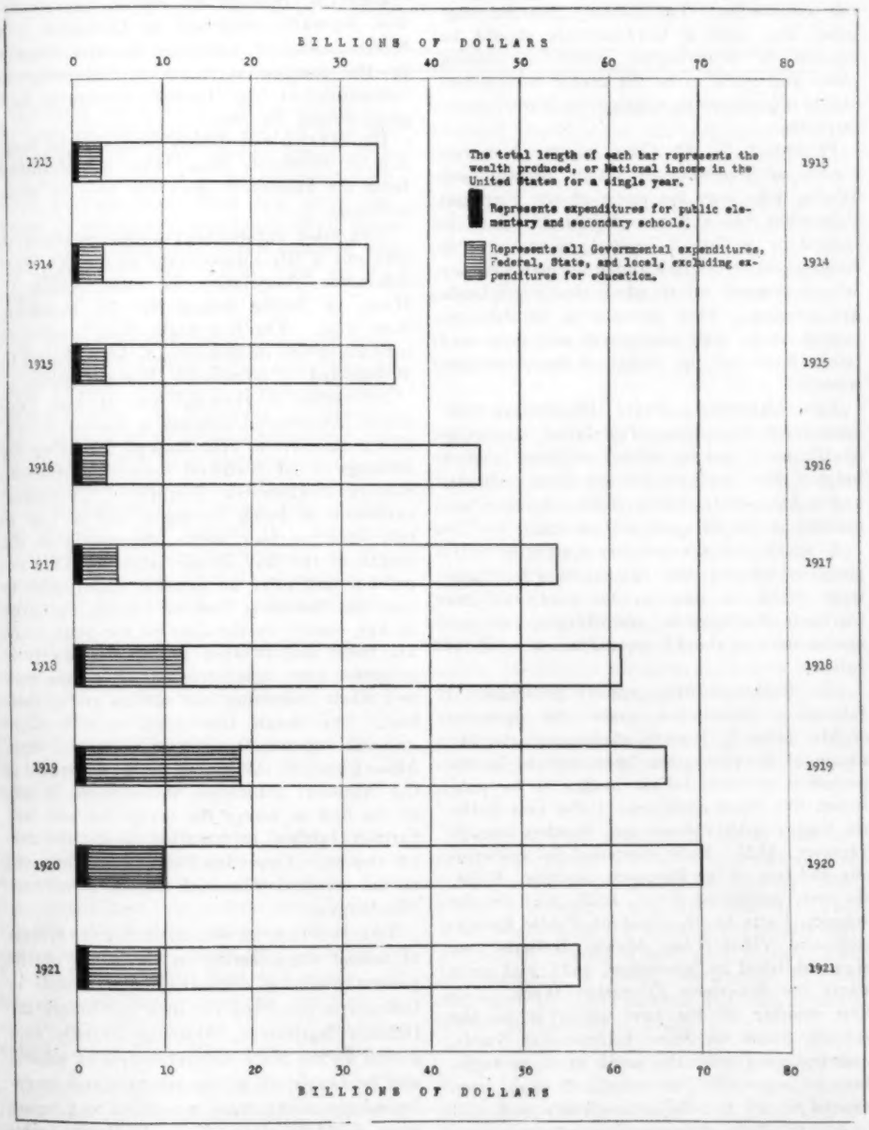
wide acceptance of the view that school expenditures are extravagant, that they have unjustifiably increased, and that they are entailing unusual burdens on the Nation's ability to pay. Such is not the case. There may be some agricultural sections and isolated cities where school costs have exceeded the ability of the community to pay, but this condition is the exception and not the rule. Far more important is the general feeling of dissatisfaction that makes people especially responsive to negative suggestions touching school expenditures. Knowing the facts does not make the immediate situation any less serious. A cut in a school budget, whether based on sound or unsound beliefs, has a serious effect on the welfare of the children of the Nation. But the facts clearly indicate the policy that school people should pursue. We should bring every resource to bear upon the public consciousness to see that the schools are not crippled by the withholding of necessary support. People seldom fail to respond when legitimate school needs are placed before them. The difficulty is that we have failed to recognize that we are living in an age when effective publicity is necessary in gaining public acceptance of any proposition. The public school has been so busy struggling with the forces that make for disintegration in our National life and in making itself a more positive force in the creation of a better citizenry that it has not taken time continually to "sell" itself to the American people, and now its improvement, and in some places its very existence, is threatened while less worthy causes receive generous support.

Conditions are different in every community and the appeal must be made with the audience clearly in mind. Let us indicate a possible approach. Figures just made available by the U. S. Bureau of Education give the following concerning *per capita* costs per pupil in 1921-22:

Number of cities	Population of cities	Average expenditure per pupil, 1921-22
30	100,000 and more	$88.36
40	30,000 to 100,000	84.37
50	10,000 to 30,000	73.72
50	5,000 to 10,000	64.13

These expenditures are now being attacked in several cities. Take the figure of $80 as representative of the cost per pupil in our city schools. Is this an unreasonable amount? Consider what it buys. In most cities it purchases 190 days of instruction of five hours or more, under a trained teacher, in a sanitary building. It often includes an hour or more of supervised physical training on a well-equipped playground. The cost is 42 cents per day. How does this compare with the cost of five hours' entertainment in the ordinary movie? How many children are spending this amount for unnecessary purchases that they would be better without? How many "heads of families" spend this much each day, with hardly a thought, for cigars for themselves and their friends? *Surely a majority of the voters will not deny 42 cents or even more, for so important a purpose as the schooling of a child!*

Direct personal appeals to the citizens of the community should be a part of every school program. These appeals should be based upon the facts and should be scientifically worked out with the local audience concerned clearly in mind. The work that Alexander has done in this direction is suggestive and much more along similar lines should be worked out in the field.[1] Upon the vigor and intelligence with which school publicity is carried on will depend the financial support provided for the schools. The money is there. The welfare of the children of the Nation demands that we obtain a proper proportion for the support of the schools. Are we going to do it?



THIS chart shows by years public-school expenditures as compared with expenditures for all other governmental functions, and with wealth produced.

[1] Alexander, Dr. Carter. Publicity Work for Better Support of Rural Schools, *Journal of Educational Research*, January, 1923. Public School Publishing Company, Bloomington, Ill.

Alexander, Carter, and Theisen, W. W. Publicity Campaigns for Better School Support (School Efficiency Monographs). Yonkers: The World Book Company, 1921, 164 pp.

NOTES *and* ANNOUNCEMENTS

THE ASSOCIATION'S COMMITTEE ON SALARIES for the year 1922-23 has recently been appointed by President Owen, with Dr. E. S. Evenden as chairman. The other members of the Committee are: Miss Myra L. Snow, Seattle, Washington; Miss Florence M. Hale, State supervisor of rural schools, Augusta, Maine; Miss Annie L. Griffey, supervisor of graded schools, Little Rock, Arkansas; and Mr. E. C. Fisher, superintendent of schools, Rock Island, Illinois. The Committee has planned in coöperation with the Research Division, the preparation of a report on salaries which promises to equal in importance the well-known report published under Dr. Evenden's direction in 1919. Information, including salary schedules and other material and suggestions, should be sent to the Research Division, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. *A prompt return of the questionnaire sent out by the Salary Committee is especially urgent.*

LIFE MEMBERSHIP in the National Education Association was recently presented to Superintendent R. M. Sealey by the public school teachers of Tallahassee, Florida, as an expression of their high regard for him and his service to the schools. Mr. Sealey recently became State inspector of high schools for Florida.

PRESIDENT WILLIAM B. OWEN, of the National Education Association, was elected president of the Illinois State Teachers Association, at its meeting in December, succeeding Mr. J. O. Engleman, now field secretary of the National Education Association. Mr. Owen holds the unique distinction of being president of both the National Association and of one of the largest State associations in the country.

PERSONS ATTENDING the summer meetings of the National Education Association and the World Conference on Education at Oakland-San Francisco, June 26 to July 7, will have the advantage of special tourist railroad rates which will cover not only the period of the meeting but a sufficient time before and after the meeting to provide for vacation trips with generous stop-over privileges and for going over one route and returning over another. These rates will not be the same in all parts of the country, but in each case they will be lower than the rate and one-half, which is usually available. Full information may be had from local ticket agents.

THE BY-LAWS provide for a continuous membership in the Association by not permitting membership to lapse for one year beyond the period covered by the payment of dues. This rule is similar to that of other National organizations and is a great convenience to thousands of members. Occasionally a member feels that membership should be treated like a subscription to papers and should stop at the end of the time paid for. Those who become members should definitely understand that if they wish their membership discontinued it is necessary to notify the central office and if they receive the benefits of the Association and THE JOURNAL they should pay for this additional year provided for in the By-laws.

LIFE MEMBERSHIP in the National Education Association has recently been taken by Mr. R. W. Bingham, president and publisher of the *Courier Journal* and the *Louisville Times* at Louisville, Kentucky.

THE AMERICAN LIBRARY ASSOCIATION is making plans for the celebration of its semicentenary in 1926. The officers of the association are considering the suggestion that a feature of the celebration be the dedication of a permanent headquarters building for the association. *The Library Journal* suggests that such a headquarters should be located in Washington, which is coming more and more to be the center for professional organizations engaged in National enterprises.

PRESIDENT W. G. COVE, of the National Union of Teachers of Great Britain and Wales, who was the guest of the National Education Association at Boston last July, is quoted by a British journal as saying: "A comparison of English and American summer schools compels me to admit that our schools are inferior. They are not so boldly conceived or so well organized and they certainly have not the status of the American schools."

THE MINNESOTA STATE DEPARTMENT OF EDUCATION is urging legislation covering health work among school children, expert helpers for teachers in one-room schools, and a State-wide county library service, according to the Minnesota *Teacher*.

A SURVEY of the pension system of Virginia, which has been in operation for fourteen years, is soon to be made by the Carnegie Foundation, according to an announcement in the *Virginia Journal of Education*.

THE RESEARCH BULLETIN of the National Education Association, under the direction of Mr. John K. Norton, director of the Division of Research, has been entered in the postoffice as second-class matter to be published five times each year. The new bulletin begins with volume one, number one, in January, 1923. It is preceded by bulletins one and two of the Research Division. Bulletin one, published June, 1922, was on the subject, Facts on the Cost of Public Education and What They Mean. Bulletin two was published in November, 1922, and gave Facts for American Education Week. The first number of the new series is on the subject, Facts on State Educational Needs, and is issued with the work of State legislatures especially in mind. It has been mailed to all five-dollar members and will be sent to others at twenty-five cents per copy.

MR. F. A. CLOWES, who was one of the Hawaiian delegates in the Representative Assembly at Boston and who is a member of the staff of the department of public instruction of the territory of Hawaii, has been commissioned by the Hawaii Education Association and by the Hawaiian department of public instruction as a special representative to look after educational matters before Congress as they affect Hawaii. Mr. Clowes is now in Washington. Hawaii ranks first among State and territorial education associations in the percentage of its teachers who are enrolled as members of the National Education Association.

A large delegation, perhaps as many as three hundred Hawaiian teachers, are expecting to attend the Oakland-San Francisco meetings.

THE OHIO TEACHER, well known under the editorship of Mr. Henry G. Williams, has recently employed Mr. Harvey E. Conard as assistant editor to help conduct its growing activities. While serving as superintendent of city schools at Cheyenne, Wyoming, for two years, Mr. Conard founded and edited the *Wyoming School Journal*.

BELGIUM, through an official representative, formally dedicated on December 4 a bronze statue of Secretary Herbert Hoover on the campus of Stanford University in recognition of Mr. Hoover's service to Belgium during the war.

DR. HENRY VAN DYKE, professor of English at Princeton since 1899, has resigned from the faculty to give his time to other activities.

THE FIRST ELEMENTARY-SCHOOL TEACHER to take out a life membership in the National Education Association is Miss Nellie C. Hartt, of Public School No. 73, Brooklyn, New York. The first high-school teacher to take out a life membership is Miss Annie C. Woodward, of Somerville, Massachusetts.

INVITATION TO HAWAII—The Hawaii Education Association extends a special invitation to teachers to visit Hawaii following the meeting of the National Education Association in Oakland-San Francisco. A special excursion is being arranged for a trip to take three or four weeks, depending on the length of the stay in the Islands. This excursion will offer an unusual opportunity to visit the "loveliest fleet of islands anchored in any ocean" at the time of the year when all trees and flowers are garbed in their brightest hues, when tropical fruits are ripe, and when swimming and surfing are at their best. The ocean trip itself furnishes an unusual opportunity for a delightful rest. Miss Charl O. Williams, field secretary of the National Education Association, is one of the first to accept the invitation and will furnish further information about the trip on request. Enquiries should be addressed to her at 1201 Sixteenth Street Northwest, Washington, D. C.

THE ADOPTION OF THE COUNTY-UNIT SYSTEM of school organization in the place of the present township organization of schools in Indiana is provided for in a bill before the Indiana legislature, which is heartily supported by the State superintendent of schools and by nearly all of the teachers and superintendents of the State, according to a report from Field-Secretary J. O. Engleman, who recently spent a busy week in Indiana addressing various organizations of citizens and

teachers. The bill which is in harmony with recommendations of the Indiana Education Survey is vigorously opposed by nearly all of the township trustees of whom there are more than a thousand.

SUPERINTENDENT W. W. LEWTON has been appointed president of the Illinois Education Commission by Governor Len Small, to succeed Mr. A. M. Shelton, who resigned that office to accept appointment as director of the Department of Registration and Education in the governor's cabinet.

THE FAIRMONT (WEST VIRGINIA) STATE NORMAL SCHOOL has been authorized to offer a four-year course leading to the bachelor's degree. A bill is now before the State legislature to change the name of the school to Fairmont State Teachers College.

THE PASSAGE of the Towner-Sterling bill is urged in a memorial resolution recently sent to Congress by the West Virginia legislature.

PRESIDENT HARDING is expected to submit the report of the committee on the reorganization of executive departments to Congress before adjournment on March 4, according to a statement published on February 4 by the *Washington Post*, which is supposed to reflect the views of the administration. It is not expected that the report will be acted on at this session, but that it will be studied by members of Congress so that there may be prompt action when the new Congress meets.

LIFE MEMBERSHIP in the National Education Association has recently been taken by Miss Edith H. Williston, head of the department of modern languages in the Technical High School, Providence, Rhode Island.

IN THE FIELD

MINIMUM SALARIES IN MASSACHUSETTS — The laws of Massachusetts provide that "the compensation of every teacher employed in any public day school in the commonwealth, except persons in training and those employed as temporary substitutes, shall be at a rate of not less than seven hundred and fifty dollars for the school year in that school."

DR. HARRY PRATT JUDSON, president of the University of Chicago since 1907, has resigned. President Judson, whose resignation became effective on February 20, plans to devote more time to investigations and publications on which he is working. Following his resignation the trustees of Chicago University conferred upon him the title of president emeritus, and elected Dr. Ernest D. Burton, head of the department of New Testament and early Christian literature and director of the libraries, as acting president.

MISS ADA VAN STONE HARRIS, director of elementary practice teaching and primary supervision in the public schools of Pittsburgh, died on January 17, 1923. Miss Harris became a member of the Association in 1895 and was constructively active in many of its activities.

CITIZENSHIP, school spirit, health, recreation, and self-improvement are the aims of the Junior Community Leagues which have been established throughout the State of Virginia under the leadership of the Co-operative Education Association of Virginia. A bulletin which tells how to organize and manage such leagues may be had free on request from Mr. George W. Guy, executive secretary, Box 1167, Richmond, Virginia.

SALARIES OF BEGINNING TEACHERS going out from Ohio Wesleyan University this year average $1356, women drawing an average of $1270 and men $1550. These figures are based on the work of Ohio Wesleyan's Teachers' Placement Bureau, which this year obtained positions for 121 teachers out of a total of 136 registered. These teachers are of all grades, from primary to college instructors. Teachers' salaries are still on the increase, according to the Bureau, which reports an average increase of $83 for this year over those of 1921-22. The average salary for this year is $1367. Men teachers are paid an average of $284 a year more than women teachers, and they also receive increases more rapidly.

MR. BENJAMIN C. GRUENBERG, who is now director of the Educational Film Department of the Urban Motion Picture Industries, Inc., Irvington-on-Hudson, New York, writes that in the improvement of films, "the one immediate step is greater familiarity with motion pictures—even the bad ones—on the part of school people. It is only through such familiarity that we can eventually discover the possibilities and the limitations of the film, whether we look upon it as a means of popular amusement or as a means of influencing desires, attitudes, and understandings; whether we think of it in its present commercialized setting or in some more highly adapted setting yet to be worked out."

THE GENERAL EDUCATION BOARD has recently appropriated $60,000 to continue and complete the investigation of classical education in American secondary schools. This is in addition to the $60,000 previously appropriated, making a total of $120,000. The investigation is being conducted by the American Classical League and will be completed by January 1, 1924.

DOCTOR JOHN ADAMS, for many years professor of education in the University of London, is spending the year in the United States. He will lecture at the Southern Branch of the University of California during the spring and at the University of California, Berkeley, during the summer session, after which he will leave for a series of lecture engagements in Australia, New Zealand, and South Africa.

THE NATIONAL GEOGRAPHIC NEWS BULLETIN includes recent useful and authentic geographical information. For two years the bulletins were sent under Government frank without charge by the United States Bureau of Education. It is now necessary for teachers to pay the cost of mailing the thirty issues which is twenty-five cents a year. Many requests for the bulletin have expired and should be renewed promptly by those who wish to have their files complete. Requests should be sent to Mr. J. R. Hildebrand, chief of School Service, National Geographic Society, Washington, D. C.

PENNSYLVANIA ranks first in a number of vocational schools receiving Federal aid, according to the recently-issued annual report of the Federal Board for Vocational Education. The States which stand at the head of the list with the number of Federal aided vocational schools in each are: Pennsylvania, 353; Illinois, 330; Ohio, 240; New York, 225; and Texas, 206.

THE PENNSYLVANIA Department of Public Instruction last year issued honor attendance certificates to 100,000 public-school children in recognition of their being neither absent from nor tardy to school during the entire year.

MR. J. A. SHOOK has been promoted by the board of education of Reading, Pennsylvania, from the headship of the department of history and social sciences in the Reading High School for Boys to the principalship of the Northeast Junior High School unit, where he will lead in the study of the Junior High School situation in the city of Reading, according to a letter recently received from Superintendent Landis Tanger.

THE AMERICAN MAGAZINE for January, 1923, devotes a feature article with portrait to Mrs. Esther H. Richardson, who, at the age of eighty-two has retired from public school service. Mrs. Richardson began teaching in 1860. She has taught in Hutchinson, Kansas, for forty years.

THE ANNUAL CONGRESS on Medical Education, Medical Licensure, Public Health and Hospitals will be held in Chicago, March 5, 6, and 7, 1923, with headquarters in the Congress Hotel.

THE LIBRARY at Harvard University probably has the largest university collection in existence, according to the recent annual report of its librarian, which indicates that a total of 95,904 books and pamphlets were added during 1922, bringing the total collection up to 2,187,900.

OF ALL THE AUTOS owned in the world, 84 per cent are in the United States, according to the first complete official census reported by the United States Department of Commerce. On February 1, 1922, the world registration of motor vehicles included

12,858,785 passenger cars; 1,763,378 motor trucks; 893,365 motorcycles. Passenger cars and motor trucks in the United States total 12,357, 376. Of the motorcycles only 210,000 are in the United States.

PERSONS interested in the teaching or study of Spanish or in the formation of Spanish clubs may receive free information by writing to the Instituto de las Espanas, 419 West 117 Street, New York City. The Instituto was formed under the auspices of the Institute of International Education. The American Association of Teachers of Spanish, and other agencies to promote the study of Spanish culture.

IT HAS BEEN SUGGESTED that American teachers who wish to keep in touch with education in England would enjoy *The Teachers World,* which is a weekly magazine with twelve extra monthly numbers. A letter from *The Teachers World* indicates that subscriptions will be sent to any American address for $4.80, which should be sent to Montague House, Russell Square, London, W. C. I.

DR. WILLIAM DODGE LEWIS has resigned his office as deputy superintendent of public instruction, Commonwealth of Pennsylvania, to become the general editor of the John C. Winston Company, of Philadelphia.

SIZES OF TYPE which are recommended for children by the National Committee for the Prevention of Blindness are as follows: For children twelve years of age or over, ten point; for children between nine and twelve, twelve point; for children eight and nine, fourteen point; for children seven and eight, eighteen point; and for children under seven years of age, twenty-four to thirty point. The use of type faces smaller than ten point by either adults or children is discouraged because of its harmful effect on the eyesight of the reader.

AN INTERNATIONAL HEALTH EDUCATION CONGRESS will be held at Oakland at the time of the World Conference on Education, June 27 to July 8, according to an announcement recently received from Dr. Thomas D. Wood, of Columbia University, who is serving as chairman of the committee on arrangements. Miss Sally Lucas Jean is secretary of the committee. The program will be arranged in coöperation with the American Child Health Association, The American School Hygiene Association, The Child Committee on Health Problems in Education of the National Education Association, the American Medical Association, and the Departments of Child Hygiene and Physical Education of the National Education Association.

MISS KATE STEVENS, formerly a school principal in the London, England, schools, will be in the United States until September. Miss Stevens was on the Association's program in San Francisco in 1911 during the presidency of Mrs. Ella Flag Young, and at that time was honored with life membership in the Association. Miss Stevens will be pleased to hear from her friends in the United States. Mail addressed to her at Hillcrest Farm, Pierpoint, Ohio, will be promptly forwarded.

THE ANNUAL SPRING CONFERENCE on tests and measurements, held under the auspices of the State Teachers' College at San Jose, California, has been announced for April 20 and 21. It is being organized by Mr. James C. De Voss, director of the bureau of research and extension of that institution. Addresses will be made by Dr. B. R. Buckingham and Dr. Lewis M. Terman. This conference was attended last year by over two hundred school people from all parts of the Pacific coast.

DR. I. L. KANDEL, well known in connection with his work on teachers' pensions for the Carnegie Foundation, on February 1st, 1923, became associated with Teachers College, Columbia University, where he will do research work in the field of contemporary foreign education.

SUPERINTENDENT E. S. SELLE, of Mankato, Minnesota, has accepted an appointment to a teaching position in the Winona State Teachers College for next year.

THE AMERICAN CHILD HYGIENE ASSOCIATION and the Child Health Organization of America have recently been combined into a single organization under the presidency of Secretary Herbert Hoover. The new organization, which is known as the American Child Health Association, is located at 532 Seventeenth Street, Washington, D. C. It will act as a clearing house of information on all National Child Health activities. It will serve as a source of up-to-date scientific information on child health and will on request supply a field service by experts to work out the health problems of communities desiring such help.

THE WISCONSIN JOURNAL OF EDUCATION has been purchased by the Wisconsin Teachers Association and will be issued under its auspices beginning with the September number, according to a letter recently received from Secretary E. G. Doudna.

TRAINING IN SERVICE AT BUFFALO —As every teacher in the system knows, the policy of the department is to provide the largest possible opportunity for professional growth. It has been no part of this policy to over urge, much less to enforce, the use of these opportunities. Neither have the annual increments of salary increase been conditioned on the taking of extension courses. The purpose has been to make the individual classroom teacher the center of gravity in the educational service. It has been assumed that teachers are desirous of raising their standards of educational accomplishment, and that this can only be done as each teacher voluntarily and cheerfully sets about the task of increasing her individual capacities and abilities. It is, therefore, very gratifying to report the splendid record of extension work done by our teachers during the past four years. In order that this report may be made more understandable, the amount of work done has been translated into the common unit of figuring credits—semester hours. A semester hour is the equivalent of a course occupying one hour of classroom work per week throughout an entire semester. On this basis, the teachers of Buffalo have actually completed for credit during the last four years, 16,815 semester hours. This does not include 130 teachers who have during this time secured degrees. Figuring each degree as representing two years of work beyond normal graduation, the minimum requirement for entrance into the system, expands the foregoing total by another 7800 semester hours. In addition, teachers have attended courses for which they have received no college credit, to the amount of 8585 semester hours. This makes a grand total of 33,200 semester hours, or the equivalent of 1106 solid years of college work. Is is equivalent to ten semester hours for every teacher in the entire system, or a little more than one hour per week for each teacher throughout the entire four years. Who shall compute the tremendous value of this additional preparation by our teachers! Or who shall estimate what it has done for renewed idealism and a stimulation of professional service?

If 1106 years of college work had been done by our teachers on leave of absence without pay, it would represent an expenditure of more than two million dollars. It actually has cost the teachers almost nothing in money, most of the courses having been offered to them without charge. It is interesting to note that of the approximately 2600 teachers in the entire system 2141, or a little over 82 per cent, have taken some kind of work for professional improvement during the time considered. Buffalo teachers are enrolled for extension work at the present time as follows: Normal, 1000; University of Buffalo, 319; Canisius College, 124.—From The School Magazine of the Department of Public Instruction, Buffalo, N. Y.

PRIZE ESSAY CONTEST — Under the auspices of the American School Citizenship League a World Essay Contest is now open to students of all countries, for which two sets of prizes ($75, $50, $25 each) will be awarded for the three best essays in each group as follows: (1) Open to students in normal schools and teachers' colleges—A World Educational Association to Promote International Goodwill; (2) Open to seniors in secondary schools—The Achievements of Civilization and How to Organize Them for World Comity.

Rules for contest—Essays must not exceed 5000 words and must be accompanied by a topical outline and a bibliography with brief notes on each book. The name of the writer must not appear on the essay, but be sent in a letter with school and home address to Mrs. Fannie Fern Andrews, secretary of the American School Citizenship League, 405 Marlborough Street, Boston 17, Massachusetts, not later than June 1, 1923.

Many teachers in the United States have introduced the contest during the last few years as a part of the regular school work and have sent the League the best essay from the school. In 1921-22 the successful contestants in the normal school set were from the State normal schools of Hattiesburg, Miss., and Towson, Md., and from the Cambridge (Eng.) University Training College. The winners of the high-school set were from West Chester, Pa., Newark, N. J., and Berlin, Germany.