

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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Education for Democracy¹

NEWTON D. BAKER

President, Cleveland Chamber of Commerce, Cleveland, Ohio

IN THESE MODERN times a certain dispraise has fallen upon education. I do not mean that that is universally true; it is only occasionally true and yet this evidence of it, I think, stares us in the face, that as compared with persons working in other fields of human activity, the teacher is less valued now, measured by the world standard recompense than a large number of other professional and artisan men.

I recall Doctor Lowell's famous question which he printed in a circular showing the compensation received by a switch tender on a railroad and the average salary received by a school teacher in Massachusetts—"Which is more important, to mind the train or train the mind?"

Every now and then I hear—I am trustee of a couple of colleges—a note of discouragement on the part of the faculty at the difficulty its members have in making ends meet and keeping up appearances on their meager salaries. Now, I am proposing to myself these questions: Is this condition a permanent undervaluation of learning and what is responsible for it?

During the war I had occasion to study the content of the mind of about 4,000,000 young men and I busied myself trying to find out what they knew and where they got it. Being able to circulate more or less incognito among the soldiers, I was not suspected of occupying an office to which they were under a stringent obligation of respect. They, therefore, talked with me with great freedom, and if I may generalize my observation, I believe that a large part of the content of the mind of the American young man in the army was not knowledge that he had received in school; it was knowledge he had received from *The Saturday Evening Post*, *The Literary Digest*, the current magazines and papers of the country, and to an amazing degree, the content

of the soldier's mind was a headline content.

Now there was a time in human history when men got their education in schools. It was a time when the full realm of human knowledge was relatively small. It has now become impossible for schools and colleges doing



NEWTON D. BAKER, Secretary of War during President Wilson's administration and a former mayor of Cleveland, believes that the greatest factor in education is the inspiring personalities of great teachers.

their very best, to give any man or any woman a substantial possession of a large part of the available human knowledge. All knowledge has so expanded under modern conditions that there is not only too much for any one man to know, but there is too much about in finitely subdivided subdivisions of great branches of knowledge for any man to know. As a consequence of that, Dean Bailey and I once speculated as to what was going to happen, and we decided that after a while we would have to go about in groups rather than singly.

The net result is that the school and the college now are not able to give a man a mastery of the field of knowledge of the kind that used to be possible. I am afraid that many schools undertake to present to their students cards of introduction to the various branches of knowledge in the hope they will improve the acquaintance later in life.

I do not believe that to be the function of the school. I have a son. He has some difficulty with his various courses, five in number. I am having them reduced to four. I may have them reduced to three, or two, or one, and when I get to one, I may discard it and take another, but I am finally going to find a subject which he can be taught in such fashion that at the end of each day he will be conscious that he is the absolute master of that day's lesson and know that his first and general speaking acquaintance with a large number of outsiders in the field of knowledge is no substitute for that sense of mastery.

As I look back on my own life, like the boys in the army, I am conscious of little of the knowledge which I got either in school or college. I am perfectly certain that I could not in a week brush up on the binomial theorem. I am equally certain that I could not tell in what two forms sulphur crystallizes. In fact, it may be three, for all I know.

What is it that I bring out of my experience in school and college that is an imperishably rich possession? The contact with four or five great, luminous, inspiring personalities. The earliest was a woman who taught in the high school of a country village, still alive, venerable in years now and still touching lives and making them nobler and more aspiring just as she did in the days of her youth and strength. Two or three college professors, and then a law school teacher or two. When I try to think of the rest of my college course, it always becomes dim and obscure. I know I went through it because my university, which has the truth in its shield, has certified to the fact. But, those great personali-

¹ From an address before the Department of Superintendence at Cleveland, Ohio, February 26, 1923.

ties are just as vital and just as vivid and just as influential to me now as they were in the days when I was young and tender and green and easily taken by the hand and led.

And that leads me to ask this question: Whether teachers do not feel that in addition to their duty to teach school it is an even more important part of their duty to teach themselves.

I remember a venerable minister who used to be at Baltimore and the Bishop directed him to preach a sermon inviting young men to come into the ministry and he preached that sermon, but at the end of it he said, "Every man who comes into the ministry must be perfectly certain of two calls. First, he must be sure that he is called by God to preach the Gospel and, second, he must be equally sure that other people are called to hear him preach the Gospel." Now, I think the great teacher has two calls. He has the call to teach and the call to be taught by his pupils.

What is going on in the world at this minute? A man who has spent much of his life in China recently visited Cleveland. I asked him what was the prospect of some sort of reconciliation between the North and South Republican forces and peace for that distracted country and an opportunity for repose and he said, "I can't answer that. Those are political questions. But I can say this about China: that all through that great country the intellectual forces are coöperating; the doctors are joining together in medical societies and sending representatives to a national medical society and the lawyers are doing that about the law business and ministers are doing it, and every phase of life is aggregating itself and its intellectual interests, and there are being formed all through that great country lines of intellectual force which mean unification and elevation for the life of China," and then he continued, "The statesmen and the generals may continue their quarrels and their wars, but a real China is being born through the coöperation of their intellects."

About a year ago Gilbert Murray suggested to the League of Nations in Geneva that there should be appointed by the League a committee on intellectual coöperation. We who take the League of Nations seriously regard it as at least an effort on the part of mankind to make war less likely and, if possible, prevent it altogether, and by coöperation prevent the spread of epidemic disease and suppress the slave and narcotic drug

trades and bring about other great achievements for the human race, but who but Gilbert Murray would have thought that there could be really no final achievement even by the League of Nations until there was world-wide intellectual coöperation. Therefore, there has been formed in Geneva this committee—including representatives of all the great countries—to study the condition of the intellectual forces of the constituent forces in the League of Nations and to present programs and plans that will reinstate the intellectual forces of the world in their rightful dignity and supremacy over the material forces of the world through the agency of the League of Nations.

It is just as Dean Bailey says, thoughts and feelings are higher than things in this world. We have had a great world war. We have strewn the face of the earth with the bodies of the sacrifices that we have made to the cause of liberty and civilization and now we are at the gathering up of the fruits of that conflict and we are mystified and puzzled that we stumble as we try to get on our feet again; we are shaken from our foundations by the catastrophe that shook the world and threatened to overcome, and with the appearance of fresh catastrophes that are lowering before our eyes overseas, we are wondering if there is force enough to preserve the thing we call civilization. I say to you, my friends, that there is, and it lies with you who are the representatives of the intellectual forces of this great democracy.

The chief business of a democracy is education. The only way democracies can outlast the tests being put to them now is by the boys and girls who go through your hands and pass by your personality, coming out citizens with a national bias and a great elevation of purpose reflection from your characters when they leave your schools.

It is a task to teach others, to regard ourselves as exemplaries for those who go by them. Yet, that is just what we are. The next generation will have a task in democracy in this country that has never been set before any people in the history of the world. Our whole democracy is a series of critical and crucial experiments. Thomas Jefferson had in a drawer in his study at Monticello the constitutions of a hundred democracies, all of which failed, and yet he had the faith to try a new one. It seemed predestined to fail, but we built on the foundations that Thomas Jeffer-

son laid and, by immigration processes, brought over hewers of wood and drawers of water.

And now, we are closing that door. Our continent is pretty well exploited, thoroughly explored, at least, and we have closed the door of immigration and whether or not our democracy can adjust itself to the performance of all of its own tasks and maintain its place in a competitive world among people less given to education and culture than we are, is one of the great unsolved questions of civilization. I believe there is that virtue in our institutions that will satisfactorily answer that question; the answer will only come if the boys and girls who leave the educational institutions of this country are first proved in their character and, second, competently trained in their minds and, third, free from prejudice, which is the greatest vice in the world—prejudice of race, prejudice of religion, and prejudice of section and prejudice of political commitment.

Our ancestors had a lot of perfectly useless baggage which they could afford to carry but the times are too strenuous for us to hand on those large trunks to our children and ask them to enter the race struggling to carry them.

I once heard President Wilson utter a sentence which I think will always remain with me. It was, "I have always thought it was impudent for any man to predict out of what part of democracy virtue will spring." So, I say to you, sometimes the raw material may seem unpromising. Sometimes there may be a refractory medium for your ideas and impulses, but there is something in democracy that generates virtue and these children that pass through your schools and your hands and out into life will bring, without your knowing it, the inspiration of the high ideals which you have and educationally become through your inspiration the key that unlocks the door to the last mystery which democracy has to solve in order permanently to succeed.

LET us arouse, organize and direct the public opinion of the world for peace. No Nation can long stand out for armaments and war against the sustained and well-directed power of public opinion. Let the people who must suffer and sacrifice and die when war comes, take into their own hands the question of peace or war, let us appeal to the masses and not to a few leaders to end the frightful burden of armaments and the consuming curse of war.—Senator William E. Borah,

The Denver Scenic Gateway¹

TALES of Spanish conquests, Indian traditions, and pioneer days still hold the traveler in the spell of the primitive when he reaches cosmopolitan Denver. Francisco Vasquez de Coronado's mythical cornucopia, search for which was begun in 1540, and was outlined on maps of early Spanish explorations as Quivira, somewhere near where Denver now stands, did not shower gold on the intrepid adventurer. He saw, instead, Indian "wicky-ups" with their small camp fires, erroneously pictured by an imaginative red man as the "City of turquoise streets with palaces of gold and kingly lords." He started a travel movement, however, that in 1859 gave fulfillment of his realization to others.

Colorado's capital today thrills the educator, student, historian, and adventurer, even in its commercial pursuits. Pitchblende ore is put through a process that gives the world radium at a cost of about \$40,000 a gram. Coronado's dream is meeting with unexpected results in unbelievable proportions. Clanging street cars pass the Capitol, where, in the rooms of the Colorado State Museum are skeletons of Indian cliff dwellers and the crude weapons of warfare that might have been used by them in attacking Coronado's marching conquistadores.

Who knows? Jean Allard Jeancon, curator of archaeology, says the museum, assisted by Denver University, may yet solve the antiquity of man.

Recreational possibilities in Colorado are different. Denver led other cities of transcontinental America not only in the establishment of the first municipal automobile camp but in the development of a system of mountain parks outside the city limits. It required a special act of legislature to enable Denver to connect nineteen park areas in the Colorado Rockies with a system of automobile

roads, many of which were once moccasin-winged trails. The newest side trip from Denver is the one-day return trip to Echo Lake, cupped in the heights of the Continental Divide. It is fifty-

falo Bill. The crypt of rough-hewn stone also contains the remains of the scout's wife, Louisa Frederici Cody. She helped to perpetuate his memory; historically, as the personification of the Old West.



CHASM LAKE, the original site of a mammoth glacier which ate into the very heart of the great peak, as is evidenced by the 2300 foot precipice which rises from the water's edge. The altitude of Long's Peak is 14,255 feet.

two miles from the city. Denver is a mile above sea level. Within a few hours the traveler is whisked from temperate to near-Arctic climes, Echo Lake having an altitude of 10,600 feet.

From the lake's surface rise mists, cloud-kissed, that conquering Utes believed went to form the nebulous Milky Way; an astral streamer that indicated the journey of the departed spirits of warriors bound for the happy hunting grounds.

Atop Lookout Mountain, on the way to the snow-crested divisional watersheds of the Atlantic and Pacific oceans, is the grave of Colonel W. F. Cody, who gained international fame as Buf-

Geologic upheavals changed the contour of the Rockies, and erosion wore away the peaks. Glaciers were still active in cutting down the giant sentinels as recently as a few thousand years ago, according to no less an authority than Professor T. M. Van Tuyl, of the Colorado School of Mines. It is on the return auto trip from Echo Lake that alternate dark and light colored banding in the rocks is seen near Morrison. These strata are believed by him to date back to the Archean period, close to the creation of the world.

Within a stone's throw almost is Dinosaur Park, where the thigh bone of an atlatosaurus, the largest land animal known to the scientific world, has been unearthed. Here, too, have been excavated fossil specimens that inhabited the shores of what was an island possibly 5,000,000 years ago. At the time of which we speak, in the Cretaceous period, scientists say the Gulf of Mexico and the Arctic Ocean were connected by a sea that extended across North America. And here thunder lizards, tipping the

scale at twenty tons, splashed in the swamps as the primal ocean waters receded. After a long time the continent was uplifted and restored to something like its former outline.

In the Colorado Museum of Natural History, in the City Park, Denver, are several skeletons of these prehistoric mammals. Through the ingenuous strides of J. D. Figgins, the director, formerly connected with the American Museum in New York City, they are covered with imitation hides and set in imaginary surroundings as they might have appeared ages ago.

Colorado has rolling plains in the eastern half; in the western half the

¹Prepared for THE JOURNAL by Warren E. Boyer. Photographs furnished by the Denver Tourist and Publicity Bureau.



THE LAKE, the timber on the opposite shore, with the majestic snow-capped mountains in the distance make this a pleasing scene. Lake Mills, in Glacier Gorge, is one of the attractions of Rocky Mountain National Park, Colorado.

Rocky Mountains rise to their supreme majesty. They form a snow-capped continental barrier, from north to south, draped with azure skies, that today has been harnessed by steel rails and automobile roads, and even by airship. Of the fifty-nine named peaks in the United States, exclusive of Alaska, that exceed 14,000 feet in elevation, Colorado has forty-six, making the Centennial State in truth the top of the world.

Thus it is that Colorado has the greatest extent and widest variety of mountain scenery of any State in the Union. This distance of 276 miles representing Colorado's width, is about the distance from Chicago to St. Louis, while its length, 387 miles, represents the distance from New York City to Portland, Maine.

One of the twelve National Park Service areas to which Denver is the scenic gateway is Rocky Mountain National Park, seventy-five miles north of the city. Here, through what is now the Estes Park entrance, Fremont and Kit Carson blazed the way, and Joel Estes settled down to live in the shadow of Long's Peak, in 1860. Then, in the early '70's the Earl of Dunraven crossed the Atlantic and, infatuated with the Rockies, built his "Castle in the sky." The ruins of the castle remain. Near by rings of dirt outline the place where the Arapahoes pitched their tepees.

Glaciers of pre-Columbian times in the near-by Boulder district, petrified trees, arrow-marked cabins of gold pros-

pectors, shopping districts, the little white cottage in the shadow of the Rockies where George M. Pullman conceived the idea of a passenger car with berths; red snow in the heights, velvety-green residence lawns due to the presence of mineral salts in the soil, all go to make a lost yesterday meet today.

That's the way it impresses a traveler. Many of the thousand and one questions that come to mind are answered in a booklet of free distribution, known as

the "Colorado Travelog," published by the Denver Tourist Bureau. This pamphlet has been accepted in the public schools throughout Colorado, and has recently come to the attention of educational authorities throughout the East.

From this strange admixture in a scenic wonder-bowl which Horace Greeley had in mind when he said, "Go West, young man," has come the inspirational lines of Arthur Chapman:

Out where the world is in the making,
Where fewer hearts in despair are aching—
—Out where the West begins.

The cowboy with his woolly chaps, the Indian chanting his weird incantations to the sun, the adventurer in the overland schooner, the cattle rustler and the claim jumper, still appear on the horizon of the West, but their greater characters, perhaps, live again in the works of William MacLeod Raine, Will Irwin, and Courtney Ryley Cooper.

West of the Rocky Mountains, extending to the Wasatch range in Utah, are plateau lands in which streams have carved deep canyons. The most remarkable of these is the Grand Canyon of the Colorado in Arizona, which reaches in its deepest part a depth of 6000 feet, bringing it to about the level of the Pacific Ocean. This titanic gorge owes its depth and grandeur in part to the Colorado River, which has its source close to the Rocky Mountain National Park and in this way is linked with the Grand Canyon National Park.

As the traveler speeds southward from



AUTOMOBILING at an altitude of nearly 12,000 feet on the highest skyline stretch in the world is an experience enjoyed along the Snowy Range Circle Drive out of Denver, here shown, in Rocky Mountain National Park, Colorado.

Denver and finally westward, to reach this rainbow-reflected canyon of awesome depths and wondrous colors, Pike's Peak momentarily arrests attention at Colorado Springs. On Cheyenne Mountain, where Lieutenant Zebulon M. Pike gazed in amazement at the snow-crowned lofty pinnacle which later was named for him, is the rock-strewn grave of Helen Hunt Jackson. From her poetic lyre, attuned to outstretched plains to the East, came late in the afternoon the whisperings of lofty pines: "The horizon line seems to curve more and more, as if somehow the twilight were folding the world up for the night, and we were on some outside shore watching it."

Manitou, at the foot of Pike's Peak, breathes the romantic spell of Indian lore. Its very name is the red man's name for the "Great Spirit." The Indians believed the bubbling of the hot springs was caused by the breath of their greatest god, and cast precious stones and trinkets into the waters in obeisance to his powers. They revered the Garden of the Gods, with its fantastic nature carvings in red sandstone.

And so, the way leads to Pueblo, where the Fontaine qui Bouille (Fountain Creek), with its reminiscences of French fur hunters, flows into the Arkansas River; where, on Christmas day, 1854, seventeen frontiersmen were scalped by a band of wandering Utes after they had been given Mexican whisky. Near Pueblo, on the edge of the San Isabel Forest, are sand dunes, near which Mos-



TIME AND AGAIN, as they crossed what is now New Mexico, Coronado's followers beheld such scenes as this with confidence, but on getting nearer found that the imaginary palaces were only heat-baked rocks in the glistening sun.

cosco de Alvarado, one of De Soto's band, crossed the Rockies after he had buried his leader in the Mississippi.

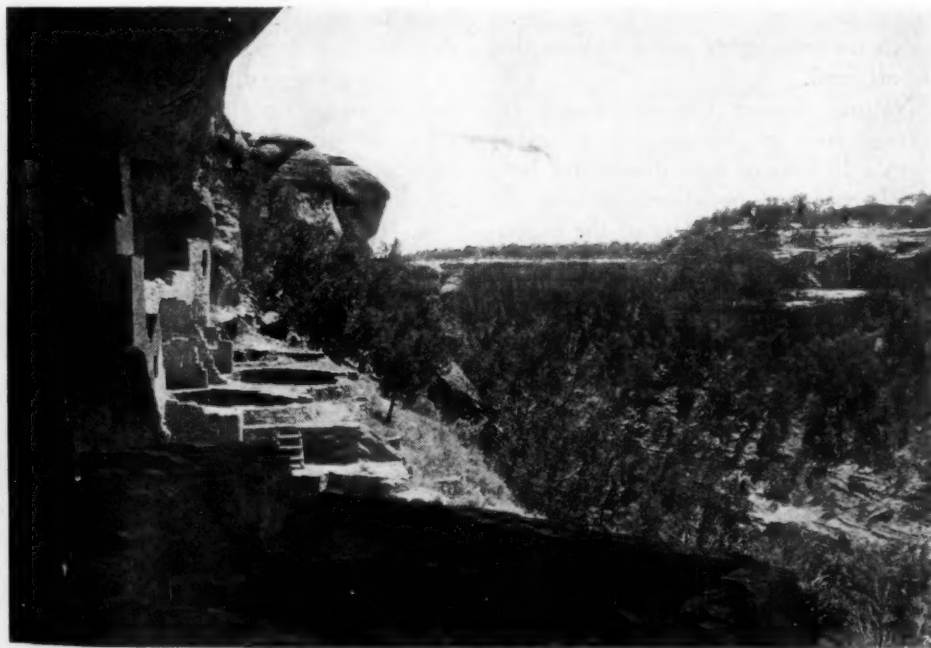
Then Trinidad, where the Santa Fe trail linked the early days of the romantic west with Colorado, and in the distance, the Spanish Peaks. This historic trail leads to Santa Fe, where Lew Wallace wrote "Ben Hur" in the old Spanish Governors' Palace.

Across the Raton Mountains, a favorite hold-up place for highwaymen in

early times, and the traveler is in the midst of the ruins of Indian, Mexican, and Spanish settlements for which New Mexico is noted. Indians come to meet the trains in Las Vegas and Albuquerque. After the Spanish conquerors came missionaries and colonists from Spain, endeavoring to civilize the Pueblo Indians. At Chapelle a party of Spaniards, pursued by Indians, took refuge on a butte, where they were kept until they starved to death.

Albuquerque was founded in 1701 by Governor Pedro Rodriguez y Cubero. He established thirty families there and named it in honor of the Duke of Albuquerque, who had been viceroy of New Spain. Just before reaching Albuquerque the traveler passes through Bernalillo, along the Rio Grande River, where De Vargas, the Spanish governor who restored Spanish domination after a lapse of twelve years, died in 1704. Here, too, in 1540-1541, Coronado spent his first winter in the Tigua province of Pueblo Indians. Their principal settlement, Puaray, known by the Spanish explorers as Tiguex, lies in the ruins of the present village of Bernalillo.

A few miles nearer to Albuquerque is the ruined pueblo of Alameda, Spanish for row of cottonwoods. Here Cardenas had 200 Indians burned at the stake, an act for which he was thrown in prison when he returned to Spain. Like Puaray, this Tigua settlement was burned by the Spaniards in 1680.



CLIFF PALACE, with its circular and square towers, warrior's rooms, living chambers, and storage places, is the ruin in the Mesa Verde National Park, Colorado, occupied 1000 years ago by Indian cliff dwellers.

The Rocky Mountains take on the appearance of an army marching single file rather than in mass formation, as in Colorado. The cactus and the sagebrush mark the sandy stretches to the west. In the valleys hidden behind the lowering hills, Mexicans and Navajos lead their cattle to a refreshing spring and till small tracts. Here, in time, the irrigation ditch will work wonders in a large way as it did on a small scale for the Indians many centuries ago.

Away to the north of Gallup and across the State boundary lies Mesa Verde National Park, almost where four State corners meet—New Mexico, Arizona, Colorado, and Utah. A few miles south of Gallup is the interesting village of the Zuni Indians, where many of the customs of their forebears are practiced today in ceremonials and feasts.

Then over the State line into Arizona, where there is no end of wonders. Sunset on the desert is superb. Adamana is in the center of the petrified forest, or what was a forest, for the trunks are all prostrate and are broken into sections. The south end of the Painted Desert, with its bright-colored cliffs, comes into view near Winslow, and twenty miles beyond is Meteorite Mountain, perhaps the most mysterious geologic feature in the West. A circular ridge encloses a great hole 4000 feet in diameter and 600 deep. Was it a volcano or the burial place for a meteor?

The San Francisco Peaks rise protectingly over Flagstaff, situated in a region of silenced craters and lava beds. Here is Lowell Observatory, with its record for famous observations of Mars. Here too, are wonderful pine trees, dating back a century before the first visit of Columbus to America.

From Williams, where the journey westward soon brings one to California, there is a 63-mile side trip to the Grand Canyon and the Colorado River. The first white man to see the Grand Canyon was Cardenas, who with twelve companions was guided there by Hopi Indians. Cardenas had been sent by Coronado to find the magic river of which Pedro de Tovar, ensign general of Coronado's expedition, had heard from the Indians.

Coronado never saw the rushing river which his followers called Colorado, Spanish for color-red. But one wonders if their description of the wealth of rainbow-reflected colors did not inspire him to continue his adventure, which later found true inspiration in the unsuccessful search for a fabled Quivira. He re-

turned to Mexico, disappointed and humiliated. But the spirit fires of a traditional city of riches made of the Indian legend a reality. Prospectors in Denver overnight were showered with

a golden stream that flowed from the Clear Creek cornucopia of which Coronado had dreamed more than three hundred years before—a cornucopia of still unfathomed depths.

Education for Efficient Thought-Life

JULIUS BORAAS¹

DURING THE GREAT WAR there came to us a wonderful dream. A new era in history seemed to loom before us. Democracy was to be accepted by the entire civilized world. There would be goodwill among the nations. Peace and contentment would come to dwell on the earth.

Gradually and somewhat sadly we are waking from our dream. Life continues to be a very real, a very earnest, and, apparently, a never-ending struggle. Democracy is discovered to be, not a means of rest and safety, but rather a serious and difficult task. The development of civilization consists, not in an escape from troubles and difficulties, but in the gradual attainment of higher and more effective means and methods for attacking the problems and perplexities that are ahead. As the relations of man to man grow in number and increase in complexity through the development of better means of communication and the elaboration of human organizations, new duties and new problems spring up to match the new rights and privileges that are attained.

Natural science has lengthened the average span of human life by many years. Inventions and discoveries have greatly enriched our lives, both in the number and in the variety of the experiences that come to us. In truth we may say that we have life more abundantly than did our forbears. Can it also be said that we live a more excellent life than they? Do we so teach and train our children that they will attain a more excellent life than we? On the attainment of such a life depends the future of our Democracy and our civilization.

What is the more excellent life? Does it consist in greater ability to have intense emotions or to go into ecstasies and tantrums? Is it to be attained by living

a free and undisciplined life of physical, mental, and spiritual jazz? Surely, that kind of life does have the appearance of abundance. No, the more excellent life demands *quality* in our living rather than *quantity*.

How shall we develop a higher quality of life? Let us consider this matter for a moment. Life for most of us is and will continue to be a program of work, leisure activities, and sleep. The problem of attaining a higher quality of life becomes, then, a question of raising our daily work to a higher level, of discovering better forms of leisure, and of securing that kind of sleep and rest which will provide strength for our higher endeavors.

How are these things to be achieved? Not by running to and fro. Not by multiplying our efforts in nervous anxiety and worry. How then? By thinking more correctly and effectively and by developing higher forms of skill with which to execute our thoughts.

What are the chief aspects of everyday thinking that we need to develop?

1. To perceive differences more clearly and to judge rightly about things, persons, activities, institutions, ideas, and principles with respect to their reliability, their fitness, and their utility.

2. To exercise intelligent care in the selection of our friends, the books and papers we read, the things we say and hear, the investments of time and money that are urged upon us, the vocations and avocations that present themselves for adoption.

3. To understand and appreciate the viewpoints and beliefs of other people and to adopt them for or adapt them to our own life.

4. To be genuinely curious and to ask worthwhile questions, especially about the causes and effects of things. To imagine new things and new conditions. To think of things, not only as they are, but as they ought to be. To initiate, to improve, to make a new earth and a new

¹ Head of the Department of Education, St. Olaf College, Northfield, Minnesota. Member of the Minnesota State Board of Education, and author of *Teaching to Think*, The Macmillan Co., N. Y., 1922, 289p. \$1.60.

heaven in our own yard and our own life.

5. To take the problems of everyday life and break them up into workable parts. To gather the necessary information, sift it, organize it, and use it to obtain correct solutions, and then to use the solutions obtained for the attack on other problems. To do this, not only with our little difficulties, but also with our hard problems, those problems which require weeks, months, or years for solution.

How can we train our pupils in these and other aspects of everyday thinking? The rule is a simple one. Provide motivated and directed practice in those things which are to be achieved.

If the pupils are to develop *skill* in the judging of biscuits, give them practice in judging biscuits and supervise the practice so as to insure the proper use of time and the gradual development of skill. If they are to learn to judge compositions, give them practice in judging compositions.

If it is desired to increase the *ability* of the pupils to understand and appreciate the viewpoints of others, give them practice in trying to understand and appreciate the viewpoints, ideas, and beliefs of their schoolmates, their parents, and their neighbors.

If the pupils are to develop *initiative*, let them exercise it in the life and activities of the school. Encourage them to ask questions, to offer suggestions, and to express opinions.

If skill in *coöperative thinking* is to be attained, provide opportunities for and encourage coöperative study and work.

In all these things it must be born in mind that no amount of practice by the teacher, however excellent such practice may be both in quality and in its effects on the teacher, will produce skill in the pupils. Also that the work of the school is that of *learning*, and that, consequently, much "trial and error" is to be expected and tolerated.

Why have we not accomplished more in training our pupils for a more excellent thought life? One of the reasons is that we were never trained to do it. When we went to school, we memorized and recited what was set before us. Now we teach as we were taught.

Another reason is that we have not been aware that there are many distinct types of thinking and that the development of skill in each of them requires specific practice. We know that a person does not become a good judge of poetry by practice in judging doughnuts,

however excellent the doughnuts may be, but much of our schoolwork has been done as if we expected such a miracle to happen.

Perhaps there is yet another reason. As teachers we have not understood clearly the importance of the work of the common schools and the function which they should perform in raising the



A DRIVE of less than an hour takes one from Manitou, Colorado, at the base of Pike's Peak, to beautiful Seven Falls in South Cheyenne Canyon.

average level of thinking on the part of our citizens and thus producing a more efficient government. The ordinary, but none the less important, duties of the average citizen consist, in a representative government like ours, in selecting capable and honest men and women for public office. The voter must know the difference between a real leader and a mere hireling. He must also be able to serve as an intelligent jurymen when questions are to be decided by general vote.

Thinking and the training in thinking, like charity, should begin at home. Practice in good citizenship begins by attending to the "motes" in our own precinct. As skill is developed, it may be possible to tackle the "beams" in national and international affairs. We have understood that for the blind to lead the blind brings disaster. We have not been sufficiently aware that blindness in the followers constitutes an opportunity and an invitation for blind leaders. The number of demagogues and the amount

of jingoism in our political life at a given time is a measure of the blindness and the failure to think clearly on the part of us average citizens. It is also a measure of the inefficiency of the training in our public schools.

What would happen if the teachers, nearly a million altogether, in the public and private schools of our country were to become enthusiastic about the development of a more excellent thought-life and bend all their energies toward its cultivation both in themselves and in their pupils? What would happen if all the teachers in other countries also became enthusiastic promoters of better thinking?

Perchance, the Hope that came as a wonderful Dream during the intense struggles of a world war might actually be fulfilled.

WHAT IS the aim of education? The student says books. The scholar says knowledge. The preacher says character. The minister says service. The philosopher says truth. The artist says beauty. The epicurean says happiness. The stoic says self-control. The Christian says self-denial. The democrat says self-government. The statesman says coöperation. The ruler says loyalty. The patriot says patriotism. The judge says justice. The aged man says wisdom. The youth says achievement. The soldier says courage. The editor says success. The manufacturer says efficiency. The banker says wealth. The dreamer says vision. The child says play. The maiden says love. The man says work. The friend says friendship. The pedagogue says personality. The physician says health. The biologist says growth. The psychologist says unfoldment. The sociologist says adjustment. But the true educator says all of these, and more, must be the aim of education. To realize many of these ideals of education, the true educator feels that the school needs greater coöperation, greater support, greater democracy, and greater efficiency. Our schools are doing a wonderful work, but not half as wonderful as they should do.

The aim of education is broader than mere scholarship. The schools, endeavoring to promote scholarship, are doing good, but scholarship alone is only a part of the great work of education. Education is broader even than the schools.—Dr. M. M. Parks, Georgia Normal and Industrial College, Milledgeville, Ga.

Education in Kansas During the Last Five Years

G. W. TROUT

Dean of College of the State Manual Training School
Pittsburg, Kansas



G. W. TROUT

IN DISCUSSING the problem of education in Kansas during the last five years, it is necessary to call attention to the population in order to measure educational progress. The population of Kansas according to the census of 1910 was 1,601,212 and ten years later it had increased only 164,315, which in growth of population makes Kansas rank twenty-fourth. As we think of the growth and development of education in its various phases and then compare the growth of our population, we may form a more adequate and correct conception of educational progress.

The development of the professional spirit—It is the opinion of the writer based upon the opinion of many of the leading educators of Kansas that the last five years have witnessed one of the most phenomenal growths in professional spirit among our teachers the State has ever enjoyed. We had enrolled in 1917 in the State Teachers' Association 6904 of the 12,000 or 13,000 teachers during that year. At the last meeting of our Kansas State Teachers' Association held in November, 1922, 13,232 of the teachers of this State were enrolled as members. During this period the entire organization of the Association has undergone a complete change, and we have so organized that four sessions are held in four distinct sections of the State at the same time, thus affording an opportunity to bring the teachers of the State together without such long distances for travel and so much expense.

Sometimes it helps us to see ourselves as others see us. Therefore, I am quoting from some of the speakers who have attended our Association and seemed to feel this professional spirit.

"I have never had more interested or attentive groups to speak to than those I recently met in Kansas. Your meetings showed excellent organization.

They started on time, there was a genuine spirit of hospitality, and the professional attitude of the teachers impressed me at all times as being sincere and worth while."—Dr. F. W. Maroney.

"I was impressed with the spirit of interest and enthusiasm manifest at the meeting of the Kansas State Teachers' Association, which had an attendance of 13,000 in October, 1922. There was every indication that this Association is rendering a distinct service to the cause of education. There is an opportunity for constructive work under the present plan of organization, and the professional interest now shown in this State spells progress."—Superintendent J. H. Beveridge.

"After my participation in the sectional meetings of two divisions of the Kansas State Teachers' Association, I desire to express my hearty appreciation of the splendid spirit as well as of the high intelligence of the audiences. It is a privilege to work with groups who evidently represent the highest level of our profession. I especially indorse the grouping of teachers in the various high-school sections in which I worked."—Dr. R. L. Lyman.

"The Kansas State Teachers' Association has a great organization, a wonderful spirit, and a splendid method of handling State educational problems."—Dr. Arthur Dean.

"I have been on the programs of the State Association meetings in at least seven States, and nowhere have I seen the spirit of the Kansas organization excelled, if equalled. It seems to me that your plan of meeting in different parts of the State is a good one and carried out in an admirable manner."—President Livingston Lord.

Teacher training—Kansas has three State teachers' colleges, all of which are giving four years of college and professional training above high-school graduation. Last year there were enrolled in these three institutions, 10,786 students, including about 750 training-school children, which would still leave for better preparation for teaching more than 10,000 enrolled in these three teachers' college for a greater or less length

of time. This is an enrolment considerably short of the number of teachers required in our State for all public-school purposes. Moreover, many of the teachers who receive their diplomas from these teachers' colleges drift to other States. We need to have, in order to fill adequately the demands for properly trained teachers, at least 33 1/3 per cent more people in training for the work of teaching in our State.

In connection with what is being done in the teachers' colleges, the State University, the Agricultural College, and many private schools are turning out a considerable number of graduates who enter the teaching profession.

Elementary education—During the year 1919-1920, Kansas had 7691 teachers in one-teacher schools with an average attendance of 18.3 pupils per teacher. In her graded schools of cities—first, second, and third class having two or more teachers—Kansas had 2872 teachers. The average attendance for these teachers was difficult to obtain, but it is safe to say that it was at least one third greater than that of the one-teacher school. The qualifications of these teachers will throw some light on the progress and likewise the need of more teacher training to make our elementary schools what they ought to be. The number of teachers employed in these schools who have had no previous experience was for the one-teacher school 2294, and in the grades 217. This group of teachers is coming largely from the grades, taking county examinations for certificates, or from the normal training high-school courses. Some are graduates of a standard four-year high-school course with slight preparation in our summer schools in the State teachers' colleges.

Six years ago the legislature passed a law, the purpose of which was to raise the educational standards for county certification. This law provided that the lowest grade of certificate—namely, Third Grade County—must have more training than formerly, and those persons seeking the Second Grade Certificate must show at least one year of high-school work or its equivalent, and those seeking the First Grade must have had at least two years of high-school training or its equivalent. This has considerably helped the elementary situation.

Secondary education—The development of secondary education in Kansas may be judged from the following facts:

For the school year 1900-1901, there were only 16,479 students enrolled in Kansas secondary schools. Five years

later, that enrolment increased to 39,981, and in 1919-1920 we had 60,110 enrolled in our high schools. At the end of the school year 1918-1919, we graduated 8716 students, and 1919-1920 we graduated 7823. Accurate statistics for 1922 could not be had, but those gathered would indicate that we graduated the largest number of high-school students in 1922 that the State has ever graduated. In 1920 we employed 1714 high-school teachers. At present the law requires graduation from a four-year college course above the four-year high-school course, or at least sixty college hours of work above the four-year high-school course for all teachers who may teach in our four-year accredited high schools. The sixty-hour teachers are those who hold special certificates in home economics, industrial arts, commerce, drawing, and other occupational or vocational subjects. No teacher with less than a college degree in preparation is eligible to teach any academic subject in our accredited high schools.

Higher education—Kansas has five institutions of higher education, namely—the University of Kansas, the State Agricultural College, and State teachers' colleges located at Emporia, Hays City, and Pittsburg. The following facts will throw light upon the work of these State institutions:

The number of students registered in the various divisions of these institutions are as follows: Agricultural College in 1917 had an enrolment of 3330, and in 1922 it increased to 3547. The University of Kansas in 1917 enrolled 3437; in 1922 it had increased to 4667. The enrolment for the three teachers' colleges in 1917 was 8542, which increased during the five years to 12,902. The enrolment for these colleges for the year 1921-1922 was as follows: Emporia 4385; Pittsburg 4189; and Hays 2212. This enrolment includes the pupils of the training schools which amounts probably to seven or eight hundred.

The growth in the faculties of these institutions also indicates the educational progress of the same. Kansas University during the past five years increased its faculty from 243 to 303; the Agricultural College from 183 to 243; Emporia from 82 to 91; and Hays from 33 to 35. For the latter two these figures are based on their report to the educational survey for the year 1921. Pittsburg increased from 46 to 80 in 1921.

The enrolment and graduates in privately supported colleges and uni-

Out Where the West Begins

Arthur Chapman

Out where the handclasp's a little stronger,
Out where the smile dwells a little longer,
That's where the West begins;
Out where the sun is a little brighter,
Where the snows that fall are a trifle whiter,
Where the bonds of home are a wee bit tighter,
That's where the West begins.

Out where the skies are a trifle bluer,
Out where friendship's a little truer,
That's where the West begins;
Out where a fresher breeze is blowing,
Where there's laughter in every streamlet flowing,
Where there's more reaping and less of sowing,
That's where the West begins.

Out where the world is in the making,
Where fewer hearts in despair are aching,
That's where the West begins;
Where there's more of singing and less of sighing,
Where there's more of giving and less of buying,
And a man makes friends without half trying—
That's where the West begins.

[From the author's *Out Where the West Begins* and other Western verses. Houghton Mifflin Company, Boston, 1917. Copyright by the author, 1916. Used by courteous permission.]

versities for 1921-1922 was 3745. There are thirteen of these institutions in Kansas, which graduated 453 from the four-year college course in June, 1922.

Professional and technical training—Adequate data is lacking in regard to the total number of persons engaged in the pursuit of professional and technical courses other than teacher training. But it is safe to say that outside of the teachers' colleges, most of the graduates, as indicated by returns from the various educational institutions of Kansas, are looking toward professional and technical training other than teaching. However, the University of Kansas, the Agricultural College, and the private or denominational colleges of the State are graduating a large number of young people, who through the State Board of Education, may and do secure certificates for teaching.

Formal adult education—At present, the State of Kansas is carrying on extension courses in various lines of general education for adults who have not had the advantage and opportunity of high schools of the past and of colleges of

today. The exact number of people thus engaged in educational work is not easily obtainable. The State Manual Training Normal has over 1300 people doing work in *absentia*. In addition to this work, we have just begun to reorganize vocational education under the direction of C. M. Miller, who reports that there are fifty-one high schools employing full-time teachers of vocational agriculture and fourteen high schools employing half-time teachers of vocational agriculture with an enrolment in these courses of approximately 1600; that there are ten high schools offering vocational home making in their daily programs. The enrolment in these schools is about 200. There are twenty evening schools in vocational home making with an enrolment of about 500. There are forty classes in evening industrial schools with an enrolment of 800. These evening industrial schools are open only to persons over sixteen years of age who have entered upon some trade. Mr. Miller also reports that there are on file in his office more than forty additional applications for

vocational agriculture schools, and as many vocational home-making schools. The above facts will be sufficient to indicate that Kansas is endeavoring to meet the deficiencies of her adults in education.

Public libraries—From the report compiled last year, Kansas had 227 public libraries, including those of educational institutions, but not including private libraries. The number of books taken from these libraries during the last five years has increased enormously. Data to show per cent of increase could not be had.

In addition to these libraries, we have what is known as the Kansas traveling library, sent out from our Capitol to rural-school communities for one or two months' use. This traveling library has been very popular and has served a great need in rural communities.

The legislature of 1921 passed a law providing for the establishment of county free libraries. Back of this law was the feeling that in a rural State, such as Kansas, there are many counties which could not avail themselves of the public libraries of the cities and institutions and that that need should be met by the establishment of these country libraries. This law cannot be made effective until next year as the time for the laying and collecting of taxes, and the organization of library boards could not be brought about at an earlier date. However, only fourteen of the one hundred and five counties in Kansas do not have from one to six public libraries.

Many more people are using the libraries than at any previous time; all of which indicates that they are contributing to the progress and development of education.

Progress in financing education—Only a few facts need be offered to indicate the progress made during the last five years in financing educational work in Kansas. From data gathered from a large number of colleges and universities, together with technical and commercial institutions, concerning the increase of the income during the last five years more than twenty-five of the leading institutions, both private and State, reported a per cent of increase ranging from 23 to 600 per cent. Eliminating the one institution that reported the 600 per cent increase, the average increase during the five years has been 80.2 per cent for these institutions.

The total expenditure in Kansas in 1918 for elementary and secondary education was \$17,070,394.12, while in 1920—the last date for which I have

definite figures—we expended for the same purposes \$22,512,308.91. The total appropriation for the fiscal year 1923 made by the legislature of Kansas for her five State educational institutions is \$3,744,103—a sum much larger than any previous appropriation.

The growth of lay support—The general feeling of the laity of Kansas toward education has grown tremendously during the last five years as indicated by the large attendance at various organizations such as parent-teacher associations, sections for boards of education at all our educational meetings, and the willingness upon the part of our constituency to contribute their time and funds even in stringent times to maintain and advance their educational interests. This is a most hopeful sign for Kansas.

School code commission—Two years ago the legislature provided for a school code commission to go into the matter of all laws affecting educational work in the State. This commission has worked diligently for the last two years, and is now presenting to the present legislature recommendations for a wholesale overhauling of all our school legislation. All Kansas educators who are at all acquainted with legislation in this State are familiar with the necessity for such a program. Our school laws have been enacted in piecemeal and to meet emergencies as they arose almost from the beginning of our State up to the last session of the last legislature; and therefore, we have much conflicting legislation, great overlapping in taxation for educational purposes, and cumbersome and inefficient administration of the same. I have had the opportunity of reading part of the report of this commission, which to my mind is worthy of consideration, owing to the tremendous task which it has had; but its recommendations, although a great improvement over the present situation are far from perfect, are a step in the right direction. That there should be a demand for such a commission looking toward a better order of school law is evidence of the progress of educational thought in our State.

Summary—In conclusion, allow me to present a brief recapitulation:

1. The per cent of school population five to eighteen years of age enrolled in public and private schools in 1919-1920 is 93.9 per cent, giving Kansas twelfth place in the list of States.

2. The per cent of the population fourteen to eighteen years of age enrolled in high schools for the year 1919-

1920, Kansas stands fifth, with 43.2 per cent.

3. The per cent of total school enrollment in high schools and elementary schools, Kansas stands seventh, with 14.1 per cent.

4. The number and places of residence of college and professional students, and the number of inhabitants per student by States (including independent theological schools and teacher-training institutions) in 1920-1921, Kansas stands fifth with 11,786 students who reside in the State, being one to every one hundred and fifty-one of the population, with 10,449 students attending institutions within the State.

5. The proportional distribution of income of public universities and colleges for the year 1919-1920, Kansas ranks fifteenth.

6. The relation between appropriation for State institutions of higher learning and population in various States for the year 1919-1920, Kansas ranks thirteenth with \$2,499,103, for a population of 1,769,257, or a per capita appropriation of \$1.41.

7. We recognize the deficiencies, but we are proud of the achievements and believe that the general attitude in Kansas is today more deeply concerned about better schools, from the one-teacher isolated rural school to its University.

We have recently had a survey of our State educational institutions, not yet published, which may throw considerable light upon points discussed in this paper. However, all facts point to greater progress in education in Kansas during the last five years than during any previous similar period.

IT IS better to be skeptical of all new ideas and to insist upon being shown rather than to rush around in a continuous brainstorm after every new idea. Skepticism, if by that we mean cautiousness, is the balance wheel of civilization. Most of the present acute troubles of the world arise out of taking on new ideas without first carefully investigating to discover if they are good ideas. An idea is not necessarily good because it is old, or necessarily bad because it is new, but if an old idea works, then the weight of the evidence is all in its favor. Ideas are of themselves extraordinarily valuable, but an idea is just an idea. Almost any one can think up an idea. The thing that counts is developing it into a practical product.—*My Life and Work* by Henry Ford.

My Father—John Burroughs

JULIAN BURROUGHS



IT WAS not always safe to take father too literally, to take him at his word. He had a habit of saying, whenever he saw an outbuilding or an entry way cluttered

up with a collection of odds and ends, "I'd burn all this up—clear it out and burn it!" So one day I did take him at his word and sent a load to the dump. Among the things sent was a curious and very old hand bag, dusty and worn and easily sixty years out of fashion. After it was gone I found that it was the bag father had carried when he tramped and stagecoached it away from home for the first time, when he had set out into the world to begin his career as a school teacher. We were able, however, to recover the bag, and for a time at least father was careful not to make such sweeping statements about burning collections of worn-out household goods. He loved to think and speak of his boyhood and everything that was in any way associated with those days, and the old farm where he was born high up on the Catskill Mountains became very precious to him. So we were glad to recover the bag, the little souvenir of the day when his boyhood ended and his manhood began.

In one of his letters to me, a reply to one of mine in which I complained that I too should have left home and had a career of my own, he said, "Yes, it is a law of Nature for the family to scatter—Nature says 'Scatter, leave the home site and seek other lands and occupations.'" Of father's family of ten—he was the seventh child in a family of ten—he was the only one to really leave home and seek other lands and occupations. His brothers all stayed in the dairy country of the further Catskills and became farmers and dairymen, some of them remaining on the old homestead. Father often tried to account for himself and never could give any explanation that was fully satisfactory. "I was different somehow," he would say, "for when visitors would look us all over and come to me they would say 'But whose child is that? That is not your child!'" and I

remember how I would hang my head and feel so ashamed." And yet one cannot help but envy one born with such a singleness of purpose, with an ambition that never faltered or knew a doubt for sixty years, a purpose in life that never posed, never bragged, never had to compromise or be dishonest to itself, a purpose that was always in deadly earnest, that could always be true to its ideals.

When the boy Johnny Burroughs,



JOHN BURROUGHS loved books and children even as he loved the out-of-doors. He enriched the lives of hundreds of children who knew him personally, and through his writings influenced the lives of millions of others.

dressed as were his brothers and playmates in heavy cowhide boots and homespun suit, first began to show that he loved books and the printed word he was a source of grave anxiety to his father who feared he would become a Methodist minister. Grandfather was an Old School Baptist, a stern and uncompromising sect that looked upon salvation on such easy terms as did the Methodists with unmixed scorn. So father had to break away from the traditions of his family. He often used to tell how he earned the money for his school books and would take special delight in recounting how, when his teacher told several of the scholars to get gram-

mars but did not include him, he earned the money to buy a grammar and on the day the class was formed he produced his book and took a place along with the rest, quite unbidden and to the astonishment of the teacher. He kept up with the class, without having any idea that the grammar he was so earnestly studying had any bearing or relation to their speech or writing; and long years afterward when that teacher saw some of father's writing he wrote to him asking if he were indeed the boy from the mountain farm who had joined his grammar class, willy nilly. And father would say he was glad he had at last justified his intrusion into the grammar class of his teacher.

Grandfather subscribed to a religious paper, the organ of his Old School Baptist faith, and some weekly newspaper. There were no illustrated magazines or papers; books were very scarce and mostly of a religious nature; there were no movies or phonographs or any of the aids to study of today. And for light they had tallow dips or the light of the open fire. And "book larnin'" was looked upon with more or less contempt.

In spite of what we might consider the hardships and drawbacks of the boyhood of John Burroughs it was in many ways an ideal boyhood and, as he expressed it, "one to discipline both the body and mind"—a life that gave one both many obstacles to overcome and the strength to overcome them. As I look back to those days, of which father loved to talk, and of the memories of my own boyhood visits to the old homestead, I can see how firm a foundation was here laid for his life's work. His family were close to nature and they had to use their hands and to learn to adapt themselves to a primitive life—a big family, a large household, self-supporting in a way we do not dream of today. In every barn was a wooden horse for shingle making, on which in rainy days shingles were split and shaved by hand—and they were shingles that would last fifty years. In every house was a spinning wheel, in every loft, a loom. On every farm was a flock of sheep to furnish wool for the members of the family, a flock of geese for feathers for their beds, a patch of hemp from which was made the linen for their clothes. They

not only made their own candles and their clothes, but they produced the material from which to make them. The woods gave them maple and birch for their fires—and is there any more delightful fragrance than that of a fire of hard maple!—and the maple gave them their sugar. With such examples constantly before them the boys early learned many of the manual arts—if father wanted a trout line he had to gather hairs from the tails of the horses and braid a line. Their slate pencils they made themselves, walking miles to Stratton's Falls where there was some soft stone, from which they laboriously whittled their pencils. For kite strings they twisted tow. Those boys needed no course in manual training! Even their inkwells they learned to cast from scraps of old lead. Father bought his grammar and other school books that grandfather refused to buy for him with money he earned making maple sugar and peddling the new fragrant cakes in the village.

The old farm "out home," as father always used to speak of it, stretched up and over the mountain called "Old Clump" and had an average elevation of about two thousand feet. The summers were and are wonderful, cool nights and invigorating days, and the winters are long and hard, twenty or thirty below zero.

From the descriptions father has so often given, a vivid picture comes to mind of him and his brothers plunging into and through the drifts on their way to school those winter days, the older brothers ahead, breaking a path for the smaller ones, their faces muffled in homespun scarfs, their homespun breeches tied over the tops of their heavy, frozen cowhide boots. The way led up and over a long spur or "ridge" of Old Clump, and down through and past some woods in West Settlement to the little red schoolhouse beside the road. When they got to school they would "clump" about the stove in their frozen boots, often crying with the pain as their feet thawed. But the schoolhouse was full—fifty or sixty boys and girls, with their slates and dingy spelling books sitting on the hard pine benches or standing about the stove—today there are five or six! And from those little red schoolhouses, with their primitive equipment, went forth the army of people who fought the Civil War and largely developed the far west. They were the hard working, straight shooting people who build empires—not destroy them.

Many were the chores of the boy on the farms of the further Catskills seventy years ago and many were the hours too for fishing or building or making something that filled the boy's heart with delight. Father would tell of it all with relish, he liked the chores, except picking up potatoes—this was a disagreeable task. He loved to burn the stumps that remained in the pastures. He loved to make the maple sugar in April, to help shear the sheep and gather the apples. He often would look at his



A FIELD OF DAISIES is a lovely scene for companionship between infancy and age, and a junco's egg is a fitting object for a first lesson in nature study.

short brown hand and say that his crooked fingers came from milking so much when he was very young. In summer the haying was the one big undertaking, mowing and raking and gathering the hay all by hand, working from daylight until dark, in many ways a joyous task in the great meadows fragrant with sweet smelling hay, melodious with the notes of the bobolink, a surpassing view over the valleys whenever one looked up. The rye was cradled and raked by hand—and there were ax helms to make, and grain cradles, and sleds, and hay riggings, and many other things, made from good birch or iron wood that grew in the nearby woods. Every stream was alive with trout. Foxes, coons, squirrels, ruffed grouse filled the woods. Wild pigeons came in millions. I remember father telling of one day in particular

when a host of pigeons swept through the beech woods, a great blue wave that rolled along, the pigeons behind constantly flying over and alighting in front of those before them, filling the woods with the noise of their wings and the soft piping of their voices. They were feeding on the beech nuts that covered the carpet of the woods.

There was much in that country and that life to fill one with poetry and emotion; the great gently sweeping mountains, their tops mantled with forest, the farms lying in the valleys and reaching up the broad flanks of the mountains, the cool sweet air, the fragrant woods on every hand, the limpid, purling trout streams, the cool, pure springs in every field and woods, the spiritual notes of the hermit and wood thrush ringing out from the woods, the elusive boom of the drumming grouse, the happy sound of the swallows as they skimmed the meadows, and above all the rugged, primitive, simple life, gave strength of character and sympathy with nature. Father said he was homesick when he left home and had been homesick ever since. "The love of the old farm and of father and mother is deep in the very foundation of my being," he once wrote in a letter to me. The farm boy helping with the season's sugar making, haying, planting, or harvesting, becomes a part of it all; he gains an intimacy and understanding to be had in no other way. As he himself expressed it, "While tending the kettles there beside the arch in the bright, warm March or April days, looking down the long valley and off over the backs of the distant mountain ranges, what dreams I used to have, what vague longings, and I may say, what happy anticipations! I am sure I gathered more than sap and sugar in those youthful days amid the maples."

AS WE BECOME better teachers we also become in some sort better persons. Our beautiful art, being so largely personal, will at last be seen to connect itself with nearly all other employments. Every mother is a teacher; every minister. The lawyer teaches the jury, the doctor his patient. The clever salesman might almost be said to use teaching in dealing with his customer, and all of us to be teachers of one another in daily intercourse. As teaching is the most universal of the professions, those are fortunate who are able to devote their lives to its enriching study.—George H. Palmer in *The Ideal Teacher*.

The Four S's—A Project

ALICE M. CAHILL

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CAN YOU SWIM? How do you leave the yellow sands with its ever critically present audience? Do you dash through the flying spray and plunge head first into a very mountain of a wave, later to emerge laughing and shining as the very people of the underseas? Or do you enter the water gingerly, toe by toe, and, after a gasp or two, by the time the liquid blue has struck your more vital parts, duck ungracefully and protestingly and stonelike in a stiffly vertical position until the neck line is reached?

How is the rest of your watery visit spent? Are you one of the enviable crowd on the raft who hold pleasant converse in chummy groups of two and three as they swing suspended by a finger or two, or who leave the spring board in almost heart-breaking curves of beauty, or who dance on the swaying boards in sheer exhilaration of living? Perhaps you are one of these favored few or perhaps the raft and its joys are as remote and as unattainable to you as the golden summer sun itself. Maybe you stand knee-deep and talk about the increase of taxes or the best way of pickling pears. Most likely you totter if a seven-inch wave approaches without a herald. Occasionally you bob up and down like a gentle Jumping Jack but show no sign of Jack's ever-present grin. Perhaps, if courage be stirring, you sink again to the neck line and flap about with two hands and one foot, the other foot prehensilely attached *à la Darwin* to the sands beneath. At a distance—a long distance (you are quite deceiving)—you look as if you were swimming. But you fool no one—least of all yourself. Your eyes are seagreen and your heart is heavy with regret and your American sense of fair play and equal opportunities for all rebels, because you can't do what the others *can* do and you know you could do it as well as the next one had you learned it at the pedagogically psychological moment!

But that moment is long since past. The merry and somewhat crazy rush of everyday living is such that often the thirties and forties and fifties are reached before we truly mourn for the tricks that are second nature to the young dog, but can never be learned by him in his old age. We of advanced years may bravely

strive to learn the Four Sports, to swim or to skate, or to dance, or to play tennis, but our performance is as wooden, as purposeless, and as lacking in spontaneity and snap as our frozen pudding of the present era.

If we steal the time and attempt the initial steps in skating our muscles and joints are stiffened by the thought that a broken leg would keep us in the hospital for weeks. Our consciousness of bystanders makes us more awkward than nature ever could. Our ageing circulation chills us through and through and we die a thousand deaths anticipating one tumble.

To the uninitiated learning to swim and dive is lackeyed by even greater possibilities of danger—even the loss of life itself. Why intelligent, well-read people will not believe in the buoyancy of water (as applicable to themselves) is more than I can understand. Dancing and tennis when learned late in life do not present such menacing hazards as skating and swimming, but here again, the thought of the onlooker, the consciousness of weight, shape, or clothing, the astonished heart, the involved breathing, and the general rebellion of an unexpectedly overtaxed system are all drawbacks to real success. Real success does not come to the forty-year-old—a semblance may—but not the carefree, devil-may-care, and second nature success that youth attains. And then we must remember that for every *one* grown up who attempts to learn in the sport line what he should have learned before his teens were upon him, there are at least *nine* others who stand back, wistfully and inertly, truthfully laying the blame on conditions that they had little or no control over—namely, *conditions as they were in their childhood*.

You know these conditions as well as I. You may have experienced some one or more of them even as I. *And these same conditions exist today.* Some children themselves are apathetic as far as vigorous sports are concerned—they much prefer the quieter, more sedentary pastimes. Are they the best judges, however, of what their stretching young bodies need? Some children are enigmatically and firmly opposed to learning to read, to write, and to spell. Is that

reason sufficient for them growing up "know-nothings"? Do we recognize it and abide by it? Children's preferences are interestingly indicative, but unless guided along the lines of well-established society are apt to prove somewhat subversive of law and order. Other children are naturally diffident and even somewhat nervous. As a rule, nerves do not decrease in crankiness as they age, so why not smooth them down early in life? Eight-year-old high-strung Henrietta will sail over the hazards of skating much more equably than Henrietta when she has shortened her skirts again to celebrate her thirty-eighth birthday. And saddest of all, unskilled Henrietta of second childhood may never even guess what she is missing—this is almost as sad as realizing the loss as so many of us so poignantly do.

Again the excessive parental love of some mothers (fathers are not so often to blame) prevents their children from learning to skate and swim. With their grown-up intelligence threaded through with crotchety nerves, these mothers foresee in skating strained muscles and broken legs and concussion of the brain and, of course, death by drowning if swimming is attempted. They do not stop to realize that Ferdinand may just as easily break his legs while going to the store for tapioca and may drown because of the fact that he didn't learn to swim. Should children suffer because of the diseased imaginations of their guardians? Should their health-giving enjoyments of later years be curtailed by minds that have long since passed to a clearer understanding?

Relative to dancing there is sometimes a religious or ethical objection on the part of the parents. Few, however, frown on folk dancing—so here is the opening wedge for the rhythm-loving souls that most of us own.

Affecting the larger percentage of children are two conditions that are peculiar to so-called home environment. Some families actually lack funds for the purchase of skates, tennis racquets, and swimming togs. Other homes have no facilities for these sports near at hand. So more boys and girls fail to get what should be naturally and healthfully theirs. And because of these several conditions you and I and a few more thousands have to say, "No, I don't swim," and "Sorry I can't join your party, but I don't skate," and sit soulfully with the matrons during toe-tickling jazz tunes and think the tennis players are going past all limits of decorum when they

scream out "Deuce" or feelingly attract their partner's attention with "Fifteen Love"!

Now what *can* we do about it? And what *shall* we do about it? We have learned that nothing is impossible and that the most ridiculously improbable happening may even now be waiting at our own back door. The civilized peoples of the twentieth century engaged in a four years' war of barbarian horrors; smoking cars were actually taken off the Elevated for a few weeks this year; Prohibition stalks our wayward land; and the Nation's women helped elect Harding. So nothing, *absolutely nothing*, is impossible. As for the public funds necessary to any widespread movement, these are always accessible for any purpose and at any time providing you can buttonhole the right man or men.

I take it for granted that everyone agrees with me that skating, swimming, tennis, and dancing should be caught while one is young. Like children's diseases they go mighty hard with grown-ups. I know that my contemporaries who have had these four accomplishments since childhood would not now part with them for Midas' touch. So I am positive of *their* coöperation. As for the stunted mortals who have reached middle life with nary a one in their bag o' tricks I know even more positively that they will not only agree but will vehemently demand that the children of today be not passed by as they themselves were.

So here we are all together and all headed for the one goal—to build up in the child that which will be sane, legitimate, and health-giving recreation for him, straight through to his three score years and ten.

Individually we could see to it that some two or three young Americans should become, willy-nilly, letter perfect in the Four S's. But this individual effort, though worthy indeed, is not comprehensively far-reaching. How then can we plan that *all* the growing boys and girls of our progressive land be initiated? How will they *all* get what they should get in spite of individual preferences and idiosyncrasies, in spite of parental prejudices, and in spite of the various circumstances of home environment?

In order that every one may answer this question in the one and only way it should be answered, I am going to ask one other and the answer to both is irrefutably the same. How do *all* the children of *all* the people learn the Three R's? *In the schools.*

As soon as a reasonable quota of accomplishment in the Four S's as well as the Three R's is a condition for an elementary-school diploma then so soon will our growing Americans have a normal childhood, a virile youth, and an older life of many pleasantly healthful possibilities.

The schools already spend large sums in teaching a select few such sports as baseball and football. These are not primarily for the benefit of the individual, but are engaged in from a viewpoint of inter-school competition. A football squad of eleven and a baseball team of nine even with the customary second teams does not seem like a democratically even spreading of butter on the prosaic bread of life—does it? And even after a splendidly intensive training in these two pastimes how many business men motor out in the good old daylight-saving-time to run bases or kick the pigskin about? Where would he ever pick up the complementary eight or ten to fill up the team, to ignore entirely the vitally necessary numbers for the opposing squad? It is easy enough *at times* to tie up with *one* friend or *possibly two* for an hour's enjoyment, but these busy days of ours do not encourage the frequent rounding-up of the "whole gang."

Accordingly the money spent on these two sports in the schools is not exactly far-reaching. But the very fact that it is being spent is indicative that with the right impetus a similar amount or even a lesser amount per pupil might be used for the *four million* as well as the *four hundred* of school society. Without going statistically into the matter, I am confident that a comparatively small outlay of funds would secure results.

Of a certainty a city would have to buy or rent some conveniently located vacant lots for use as tennis courts in the mild weather and later as skating areas. An extra gymnasium building or two might be necessary. A certain sum would have to be spent on skates, racquets, and suits to lend to those who could not get them for themselves and there would be salaries for instructors and funds for general upkeep. But I doubt if the increased expenditure when reduced to actual cost per child (and per grown-up, too, for that matter) would be anywhere near as great as the sum now being spent on a few male high-school students in the pursuit of football and baseball. And I am confident again that if the city spent its money in these directions it would spend noticeably less in its respective depart-

ments in handling fires, following up thefts, settling cases of unruly children, and meting out punishment in general for the seven times forty-seven varieties of indiscretions that adolescent youth and hardened age are capable of. To be conservative, as a result of dexterity in the Four S's, at least *some* of the city's population would plan a more wholesome use of those idle moments that Satan views with such speculative eyes.

Little or no instruction would be necessary. A child could take the entire elementary stretch of nine years to qualify or he might present himself for examination in any one or more of the four sports as soon as he felt he could creditably pass. I should not advise examining children for diploma records until they had reached the seventh grade, but from that time on to actual graduation time the following-up of non-qualified pupils would have to be as much of the school program as any of its now-accepted subjects. However, I believe that given the right opportunities, under pleasant conditions, seventy-five per cent of the children would have qualified creditably by the time the seventh grade was reached. To urge the remaining twenty-five per cent along with a stretch of three years in which to do it does not seem a herculean task. The great, great majority of children would learn almost instinctively outside of school. The playgrounds and municipal buildings already so beneficially established would have an increased patronage—the patronage of those who would not use these city privileges unless bound to do so by an elementary diploma's requirements. Here the children would gain proficiency in the Four S's by observation, by competition, by encouragement, by an occasional word from the instructor, and by actual enjoyment and inclination. If a little fellow, as soon as he enters school, has access to the various equipment necessary for success and if his interest is jogged off and on (in the case of the apathetic ones) by his grade teacher, I again say, that the opportunity given, there will be little or no need of pedagogical pressure or exertion.

The interesting possibilities of inter-school or even inter-city contests, of pageants and of carnivals as a result of city-wide accomplishments in these sports, is not to be disregarded. Competition is usually a successful master. Accomplishment and recognition are delightful side partners. Without a doubt the city's expense per pupil might be

most agreeably lowered by these same contests, pageants, and carnivals.

The advantages of adding the Four S's to the elementary diploma requirements are so many and so obvious and so far-reaching into life that it seems almost belittling to the reader's intelligence to name them over. They fit in so admirably with the growing popularity of week-ending in the open. Health for the child, and logically health for the man. Legitimate pleasure for all creeds, colors, sexes, and ages. Grace—there is no sin in being beautiful as well as good. Life itself—consider the drowning accidents to bathers and canoeists who cannot swim. That sense of power and accomplishment which sends comforting prickles up and down one's back and straightens the shoulders and holds the head high. And the bending of the twig, away from the questionable shadows of a Police Record to the pleasant sunlight of law and order.

Just at present many of the educational world are agog over so-called project work. This up-to-the-minute interest consists in linking up the doings of school life with the outside world and proving to the children by means as concrete as possible that everything in school has a practical purpose, a world value. The four arithmetic processes

may, according to "project," be pleasantly learned by having a store in the schoolroom. The handling of make-believe money for buying and selling would prove the value and actual need of absolutely correct adding, subtracting, multiplying, and dividing. As may be readily seen, this is a delightful method in many respects and reaching out as it does into later life or immediate life itself outside of school—I am thrilled to know that all true advocates of Project will greet me and my Four S's as a real sister spirit.

When reading Mendel E. Brantom's "Project Method in Education" I was much elated to find several quotable passages relative to the avocations of one's leisure moments that have strengthened my faith in myself and in my Four S's. He says "It is essential that children shall be given the requisite knowledge and attitudes that will persist in the after-school days in functioning in the life of the child so that he will continue to grow in the direction of becoming more and more proficient in industrial work, so that he will select harmless forms of recreation, and so that he will be a positive social force in society." Believing as you do in my project what can you do and what will you do to help?

study. This business of education is one of coöperation.

Principals want to work with men of large ideals. They want to know the larger objectives. Then they wish to be left to plan methods of attack. They wish the checking-up process to search the minutest details, but they wish to assume responsibility for having done the work. The type of executive who is not looking for development of his ideas, in addition to their execution, must be content to employ less aggressive and studious principals. The principals are developing their own technique in the field of elementary school supervision and management. They wish to be considered the specialists, the highest authorities in that field. They know progressive superintendents are concerning themselves with the larger field of city school management and administration.

This is an opportune time to outline the policies which are motivating the newly organized elementary school principals. They are wholly professional. Principals believe their problems, to be correctly solved, need as much careful study as the problems of any other professional group. Even a hasty glance at the bibliography of their field shows what has been written cannot be mastered in two or three brief courses.

The principals, through their organization, will add the results of their own studies to the professional literature of their field. This will stir the ambition of many principals who, when fully awakened to their opportunities, will read the literature already published; who will attend meetings where their problems are being discussed by their own leaders; and who will attend the universities to take advanced professional courses.

The organization enables the principals to undertake research studies of their own. It becomes a clearing-house for ideas and a storehouse for statistical data. The annual yearbooks will contain many of these studies which will become distinct contributions to the literature of this field. These yearbooks will pay a part of the debt we owe to the colleges by giving them some subject-matter for aid in courses. Just here we must pay tribute to the colleges for having encouraged us to use our own schools as laboratories. They have stimulated the spirit of research among us.

The distant future is full of promise of a single standard based upon experience, professional scholarship, and

The New Era in Elementary Education

LEONARD POWER

Principal Franklin School, Port Arthur, Texas

THIS is a solemn moment in the history of education. A new group stands at the threshold of higher professional attainment. The members of this group, the elementary school principals, are filled with the highest and noblest purposes. They have sent their First Yearbook on before as a herald, and its message has been favorably received.

The members of this group feel that it is a great privilege to become a corporate part of the larger body of educators. They will raise the standards of all workers in the field of elementary education while raising their own standards of professional attainment.

The principals are now nearer to the leaders who must judge their ideas of elementary school management. The superintendents have already placed the

stamp of their approval upon their ideals. The elementary principals must work with their superior officers, with their teachers; all working with the children. No one need work under another but all must work together.

We are inspired by the great improvement in the technique of the art of teaching. Teachers are talking in terms of large units of subject matter. Even their nomenclature is developing so rapidly that the less studious leaders will be left behind.

The lessons of the greatest leaders in the field of elementary education are becoming common practices in elementary schoolrooms. At the same time much is being heard of teacher participation. The democratic classroom methods have led the teachers to desire more democratic methods of making courses of

responsibility. We do not wish a leveling down or a raising up. We wish for a recognition of individual merit where it is found and complete freedom from the idea that the grade of school organization in any way reflects the amount of professional preparation required to teach in it. There is something decidedly wrong with the idea that elementary school workers need to remain lower in amount of professional training needed than high-school workers. The ladder of professional success is not composed of the elementary-school rung, the junior-high-school rung, the high-school rung, and the college rung. It is composed rather of the number of years of successful experience and the number of courses of professional training that have been received.

Any elementary-school principal or teacher should be free to reach his highest professional reward within his own chosen field. We must render greater

service and raise our own professional standards if we would win our goal.

The people are with the elementary-school leaders. They have wondered at the administrative policy which made such a difference between qualifications for teachers and principals in elementary schools and those in high schools.

The elementary principals see in the study of the curriculum of the elementary school ample material for many theses. Already the best in every field of organized knowledge is crowded into that curriculum. Outside the field of the curriculum, in the field of supervision, as yet almost untouched, there awaits a large body of knowledge and a technique, which, when mastered, will put the elementary principal on a professional level with any physician in his community. Such is the outlook into the future of the era in which the elementary school will take its proper place beside all other schools.

As compared with the growth of the physical sciences, the advance of mental science or psychology is yet in the nascent or formative stages; the great field of mental life, for the most part, remains uncharted and unexplored. Just what medical science has done for the body, however, mental science aims to do for the mind; the mental scientist endeavors to discover what takes place in the student mind. To accomplish the desired end he proceeds as the physical scientist—that is, by experimentation. In the psychological laboratory, the student is taught to perform typical ideational and sensori-motor processes, studying and analyzing his own introspections. Thus with the aid of behavioristic psychology it is hoped to discover the characteristic reactions of the human mind.

Like every important advance in scientific thought, however, this developing phenomena of mental science has met with opposition and ridicule; in some of the universities these hostile factions are often housed under the same roof. To the dry-as-dust classicist the study of the workings of the mind is as sounding brass and tinkling cymbal. Only a pessimist—to put it kindly—has no faith in the outcome of the work of psychologists. To disregard new and better ways of developing the child mind is to make the teachers' work comparable to highly specialized machine industry. One scientist at work in his laboratory has done more to further civilization than a whole host of carping critics. What a narrow little world was ours before the great refracting telescope opened up the infinite spaces of the universe! What blessings have the invention of ether, the Roentgen rays, bestowed upon suffering humanity!

There is no reason to doubt that these able psychologists will some day open the secrets of mental phenomena. And when they do it will be for the betterment of humanity. We can only speak of the future in terms of the past; while there have been dark periods in the world's history its progress has ever been upward. At times, however, it has seemed that the forces of evil were too strongly entrenched to be overthrown, but today the God of light is supreme.

Let us as teachers adopt the scientific attitude of mind, ever growing, ever alert for new truths that we can apply in our work. Science is revealed truth and truth is beauty. Centuries ago a great apostle of light wrote: Ye shall know the truth and the truth shall make you free.

The Scientific Attitude of Mind

MARY R. BARNETTE

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THE SCIENTIFIC MIND bases its judgments on facts, not hypotheses or biased opinion; furthermore, this type of mind eliminates self, maintains an attitude of inquiry and suspended judgment, and strives to form conclusions independent of individual idiosyncrasies. This is the kind of mind which has discovered and advanced the truth in the physical world.

It is not strange that the aims of science have invaded the educational world; its methods have already been applied to the intellectual and social sciences with gratifying success. Every university of note now has its department of experimental psychology, or science of mental phenomena. In many of these great institutions there are large laboratories equipped with ingenious devices for studying the laws of mental growth; one of the most noteworthy of these is a huge machine for photographing eye movements in reading. This marvelous device was installed in the University of Chicago at a cost of \$6000. Its purpose is to make practical application of the psychological nature of reading by studying the perceptual conditions which determine the efficiency of reading. The foregoing device, with

others of a similar nature, has attracted widespread attention, and it is profoundly influencing educational thought and practice in the United States and abroad. The ultimate aim of such a procedure is, fundamentally, to improve teaching methods and to cultivate the scientific attitude of mind in the teaching profession.

Nothing is more stultifying than the "closed mind." Conversely nothing is so conducive to enlightenment as the "open mind." Moreover, it is necessary to accept the "open-mind" attitude in order to keep pace with evolution, for the processes of evolution are as evident in the world of thought and ideals as in the animal world. The World War marked an epoch in the world's history which has been characterized by able thinkers as the end of an era of self-assertion. But generalizations about changes in methods concerning our work as educators have already become platitudinous—we need not dwell on them here. It will suffice to say that the dynamic elements of life are superseding the static in every line of endeavor and the educator who ignores the evolutionary character of educational practices will some day awaken.

The Boxer Indemnity

CHUNG-SHU KWEI

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The Chinese Students' Monthly*

THE PROPOSAL to use the Allied debts for education throughout the world is by no means unique, nor does it require a great mind to conceive of its desirability. The United States Government, by remitting to China in 1908 the surplus Boxer indemnity which China has voluntarily appropriated to prepare students for American universities, already unknowingly anteceded the present proposal.

The amount of indemnity refunded China is \$10,785,286.12. This sum equals but a fraction of the Allied debts and certainly less than what was wasted in a single day during the World War. Yet its material usefulness, which began half a decade before there had been the slightest omen of the world conflagration, will last until about a generation after the signing of the armistice. Moreover, the Chinese students benefited by this indemnity have been building an endowment foundation which will perpetuate Tsing Hua College, established with the surplus indemnity when the indemnity fund comes to an end in 1940. Finally, the traditional feeling of amity which these students have helped to strengthen between China and the United States is immeasurable in terms of silver and gold. This single gesture of American statesmanship is, therefore, a testimonial to the devotion of an indemnity resulting from war to the spread of education conducive to lasting peace.

So established indeed has been the invaluable service which the United States has rendered China by the remittance of this indemnity that Great Britain, France, and Japan have proposed several times to follow with similar acts of generosity and justice.

It will be remembered that on July 11, 1908, the United States Congress voted and authorized ex-President Roosevelt and Elihu Root, then Secretary of State, to return to China the surplus Boxer indemnity. The Chinese Government recognized the spirit of friendship in which the decision was made, and in reply to a note from the American Legation informing them of this decision the Chinese Foreign Office notified W. W. Rockhill, the American Minister to Peking, that the Chinese Government had

decided to use these funds for the purpose of preparing and sending students to study in American universities.

The Chinese Educational Mission was soon established in Washington, D. C., to take care of the students in America, but before the students could be sent to this country it was deemed necessary for them to have adequate preparation for American collegiate work. To prepare students for this purpose Tsing Hua College was established in Peking in 1911.

About eight hundred students have come to America, of whom 450 are still attending American universities and colleges. More than half of the present number are distributed among seven leading institutions—namely, Columbia University, Massachusetts Institute of Technology, Cornell University, the University of Wisconsin, Harvard University, the University of Chicago, and the University of Michigan.

The majority of the students have been trained in Tsing Hua College, except fellowship students and the women scholarship students, who are sent to America in alternative years. Like American colleges, Tsing Hua aims at an all-round development of the students. With a faculty of Americans, western-educated Chinese and other Chinese scholars, the institution has been able to give the students not only a good college education, both intellectually and physically, but also opportunities for extra-curricular activities.

To any one familiar with the best American college and its life, it is unnecessary to describe Tsing Hua with its up-to-date curriculum; its library with 16,000 volumes in foreign languages, 40,000,000 Chinese books, and 287 Chinese and foreign periodicals; its gymnasium, dedicated to Theodore Roosevelt, the equal of any found in America; its athletic fields, tennis, baseball, football and volley ball courts; and its military training, boy scouts and inter-collegiate athletic, oratorical, and debating contests.

Far excelling both intellectual and physical development is the tremendous number of extra-curricular activities. Student organizations exceed forty. Student publications also abound, notably the Tsing Hua Weekly and Alumni News, the Tsing Hua Journal, the

Tsing Hua Annual, the Vernacular Weekly, and class books. The number of plays since 1913 has reached seventy-seven, of which half have been given by individual classes, some under the auspices of the college and others for raising funds for philanthropic purposes. Most of the plays are based upon modern Chinese drama, some on the plays of the old type, and not a few upon western drama and novels, such as "The Merchant of Venice," "Twelfth Night," "Midsummer Night's Dream," "Robin Hood," "L'Avare." Some of the modern Chinese plays which theaters do not hesitate to incorporate have been productions of the students themselves.

To crown all the activities are those which concern social welfare and which are the most creditable. In this respect, Tsing Hua students have outdistanced even those in America. Welfare work is undertaken within and without the college.

Within the college the students conduct night schools to educate the servants who work in the dormitories, and free books and stationery and prizes are provided for by the students. On Saturday afternoons, boys in the neighborhood are taught by the students also, and Sunday schools are conducted for those who cannot attend the others.

Outside the college, the students are even more active. Outdoor classes are conducted weekly in surrounding villages. Reading rooms are maintained in near-by villages, in one of which is held a weekly forum for the village elders. Week-end lantern lectures are provided for the neighboring regions. Y. M. C. A. work is also undertaken by the Christians. Above all, a free vocational school is maintained exclusively by the students.

The school admits any boy who is of school age and whose parents cannot afford to send them to any public school. The vocational school teaches the rudiments of elementary education and in addition a certain trade which the boy may choose for himself. In a short time he will be able to produce finished articles. The articles are then sold by the school, and part of the price is given to the parents of the boy or boys who produced the articles. The Peking Central Hospital, for instance, is equipped with furniture made almost entirely by the students in the vocational school, and the large demand for it has always made it possible for the school to pay at least a part of the expense of its maintenance, and a staff of full-time instructors.

SALARY SCHEDULES—San Francisco, California

Population 506,676—January, 1923

Classification of teachers	Groups	First year	Second year	Third year	Fourth year	Additional annual increments		Maximum salary
						Number	Amount	
Elementary	Kindergarten, 2d, 3d, and 4th grades	\$1,400	\$1,400	\$1,500	\$1,500	4	\$100	\$1,900
	5th and 6th grades	1,450	1,450	1,550	1,550	4	100	1,950
	1st, 7th, and 8th grades	1,500	1,500	1,600	1,600	4	100	2,000
High school	Assistants	.....	1,700	1,800	1,900	5	100	2,400
	Heads of departments	.....	1,940	2,040	2,140	5	100	2,640
Vice-principals	Primary	1,700	1,700	1,800	1,800	4	100	2,200
	Grammar school	2,350	.....	.....	.....	.....	.....	2,350
	High school	.....	2,060	2,160	2,260	5	100	2,760
Principals	Primary	Enrolment less than 150	2,280	.....	.....	.....	.....	2,280
		Enrolment of 150 to 400	2,380	.....	.....	.....	.....	2,380
		Enrolment of 300 to 550	2,530	.....	.....	.....	.....	2,530
		Enrolment of 550 to 700	2,680	.....	.....	.....	.....	2,680
		Enrolment of 700 or more	2,830	.....	.....	.....	.....	2,830
	Grammar school	Class III	2,730	.....	.....	.....	.....	2,730
		Class II	2,930	.....	.....	.....	.....	2,930
		Class I	3,130	.....	.....	.....	.....	3,130
	High school	3,780	.....	.....	.....	.....	.....	3,780
Directors	Physical education	3,000	.....	.....	.....	.....	.....	3,000
	Industrial art	3,600	.....	.....	.....	.....	.....	3,600
	Art	3,600	.....	.....	.....	.....	.....	3,600
Supervisors	Special subjects	2,580	.....	.....	.....	.....	.....	2,580
Department of speech correction	Assistant	2,060	.....	.....	.....	.....	.....	2,060
	Chief	2,400	.....	.....	.....	.....	.....	2,400

Grammar school principals:
 Class III.—Enrolment is 400 or less than 600, including 225 grammar grade pupils.
 Class II.—Enrolment is 600 and less than 800, including 265 or more grammar grade pupils.
 Class I.—Enrolment is 800 or over, including 325 or more grammar grade pupils.
 The salaries of grammar and primary school principals in elementary schools for the fiscal year 1921-22 shall be based on the average enrolment as per regular monthly reports of the last term of the school year 1920-21; but the salary of the principal shall not be affected, as far as reduction is concerned, where the total enrolment falls to within twenty-five of the number required or a particular rating of a school.
 Credit is allowed high-school assistants and elementary grade teachers for teaching experience outside of San Francisco, as may be determined by resolution of the Board of Education in each case.

Whatever deficit there may be is covered by the proceeds from an annual play given by the students. The play usually takes place in the city of Peking, and the cause itself is enough to attract people. Every night when the play is being given, a beautifully decorated seat is offered for auction sale, and many times an individual, usually a woman, has to pay several hundred dollars in order to secure it.

In a somewhat similar manner is money raised among the students to sup-

port the other activities within the college, except that no auction sale is offered for a special seat. The number of plays given, of which mention has been made, is a testimonial in itself.

When the famine condition in North China became deplorable last year, the students raised among themselves and friends approximately \$10,000. A few of the students volunteered their service and worked with Americans in the famine-stricken regions, as had others in 1917 for the flood relief.

Early this year the boy scouts in Tsing Hua gave an entertainment for two nights in Peking. They dramatized "Treasure Island," presented a pageant signifying world brotherhood, and staged a short play written by themselves, called "The League of Youth." Two thousand dollars, which was made, was later devoted to defraying the expenses of a national boy scout convention.

All these facts, among many others, point to a single conclusion: By helping to educate the young Chinese, who in turn help to educate their own people, by instilling into the minds of the Chinese students American ideals which they will unselfishly impart to the countrymen, the United States is rendering China an immeasurable service. Again, by aiding China in getting better trading opportunities and also in removing from the Pacific the temptation of imperialism, the United States is serving the world in a spirit at once gracious and just. The achievements of Tsing Hua College have established the wisdom of America's act in returning the indemnity, and the records of the students have proved themselves worthy of such an act. Both America and China have good cause to congratulate each other, but their congratulations would be heartier if the other nations were to follow America in action as well as in word.

THE BUSINESS OF LIFE is easy or hard according to the skill or the lack of skill displayed in production and distribution. It has been thought that business existed for profit. That is wrong. Business exists for service. It is a profession, and must have recognized professional ethics, to violate which declassifies a man. Business needs more of the professional spirit. The professional spirit seeks professional integrity from pride, not from compulsion. The professional spirit detects its own violations and penalizes them. Business will some day become clean. A machine that stops every little while is an imperfect machine, and its imperfection is within itself. A body that falls sick every little while is a diseased body, and its disease is within itself. So with business. Its faults, many of them purely the faults of the moral constitution of business, clog its progress and make it sick every little while. Some day the ethics of business will be universally recognized, and in that day business will be seen to be the oldest and most useful of all the professions.—*My Life and Work*, by Henry Ford.

Education in Czechoslovakia¹

EM. LIPPERT

*Member of the Comenius Czechoslovak Institute of
Pedagogy, Prague, Czechoslovakia*

THE school system of the Czechoslovak Republic is at present very good indeed. Compulsory school attendance was established sometime ago in Bohemia, Moravia, and Silesia for all children from six to fourteen years of age; and by the new "Small Education Act of 1922" compulsory education between the same ages was established in the entire republic, including Slovakia. Under the Magyar régime compulsory education extended only from six to twelve years of age. In addition, nearly all of the larger towns are now organizing non-compulsory kindergartens for the children from three to six years of age. In the year 1921 there were 1296 such schools with 1535 kindergarten departments in which 56,173 children were enrolled.

The rural schools have eight grades, although some of these grades may be omitted each year if the number of children does not justify their continuance. The elementary schools of the towns usually have only five grades, the pupils then going to a higher school, either to the secondary school or to the "urban" school.

The "urban" schools mentioned above are really higher grade elementary schools. They are compulsory for all town pupils who are not enrolled in the secondary schools. Primary schools, elementary schools, and "urban" schools may be either boys' schools, girls' schools, or mixed schools. The rural schools are usually mixed; the town schools are usually boys' schools and girls' schools. According to the "Small Education Act of 1922," both men and women teachers are employed in the elementary and "urban" schools. It is expected that half of the teaching positions in each school will be filled by men and the other half by women. The head-teacher positions and odd positions at the boys' schools are reserved for men; at the girls' schools they are reserved for women.

The following subjects are taught in the elementary schools: religion, civics and education for citizenship, reading, writing, language, arithmetic, geometry,

natural history, physics, government, history of Czechoslovakia, drawing, science, manual training, and physical education. Household science can be introduced as a special subject. Other subjects may be taught as optional subjects, provided they are approved by the school authorities; for example, the Czech language in the schools of other nationalities in the republic. In the "urban" schools certain subjects are added, such as formal composition work, simple bookkeeping, geometrical drawing, and penmanship. Certain optional subjects can be introduced by the school authorities, such as other languages, stenography, typewriting, and violin instruction. By the Act of 1922, religious instruction is not compulsory for pupils if their parents make a formal demand in writing that this instruction be dispensed with. For retarded pupils many special classes are established in the towns and cities. Also, special public and private institutes exist for abnormal, blind, deaf, feeble-minded, and crippled children.

Special attention is now being given to the training of teachers in teachers' colleges, separate colleges existing for men and women. These colleges have four-year courses with training in educational methods. Special experimental courses in new educational methods are conducted at Prague and at Krnsko. Strict entrance requirements are necessary for those wishing to enter these colleges, including vigorous entrance examinations. A number of scholarships are granted to deserving young men and women, provided they will bind themselves to teach for at least six years.

Upon the completion of the teachers' college course a maturity examination must be taken. The passage of this examination entitles the student to a temporary certificate to teach in the elementary schools. After successful service of two years another examination must be passed in order to obtain a permanent position. In order to teach in the urban schools, three years' experience in the elementary schools is necessary, along with an additional severe examination. These examinations are given by special committees appointed by the Ministry

of Public Instruction. It is thus obvious that teachers must have had ample preparation.

The educational training of teachers does not stop with the securing of a certificate. Pedagogical papers, periodical conferences, and special courses during the summer vacations are designed for the improvement of teachers in service. Each school district has a pedagogical library managed by a committee of teachers with the school inspector as chairman. Teachers' conferences, at which attendance is compulsory, are held each year, while once in six years a general conference is held to which delegates are sent from all district conferences.

Many new plans for the preparation and training of teachers are being formulated. During the year 1921 the teachers established for themselves two higher schools of pedagogical studies, one at Prague and one at Brno, and an institute for experimental pedagogy at Prague. The regular professors of Charles University at Prague and Masaryk University at Brno teach in these schools.

Certain new proposals for reforms in the schools are very interesting—for example, they contemplate prolonging the compulsory school attendance up to fifteen years in the ordinary schools, with compulsory continuation schools from the age of fifteen to eighteen years. These proposed reforms also contemplate the reduction of the number of pupils to 30-40 pupils per class, classes now being greatly overcrowded.

Proposed reforms of the "urban" schools demand that these shall actually prepare the pupils for practical life. New subjects proposed include national economy, instruction in agriculture, instruction in gardening, stenography, typewriting, greater attention to modern languages, and sewing and home making for girls.

The records of the elementary and "urban" schools show that great progress has recently been made in education. During the last year in the Republic 13,417 elementary schools had an enrolment of 2,000,000 pupils; 1411 urban schools had an enrolment of 254,000 pupils; 68 teachers' training colleges had an enrolment of 8620 candidates (4377 men, 4243 women); and eight training schools for kindergartners had an enrolment of 144 candidates.

The secondary schools are now of several kinds: Gymnasiums, Real Gymnasiums, Reformed Real Gymnasiums,

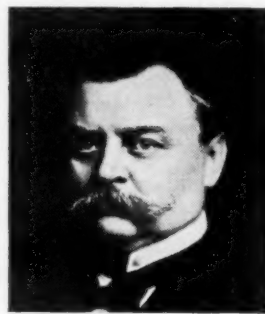
¹Edited for THE JOURNAL by Charles H. Williams, director of University Extension, University of Missouri, recently returned from a visit to Czechoslovakia.



OTAKAR KADNER
professor of education in the Charles University of Prague, notable educational author and promoter of new types of schools to meet new needs.



FR. DRTINA
professor of philosophy and education in the Charles University of Prague, former state secretary of the Czechoslovak Ministry of Education, a leader of the movement for reforms in the Czechoslovak education.



FR. CADA
late professor of education in the Charles University of Prague, and founder of child study in Czechoslovakia; also promoter of special schools and courses, and of organizations for vocational guidance in Bohemia and Moravia.

Real schools, and Lyceums for girls. In addition there are many secondary schools of Agriculture and Domestic Science.

The first four grades in the secondary schools make a closed whole, with a unitary course of study, although they also serve as a preparation for the students of the secondary professional vocational schools. The higher grades of the secondary schools (Gymnasiums have four, Real schools three, and Lyceums two) finish the general education of the pupils and prepare them for universities and other higher institutions.

Pupils may be admitted to the secondary schools at the age of ten years if they pass a simple examination successfully. Pupils in these schools may remain with their parents or may attend private schools called "hostels." Fees arranged according to a scale of family revenues are paid in these secondary schools; if the parent has less than a certain income the student is relieved from paying fees. The course of study in the secondary schools is concluded by an oral and written maturity examination. The examination committee is formed by the professors in the highest classes in the school, along with the school inspector as chairman. Only pupils who pass these maturity examinations are entitled to admission to any higher school.

Each secondary school is in charge of a director, who is held responsible for the general control and supervision of both instruction and discipline. All other matters of importance he brings before the conference of the teachers of the school.

The requirements for teachers in the secondary schools are very strict. No one may be appointed as permanent pro-

fessor in a secondary school who has not pursued his studies for at least four years in a school of philosophy or natural science at an approved university and who has not passed the prescribed scientific examinations. There are numerous examinations at different stages in the courses. When these have been passed and the candidate has received his certificate he can obtain a position as temporary professor. After four years of service, he can obtain a permanent position as professor in secondary schools.

Reforms in the secondary schools come through an advisory staff of secondary-school teachers. This staff recently sent a questionnaire relative to desirable reforms to all secondary schools, to prominent members of the various professions, to newspapers, and to reviews. The results of this questionnaire have been published in book form by the Czechoslovak Pedagogical Institute of Comenius. The suggestions received in this manner form the basis for intelligent discussion of needed reforms.

Higher schools may be established in the Czechoslovak Republic by law only. All such schools are directly subordinate to the Ministry of Public Education, although they retain much freedom of action, liberty of teaching being warranted by the laws of the country. At the head of each higher school is a rector, elected for one year by the whole staff of professors.

The universities have five faculties: medicine, law, philosophy, natural science, and theology. The technical schools each have several departments. Each faculty or department has at its head a dean elected for one year. Teaching in these institutions is administered by ordinary professors, extraordinary professors,

docents (candidates for university professorships), and by lecturers (lecturers of a practical character). In addition to these there are many assistants and demonstrators. Students must be graduates of secondary schools, possessing maturity certificates. Only ordinary students are allowed to be graduated or to pass scientific examinations. In Czechoslovakian higher schools women have equal rights with men, the only exception being in the theological faculty of the universities.

The higher schools of Czechoslovakia are the following: Charles University of Prague, Masaryk University of Brno, Comenius University of Bratislava, the German University of Prague, the Hus Czech Evangelical Faculty of Theology at Prague, the Cyrill and Methodius Faculty of Theology at Olomuc, one high technical school at Prague and one at Brno, two German high technical schools, one at Prague and one at Brno, School of Knowledge of State Records at Prague, School of Mines at Pribram, School of Commerce at Prague, School of Agriculture at Brno, School of Veterinary Science at Hranice, Conservatory of Music at Prague, and an Academy of Art at Prague.

There are a number of other professional schools of lesser rank, including one state art industrial school, 28 industrial schools, 74 trade schools, 46 professional schools, 103 girls' industrial schools, 18 academies of commerce, 54 commercial schools, and 68 commercial continuance schools. These schools have a total of 100,000 students. In addition there are 1280 continuance schools for apprentices of trades accommodating a total of about 140,000 pupils between the ages of fourteen and seventeen years, of which about 19,000 are girls.

From this summary it will be seen that a great deal of attention is given in the schools to actual life. Czechoslovakia has recently made a great development in this direction and there is no doubt that improvements will continue to take place in the future.

WISE and judicious modes of education, patronized and supported by communities, will draw together the sons of the rich and the poor, among whom it makes no distinction; it will cultivate the natural genius, elevate the soul, excite laudable emulation to excel in knowledge, piety, and benevolence; and, finally, it will reward its patrons and benefactors by shedding its benign influence on the public mind. — John Adams.

Juvenile Research in California¹

IN CALIFORNIA, as elsewhere, the juvenile courts each year deal with thousands of boys and girls who, for many reasons (mostly beyond their control) are not profiting from their school and home training to the extent of developing good citizenship, or who, in order that they may do so, require some special persuasion or opportunity.

Surveys of representative communities, in which teachers' judgments of social behavior were obtained, reveal that delinquency is present or imminent in at least five per cent of the pupils enrolled in the schools. That these estimates are borne out by subsequent facts is attested by the large number of cases regularly referred by the public schools to the juvenile courts. In Los Angeles County alone there are three thousand children under the supervision of the probation department.

Although juvenile delinquency is no more prevalent in California than in other States, an attempt has been made here systematically to study the problem. In July, 1914, a psychological survey was made at Whittier State School, with the use of an experimental form of the Stanford-Binet intelligence scale. The survey was made at the request of Superintendent Fred. C. Nelles, who had but a short time previously undertaken to reorganize the institution along educational and vocational lines. The intelligence tests revealed a wide range of individual differences among the boys in the school, and suggestions were made in the light of these findings relating to improved segregation and instruction. It was also recommended that a department of research be established for the continued study of problems relating to juvenile delinquency and mental development.

In accordance with subsequent legislation secured by Superintendent Nelles the department of research was opened in October, 1915. Although small at first the department increased in scope and facilities. In 1917 the legislature authorized the extension of the work to other institutions and in 1921 named the department "The California Bureau of Juvenile Research." The Bureau is empowered to "carry on research into the causes and consequences of juvenile

delinquency and mental deficiency," and to maintain a central laboratory, with branch laboratories in other parts of the State.

With headquarters at Whittier State School and with three branch laboratories in other state institutions, the Bureau of Juvenile Research is engaged in the study of delinquency from several angles. Studies are made of individual children admitted to the institutions, with the use of psychological, medical, educational, vocational, and sociological data. The histories of these cases are developed intensively, following a uniform procedure. The results of repeated psychological tests, together with an analysis of the family history through three or four generations, are often of far-reaching consequence in the social rehabilitation of children committed to the care of the State.

For eight consecutive years, individual tests of intelligence have been applied to each boy entering Whittier State School. The bureau has had access to the Stanford-Binet scale from its experimental beginning, and thus the accumulated records represent a long series of uniform measurements. The tests are administered in a cautious manner, and subsequent observations are made to test the validity of their indications. The classifications made possible by this method are of great value for purposes of school and industrial training. Care is taken, however, to check all tests in the light of supplementary data from other sources. Inasmuch as the boys admitted to the school represent widely differing ages, mental levels, and social and educational opportunities, the findings of these experiments promise to shed important light upon problems of juvenile behavior.

One of the products of the Bureau is the Whittier Scale for Grading Home Conditions. This is a standardized descriptive test of some of the elements which make up the social efficiency of homes in which children live. The scale may be applied by a social worker, a teacher, or any other person of equal competence. The observer describes the home according to a topical outline, the five main items of which are *necessities*, *neatness*, *size*, *parental conditions*, and *parental supervision*. After the description is completed the report is then subjected to comparison with graded items on the standard score sheet, and each

item is scored according to its relative value. The scores range from 0 to 25 points. This procedure is similar to that used in grading handwriting on the Thorndyke and Ayres scales. As in all objective methods, the proper use of the scale requires accuracy of observation, completeness of report, and the ability to make impartial comparisons. So much has been said about home conditions and juvenile delinquency that the need for a uniform method of getting the facts was especially evident. It is safe to say that the information which this scale has yielded concerning the homes of school children is worth many times its bulk in ordinary opinions and observations.

The study of individual cases reveals that juvenile delinquency usually has its origin in the early life of the child and that the expression of serious forms of misconduct sometimes begins several years before any official action is taken. Many boys and girls are received at the State industrial schools after their habits of wrong-doing have become firmly imbedded, and readjustments are most difficult to make. Notwithstanding these limitations, the ratio of success obtained by educationally reorganized institutions is very high. At Whittier State School, eighty per cent of the boys who have completed the course during recent years are successful. This is believed to be due in part to the opportunities for individual reconstruction which are afforded by the findings of the research laboratory.

The next few years will see important movements toward the prevention of juvenile delinquency. As the public school becomes looked upon as a community enterprise, for the conservation and development of traits which make for good citizenship, more attention is given to the problem of social behavior. Every school recognizes the different levels of moral response obtained from the pupils. Any principal can point out boys and girls who are exhibiting the early symptoms of delinquency, the only available treatment for which is eventual reference to the Juvenile Court. Excepting some noteworthy efforts in a few cities, little has been done by the public schools for the social supervision of such children. And yet the histories of delinquent careers repeatedly show how neglect at this stage has resulted in the permanent warping of careers which might have been made useful and efficient. The Bureau of Juvenile Research proposes to study these problems.

¹Prepared for THE JOURNAL by J. Harold Williams, director of the California Bureau of Juvenile Research, Whittier, California, and editor of the *Journal of Delinquency*.

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Emulating Mrs. Partington

ARE we sending too many of our boys and girls to high schools and colleges? A few people emphatically assert that we are, and these utterances have lately been given wide publicity through the press. It is charged that the rapidly increasing attendance upon secondary and higher institutions not only entails a huge expense but also keeps many persons from doing the work to which they are best suited and, by the same token, causes a serious shortage of recruits for these so-called "humbler" occupations.

An important question of fact is involved in this issue. To listen to the arguments for a "limitation of education" one would infer that our country is crowded with overschooled men and women who seek in vain for employment in the fields for which they are prepared. The slightest acquaintance with actual conditions is sufficient to reveal the absurdity of this inference. It may be difficult to find housemaids and unskilled laborers who are willing to work long hours for low wages, and it is possible that a curtailment of educational opportunity might do something to increase the visible supply of such workers. On the other hand, our high-school and college graduates, numerous as they seem to be, have a ready market for their services. Are the older professions overcrowded? Churches are seeking in vain for pastors. There is an acute shortage

of physicians in many parts of the country. Well-prepared teachers are everywhere in demand. Technicians in a hundred fields are picking and choosing their jobs. "Briefless lawyers" there may be, but they certainly are not numerous. And a glance at any news-stand will convince one that writers do not lack markets for their wares.

The critics indeed seem quite to have overlooked these unquestioned facts. They forget that larger and larger proportions of our high-school and college graduates do not enter the older professions. Each year tens of thousands of them enter the new profession of business, and this profession is developing so rapidly and with so many ramifications that the annual output of the schools is assimilated almost overnight. Nor do these young people aspire exclusively to the "white-collared" jobs in the world of commerce, trade, and industry. They are not afraid or ashamed to work with their hands; many of them, on the contrary, deliberately seek such employment.

It was only a few years ago that the alarmists were bewailing the depopulation of the rural districts and wondering who would produce the Nation's food. Today, with more than half of our people living in urban communities, more food is produced by our farms than our population can consume. The alarmist meant well but he overlooked the important factor of quantity-production by machine methods.

It is only another turn of the great process which we call the Industrial Revolution that is now creating an insistent demand for educated men and women in the various phases of modern business. The decreased need for manual labor of the coarser type has brought with it, not only an increase in the demand for the skilled labor which must be guided by intelligence and technical knowledge, but also, through the tremendous increase in production, a quite new demand for hosts of educated men and women to look after the complicated business of transportation and exchange.

As long as this process goes on—and the end is certainly not yet in sight—our high schools and colleges will continue to grow. To ask them to improve their methods and their programs is a rational request; to criticize them for waste and inefficiency may be justified; but to suggest that they shut their doors to a vast throng of young people whose only crime is that they were born in 1905 instead of 1840, and who, through no fault of their own, have come into a world where trained intelligence is

quoted at a premium instead of a discount—this surely is to emulate the worthy Mrs. Partington in her well-meant effort to sweep back the sea.

The Fight to the Finish

PERSONS familiar with the processes by which great movements are crystallized into legislation will recognize that the fight for the Education Bill is now entering upon a new phase. The aims of the Bill may be realized in the next Congress, or it may take longer. It took ten years to obtain the Departments of Commerce and Labor. The Education Bill has been before Congress but half that long and it has already won such an overwhelming National support that *every attack* by its enemies *only adds to its strength* by uniting its friends and making new converts to its cause.

When it was known that a group within the United States Chamber of Commerce would force, under the present abnormal conditions, a vote on the proposals embodied in the Bill, the outcome of the vote was scarcely a matter of question. Business men generally, and especially those engaged in the larger operations known as "big business," have set themselves strongly against two things: (1) further increase in taxation, especially through the levies on incomes and business profits, and (2) further extensions of Federal participation in the support of public enterprises that have hitherto been left to the States and the local communities.

With this reactionary attitude so clearly evident, it is gratifying to know that so many of the leading Chambers of Commerce throughout the country voted in favor of the Towner-Sterling Bill after the most thoroughgoing and serious consideration of its proposals and in the face of a majority report against the Bill from the Chamber's committee.

With this action of a strong and influential minority in favor of the Bill, it is only a question of a short time and of the inevitable "reaction against reaction" already setting in, before the Chambers that voted adversely will reverse their decisions.

In the meanwhile the Association and all those who are united with it in the support of the National program will stand four-square against the powerful forces that are attempting to turn the flank of this far-flung forward movement in American education. If anything could be more clearly indicative of the

solidarity of sentiment among the public-school workers than the enthusiasm that greeted the resolution at Cleveland re-indorsing the Bill, it is the action of the Department of Superintendence in electing as its president the man who has held the fort so stanchly in the center of the bitterest opposition that has yet been directed against the measure. Those who have prophesied that the professional support of the National program would suffer from the organized efforts to defeat it can now see how sadly they misjudged the integrity of the American teacher. The profession has not been enlisted for a three months' or for a three years' campaign. It has foreseen the battle; it has taken the full measure of its opponents; it will meet every attack with new courage and with fresh accessions of popular support. When the welfare of the Nation and of the Nation's children is at stake, does anyone imagine for a moment that this great movement will halt one inch short of a complete and overwhelming victory?

Oakland-San Francisco

THE meetings at Oakland-San Francisco during June and July will afford unusual opportunities for inspiration and achievement. They will begin with the opening session of the World Conference on Education on the evening of June 28 and will close on July 6 with the final business meeting of the Representative Assembly.

It is fortunate that the great program which President Owen has planned for the Representative Assembly is to be closely related to the World Conference. Both are highly significant at this time, and each has much to contribute to the achievements of the other. President Owen has mapped out an American School Program, which involves a complete study of American education on all its levels and in all its phases. Our system of education has grown piecemeal—the inevitable result of the rapid growth and expansion of the Nation itself. As a consequence of this piecemeal growth there is inevitable overlapping and working at cross purposes. The American School Program will seek to bring about new unity in the light of present needs and conditions. To work out the program a special commission with subcommittees is being appointed by President Owen. This commission will work for a period of five years on a program of standards and suggestions designed to guide our educational development for many years to come. The

Notable Service in Education

THE NOTABLE SERVICE which Dr. James E. Russell, for twenty-five years dean of Teachers College, Columbia University, has rendered the cause of education was recognized at a dinner in Cleveland, Ohio, February 28, 1923, by a statement prepared by the faculty of Teachers College and signed by all its members. This statement is valuable not only as recognition of great service but constitutes in addition a summary of those qualities most desired in a teacher. The statement follows:

On the completion of your twenty-five years of distinguished leadership, we, your associates of the Faculties of Teachers College, wish to offer this testimonial of our professional esteem and our personal affection.

Your insight into the fundamental tendencies of American life, your imagination and breadth of vision, have enabled you to forecast the direction of educational progress. You have pointed the way and have organized the work of the college for the many men and women who have gone forth to become leaders in educational reconstruction. With a reformer's zeal, you have yet known where and when it was wise to venture and have thereby kept Teachers College to the fore, as the directing and moulding force in twentieth century education.

Ambitious for the progress of education rather than for any personal honors, you have been quick to see the point of view of others, willing to be converted by fact, or reasonable argument, generous in giving full credit, both in private and in public, to the achievements of those chosen, encouraged, and directed by yourself. Activities in which you were a pioneer you have been ready to surrender to other

agencies as they developed competence to assume them. You have ever been open to any suggestion of a change that meant advance. You have always reacted rightly to any big or critical situation, and have sacrificed your own interests, or even what might appear the temporary advantage of the college, for service to the next generation.

As a leader, you have shown a unique power of inspiring loyalty and devoted service. More anxious that members of the staff be true to themselves, and to truth as they see it, than to you personally or to any particular theory of education, you have left them untrammelled. You have put no restrictions on the freedom of any one to

carry forward his own work in his own way. This freedom has furnished an incentive to all to put forth their best efforts without reserve and has built up a unique spirit of loyalty to the college and to the cause for which it stands.

You have always made time, in your busy life, to listen to those, whether of the faculties or of the student body, whose perplexities or burdens sent them in search of counsel, sympathy, or help. The youngest you have followed with extraordinary knowledge of their needs and of their promise; and those older in service you have stimulated with discriminating praise. You have given kindly understanding, generous response, and effective help in human emergencies. Among all the achievements and distinctions for which you are honored today, we, your official family, hold you in warmest personal regard for

"That best portion of a good man's life,
His little, nameless, unremembered acts
Of kindness and of love."



JAMES E. RUSSELL

programs at Oakland-San Francisco will take up some of the outstanding problems which the Commission on American School Program must work out.

While the Representative Assembly is working on the American School Program, delegates and representatives from the various countries of the world will be working out a specific program of world enterprises in education. Education in the United States is under the control of more than fifty independent political units. Nevertheless, there is remarkable unity of plan and purpose in

the fundamentals. Students of world affairs are coming to realize that a like unity in world education is essential and possible.

The conferences next summer will bring together much information about education in various parts of the world. They will afford opportunity for renewing international friendships and for forming new ones. Above all, they promise to set up a few elementary principles and goals for education which are universally applicable and around which the leaders of the world may build edu-

cational practices that make for mutual understanding and goodwill. If—as Mr. H. G. Wells has suggested—the destiny of civilization depends on the outcome of

the race between education and catastrophe—the meetings of next July are of the utmost importance both to American education and to world progress.

ENROLMENT and AFFILIATION

Affiliated Local Associations

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

ABINGDON, VA., *Faculty of the Martha Washington College*, Bella A. Olive, Secretary.
ALDEN STATION, PA., *Newport Township Teachers' Association*, Edna B. Runyan, Secretary.
ELKINS, PARK, PA., *Abington-Cheltenham Teachers' Institute*, Elizabeth B. Scarborough, Secretary.
KALISPELL, MONT., *Kalispell Community Elementary Teachers' Association*, Mrs. Lillian English, Secretary.
KEOKUK, IOWA, *Principals and High School Teachers' Club*, Ada H. West, Secretary.
LOUISVILLE, KY., *Jefferson County Educational Association*, Miss Adelbert Thomas, Secretary.
MINNEAPOLIS, MINN., *Minneapolis High School Teachers' Association*, Mary Edith Raines, Secretary.
PALMERTON, PA., *Palmerton Educational Association*, Emma J. Fee, Secretary.
PITTSBURG, KANS., *Pittsburg City Teachers' Club*, Gertrude Alexander, Secretary.
PROVIDENCE, R. I., *Rhode Island Institute of Instruction*, William G. Vinal, Secretary.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the March JOURNAL.

AUBURN, MAINE, *Chamberlain School*, Clara H. Butler, Principal.
AVON, UTAH, *Avon School*, Mrs. Olga Gibbons, Principal.
BAKERSFIELD, CALIF., *William Penn Elementary School*, Clara Peterson, Principal.
BOULDER, COLO., *Central School*, Mrs. Clara G. Coulson, Principal; *Lincoln School*, Mary M. Stryker, Principal; *University Hill School*, F. A. Boggess, Principal; *Washington School*, Viola Lichtenwalter, Principal.
BRIDGETON, N. J., *Vine Street School*, Mrs. Clara T. Mulford, Principal.
CACHE JUNCTION, UTAH, *Cache Junction School*, Leland Pulsipher, Principal.
CHICAGO HEIGHTS, ILL., *Garfield School*, Mae Casella, Principal.
CLARKSTON, UTAH, *Clarkston School*, J. E. Hancey, Principal.
CLEVELAND, OHIO, *St. Clair School*, Q. Louise Bonfield, Principal.
COLORADO SPRINGS, COLO., *Buena Vista School*, Celia Gormley, Principal; *Longfellow School*, Nellie A. Remick, Principal; *Washington School*, Nellie A. Remick, Principal.
CORNISH, UTAH, *Cornish School*, H. R. Pulsipher, Principal.
DECATUR, ILL., *Roach School*, Mary M. Roach, Principal.
FOND DU LAC, WIS., *Fond du Lac Public Schools*, R. W. Fairchild, Superintendent; *Brage School*, Helen Schoenlaub, Principal; *Cleveland School*, Bertha Saak, Principal; *Franklin School*, Lulu C. Flanagan, Principal; *Garfield Junior High School*, S. P. Unzicker, Principal; *Grant School*, Ruth Murphy, Principal; *Jefferson School*, Elizabeth Nugent, Principal; *Lincoln School*, Katherine Evans, Principal; *McKinley School*, Minnie Manion, Principal; *Roosevelt Junior High School*, R. B. Woodworth, Principal; *Senior High School*, E. R. Ellian, Principal; *Washington School*, Sarah Fahey, Principal; *Wilson School*, Eva Kyle, Principal.
FRESNO, CALIF., *Longfellow Junior High School*, W. B. Munson, Principal; *Winchell School*, Esther E. Smith, Principal.
GALESBURG, ILL., *Galesburg Public Schools*, C. F. Miller, Superintendent; *Ayres School*, F. Lillian Taylor, Principal; *Bateman School*, Annie Wilbur, Principal; *Farnham School*, Amy Anderson, Principal; *Hitchcock School*, Annie Hogan, Principal; *Lincoln School*, Ada Peterson, Principal; *Open Air School*, Mrs. Rose Hoben Welch, Principal; *Stone School*, Kate Chase, Principal; *Weston School*, Nellie Swanson, Principal; *Willard School*, Amy Conger, Principal.

GLOBE, ARIZ., *East Globe School*, Genevieve Gerald, Principal; *Hill Street School*, Genevieve Gerald, Principal; *Noftger School*, Anne Hazard, Principal.
GREELEY, COLO., *Central Junior High School*, Carrie E. Fashbaugh, Principal.
HARRISBURG, PA., *Calder Building*, Anna V. Crowl, Principal; *Downey Building*, Maude I. Gamble, Principal; *Hamilton Building*, Mary M. Kennedy, Principal; *Penn Building*, Maude I. Gamble, Principal; *Pleasant View Building*, W. C. Heiges, Principal; *Reilly Building*, Mary M. Kennedy, Principal; *Woodward Building*, W. C. Heiges, Principal.
HYDE PARK, UTAH, *Benson School*, J. W. Seamons, Principal; *Hyde Park School*, R. Homer Hyde, Principal.
HYRUM, UTAH, *Lincoln School*, C. L. Hall, Principal; *South Cache High School*, H. R. Adams, Principal.
IRONWOOD, MICH., *North Side School*, Helen Sobolewski, Principal.
JACKSONVILLE, ILL., *Franklin School*, Agnes Lusk, Principal; *High School*, W. L. Kaiser, Principal; *Junior High School*, Laura C. White, Principal; *Morton School*, Gussie Dufner, Principal; *Josephine Mulligan School*, Edith Nichol, Principal; *Washington School*, Anna Hopper, Principal.
JOLIET, ILL., *Broadway School*, Elizabeth Patterson, Principal; *Henderson School*, Margaret H. Bolton, Principal; *Hickory School*, Mary A. McPartlin, Principal; *McKinley School*, Mary S. Wurtz, Principal; *Parks School*, Mary E. Hartney, Principal.
KANSAS CITY, KANS., *Dunbar School*, Rowena Fowler, Principal; *Summer High School*, John A. Hodge, Principal.
KING, UTAH, *Riverside School*, Jesse T. Reese, Principal.
LEWISTON, UTAH, *Lewiston School*, C. B. Stoddard, Principal; *Stephenson School*, O. C. Hyde, Principal; *Wheeler School*, Louise C. Petersen, Principal.
LOGAN, UTAH, *Logan City Schools*, Orson Ryan, Superintendent; *Benson School*, Kate F. Sutton, Principal; *College School*, O. E. Nelson, Principal; *Ellis School*, Addie L. Swapp, Principal; *High School*, Norman Hamilton, Principal; *North Logan School*, Myrtle Nebeker, Principal; *River Heights School*, Juanita Hickman, Principal; *Webster School*, Olive A. Phillips, Principal; *Whittier School*, David A. Wootton, Principal; *Woodruff School*, Joseph Hansen, Principal; *Young School*, Minnie Brinkerhoff, Principal.
MARIETTA, OHIO, *Willard Building*, Frank P. Wheeler, Principal.
MARION, OHIO, *Central Junior High School*, W. C. Sclanders, Principal.
MENDON, UTAH, *Mendon School*, H. G. Hughes, Principal; *Petersboro School*, Mrs. Verna M. Sorenson, Principal.
MILLVILLE, UTAH, *Millville School*, A. R. Hovey, Principal.
MOUNT CLEMENS, MICH., *Mount Clemens Public Schools*, L. W. East, Superintendent; *Clemens School*, Margerite Evans, Principal; *Dickinson School*, Lillian Broome, Principal; *Donaldson School*, Miss Lon Green, Principal; *Grant School*, Lucille Stevens, Principal; *High School*, Robert W. Ward, Principal; *Lincoln School*, Mrs. Anna Hicks, Principal; *Wilson School*, Mrs. Bessie Gibson, Principal.
NEWTON, UTAH, *Newton School*, Amos Griffin, Principal.
OKMULGEE, OKLA., *Okmulgee City Schools*, H. B. Bruner, Superintendent; *Emerson School*, Vivien Van Divort, Principal; *Franklin School*, Ruby Watts, Principal; *Lee School*, Julia Harris, Principal; *Longfellow School*, Edith Roberts, Principal; *Opportunity High School*, Adolphine Reichel, Principal; *Roosevelt School*, Mrs. Sam Morrow, Principal; *School Number 2*, Galen Oliphant, Principal; *Webster School*, Marian Walsh, Principal; *Wilson School*, Lena Pitts, Principal.
OSTEN, FLA., *Osteen School*, Miss Addie Beardsley, Principal.
PARADISE, UTAH, *Paradise School*, Edward P. Oldham, Principal.
PORTLAND, ORE., *Arleta School*, T. E. Speirs, Principal; *Beaumont School*, Mrs. B. M. Buchanan, Principal; *Couch School*, W. A. Wiley, Principal; *Dunaway School*, Mrs. B. D. Hanna, Principal; *Fulton Park School*, Lena Ayres, Principal; *George School*, H. C. Tallman, Principal; *Glen-*

haven School, C. R. Holloway, Principal; *Holman School*, Mary E. Lemon, Principal; *Hudson School*, A. O. Freal, Principal; *Lents School*, B. A. Tharter, Principal; *Marysville School*, P. H. Wyman, Principal; *Montavilla School*, Jesse McCord, Principal; *Multnomah School*, Kate E. Young, Principal; *Peninsula School*, W. A. Pettys, Principal; *Sabin School*, C. T. Thomson, Principal; *Scott School*, Ellyn Thelander, Principal; *Sitton School*, Nellie M. Stevens, Principal; *Stephens School*, H. M. Sherwood, Principal; *Willbridge School*, Mrs. N. C. McAdam, Principal; *Williams School*, D. T. Van Tine, Principal.

PRESCOTT, ARIZ., *Prescott Public Schools*, S. H. Martin, Superintendent; *Lincoln School*, Vera M. Keeney, Principal; *Prescott High School*, Virginia E. Coleman, Principal; *Washington School*, J. K. Wade, Principal.

PROVIDENCE, UTAH, *Providence School*, A. E. Allen, Principal.

RICHMOND, UTAH, *Cove School*, F. L. Allen, Principal; *North Cache High School*, C. H. Anderson, Principal; *Richmond School*, A. A. Johnson, Principal.

RICHMOND, VA., *Bellevue Special School*, A. Hopson Kirby, Principal; *Springfield School*, C. C. Crouch, Principal.

ROCK SPRINGS, WYO., *Lowell School*, Mary Menghini, Principal; *Rock Springs Junior High School*, J. A. Winchester, Principal; *Roosevelt School*, Mary Moffitt, Principal; *Washington School*, Mamie Trickett, Principal; *Yellowstone School*, Alice Hayes, Principal.

ST. LOUIS, MO., *Simmon School*, R. H. Cole, Principal.

SALT LAKE CITY, UTAH, *Washington School*, Elizabeth Bond, Principal.

SAN FRANCISCO, CALIF., *Glen Park School*, Janet Wade, Principal.

SANTA ANA, CALIF., *Lincoln School*, Linda Paul, Principal.

SMITHFIELD, UTAH, *Amalgam School*, Wilson Thornley, Principal; *Junior High School*, C. A. Hurren, Principal; *Summit School*, Sarah McCracken, Principal.

SOUTH PASADENA, CALIF., *Marengo Avenue School*, Willa E. Ballard, Principal.

SPRING HILL, ALA., *Spring Hill School*, Kate Shepard, Principal.

STOCKTON, CALIF., *Grant School*, Florilla Campbell, Principal.

TACOMA, WASH., *Grant School*, W. M. Mackey, Principal.

TRENTON, UTAH, *Trenton School*, R. F. Shumway, Principal.

TULSA, OKLA., *Springdale School*, W. A. Dean, Principal.

VANCOUVER, WASH., *Columbian School*, Florence M. Snodgrass, Principal; *Lincoln School*, Viola Allen, Principal; *Roosevelt School*, Estella Swank, Principal; *Washington School*, Elsie M. Johnson, Principal.

WABASH, IND., *Wabash Public Schools*, Owen J. Neighbours, Superintendent; *Century School*, Fannie McCarty, Principal; *East School*, Clara Torrance, Principal; *High School*, M. C. Darnall, Principal; *Miami School*, Harriet Waite, Principal; *South School*, Rose Coate, Principal.

WASHINGTON, PA., *East Washington School*, Edward F. Westlake, Principal.

WELLSVILLE, UTAH, *Floradell School*, William J. Allen, Principal; *Junior High School*, Reesa Maughan, Principal.

WEST NEWBURY, MASS., *Central Grammar School*, Richmond L. Scott, Principal.

WEST PALM BEACH, FLA., *Jupiter School*, Tony Pitchford, Principal; *North Boro School*, Mrs. Lucy D. Fisher, Principal.

WILLIAMSPORT, PA., *Transeau School*, Harvey E. Stabler, Principal.

OF A SEVENTH-GRADE BOY

BLANCHE CARRIER

Supervisor Vacation and Week-day Schools,
Dayton, Ohio

His thoughts are like a violet
Under the edge of a leaf,
They are for those
Who know where to find them,
And for those who go softly.
I learn them as he stands about
After the others are gone.
He offers to help put the books away,
And when I am not looking, says,
"It would be grand to be a doctor—oh,
Like Grenfell in the Labrador.
But father says that I must work
In one year more.
He says I am too young
To know what I should do with life—
What is life for?"

A Program for the National Education Association

WILLIAM B. OWEN

President of the Chicago Normal College and President of the National Education Association

MR. PRESIDENT: Graciously permit me to save time by abruptly bringing to your consideration some fundamental facts about the National Education Association. These facts and the interpretation I give them form the basis for the constructive program which I am to present to you in brief outline.

First: The reorganized National Education Association is a new force because of its numbers and resources. The Association, for upwards of a half century, had a membership of ten or twelve thousand. It has now ten times as many members. Its annual income is a quarter of a million dollars. In five years it should have a quarter-million members and a half-million dollar income. In ten years it can easily attain a membership of a half million and its annual income should be a million or two million dollars a year. This estimate is based on the success in securing membership and income in the State associations where a decade of careful organization has been carried on. Whether we confine ourselves to the actual statistics of present membership and income or permit ourselves to anticipate the future, we are justified in feeling gratification at the result achieved. But these numbers are not in themselves the significant thing. They serve conveniently on the one hand to measure the growth of the last five years and on the other the possibilities of usefulness in the near future. The teachers of America are going to create and support a great National professional organization dedicated to a program of service to themselves, to the public, and to the children.

Second: The reorganized National Association is a new force because it has taken on a new character. The old association was National in name, but except for the leaders it was local in its membership. The new association is truly National. All the forty-eight State associations are affiliated with the National Association and send delegates to its representative assembly. Local affiliated associations are scattered through-

out the States. The Association covers the entire map of America. No city, no State, no group can control the deliberations of the Association. If such control does perchance survive here and there, it is because no one takes the trouble to oppose and end it. The Association can take and maintain a National standpoint if it will. But the reorganized Association is coming to be National not only in its scope and standpoint, but it is National in a peculiarly American sense. Just as the United States is the forty-eight States of the Union when they cooperate in accordance with the Constitution, so the National Education Association is coming to be the corporate form which the forty-eight State associations assume when they cooperate together for National ends. Let us bring to realization this American ideal of membership in the profession of teaching carrying with it a citizenship in the local, the State, and the National Education Association. This fact is of basal significance for determining the program and work of the National Education Association.

Third: The reorganized Association is no longer primarily an audience, but an organization. The older Association provided an open forum. Papers and discussions were prepared to be read before an audience of fellow-teachers and the general public. Approval was expressed in all the ways open to an audience. Publication of all papers in the annual volume extended the audience and gave permanence to the record. Incidentally, it should be said that the long series of volumes of the Annual Proceedings of the Association form a noble record of the thought and practice of American educators during the last sixty years. I do not underestimate the value and place of the audience in the life of the Association. The annual meeting of the Association provides for the discussion of important topics by competent speakers before gatherings of teachers and the interested public. The power and value of this face-to-face experience cannot be ignored. But an organization like the National Educa-

tion Association must conceive and formulate purposes, must frame principles and policies, must establish ways of procedure, must adopt and refine methods of investigation and publicity. In a word, the Association must stand for something definite in the minds of its members and the public. It must do business in a business way.

Were the time available, it would be easy to illustrate and demonstrate every statement thus far made. What it all comes to is this: The National Education Association is in a position to exercise a professional leadership in education in the country that can be assumed by no other organization, institution, or group of individuals. By reason of its numbers, its resources, its National character, its form of organization, and not the least by reason of its professional, impartial, democratic, and American principles and standards, it can win and hold the confidence of the members within the profession and claim and secure the respect, the approval, and the cooperation of the public.

This leadership in the first instance, is, as suggested, of its own membership. The individual teacher as an individual is isolated and weak. He can, of course, exercise a great influence as a teacher within his own classroom and within his limited field. But the moment he begins to shape general policies in any of those fields that condition his work and make for or against his largest usefulness, he must be able to refer to recognized standards of professional procedure. No one individual alone can set up and determine those standards. Personal opinions and private judgments must be submitted to public criticism of one's fellows. When once the Association has set its approval on a principle, policy, or procedure, it fortifies the individual in his judgments and raises those judgments from the level of individual and private opinion to that of an impersonal and professional standard. The educational leadership of the National Education Association in the second instance can and should be of the greatest value to the general public. Associations and large groups are not, to be sure, free from error in reaching conclusions and adopting policies. We have become especially conscious of this fact in all departments of collective endeavor within recent years. But in spite of our new insight into the subtle effects of propaganda and the other means of affecting public opinion, it is still true that the voice of the profession as a

whole is more trustworthy than that of the individual. Any public will turn from the authority of the individual to that of the professional organization to which the individual belongs.

There are three facts about the leadership of the National Association that should be emphasized in a discussion like this:

(1) The National Education Association by its very make-up is concerned primarily with the American public school from the kindergarten to the professional school. The Association is interested in higher and professional education. It looks upon colleges, universities, and professional schools as the natural destination of the pupils of the public schools who seek higher training. It draws its teachers from these higher institutions. It looks to these institutions for results of scientific research and scholarship. It recognizes the necessity and desirability of providing these higher institutions by the State and by private benefaction and endowment. But at the same time, the National Education Association by tradition, by practice, and by reason of first-hand experience, daily endeavor, and fundamental interest is and must remain chiefly concerned with the operation and management of the great public school system. No private institution, no great foundation or endowment, no higher institution is competent to furnish the leadership or formulate the policies for these schools. Just to the degree that those who work in the public schools receive higher professional training, devote their lives to the service of the schools, and adopt the requisite technique for reaching dependable and valid conclusions about their own work in these schools, to that degree can the Association collectively and its members individually dispense with guidance and control from without and safely assume the leadership of the schools. The last quarter of a century has witnessed a salutary and astonishing development in this direction. I do not overlook the fundamental contribution made to this result by higher institutions both public and private and by scholars and investigators attached to these higher institutions. I am simply emphasizing the fact that in the long run the destiny of the public schools already lies in the hands of those who give their lives to their service.

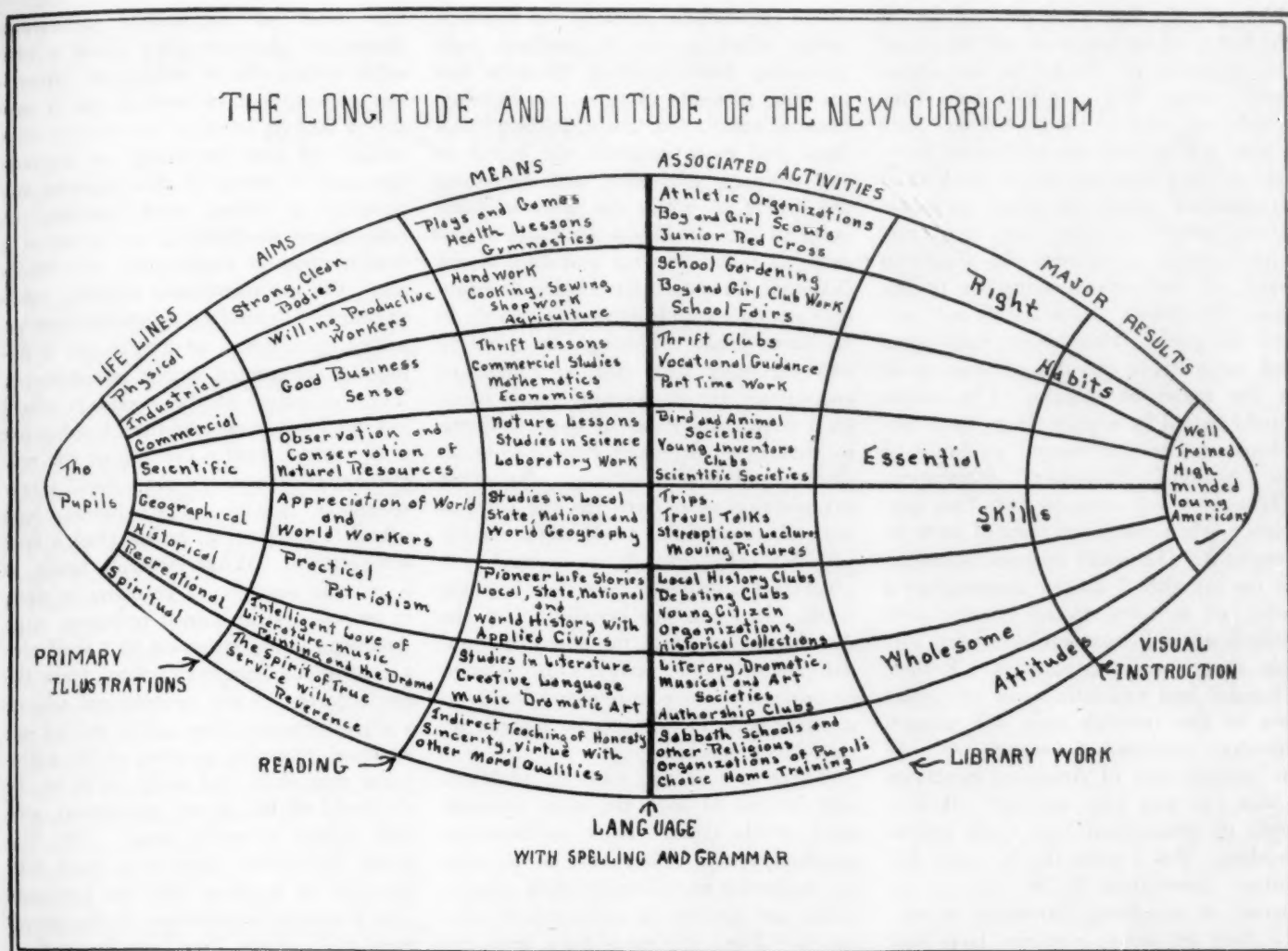
But this independence and responsibility as over against higher institutions is paralleled by a similar and closely connected development as over against

the lay public. Education even in the lower schools demands special training, the command of a special technique, and the application of a professional knowledge and skill that makes direct control and participation by the public increasingly harmful, if not actually impossible. There is emerging, therefore, a profession that must perforce assume to set up its own standards and exercise a large degree of self-direction. I need hardly say that whatever the organized profession does it must submit in the last analysis to the public that owns and runs the schools, not for the sake of the teachers, but for the sake of the children for whom schools exist.

(2) The National Education Association is the only *existing*, if not the only *possible* agency for exercising professional leadership of the American public-school system. It is a strange anomaly that confronts us when we contemplate our National system of education. America is the first great territorial and industrial democracy that has undertaken to provide free universal education for all its members. Were we to map out anew an educational program like the one that we have developed in the last century or so, we should, I believe, start with the fundamental position that if we are going to have a National educational system characterized by anything approaching a desirable unity and uniformity, we should have to establish at the very start a minimum of National control. The fact is, of course, that we do not have such National control and that we are precluded from having it unless we provide for it by an amendment to the National Constitution. Without National governmental control, there is left for us only the recourse to voluntary coöperation on the part of the States and communities if we are to secure a truly National system of education. I am one of those who believe that the accident of history that has left to voluntary coöperation the task of achieving whatever unity and uniformity we have attained is a blessing of the first order. It would be interesting to attempt to point out just what conditions and achievements of American life have given us real American public schools. It must suffice to say that the result has plainly come about because of the free communication incident to a rapidly developing civilization in a new world released from the inertia, habitudes, and inhibitions of older countries and older civilizations. But this fluidity and inter-

action, this inter-communication and exchange, cannot be said to have had the elaboration of a National educational system as a conscious purpose or aim. For this very reason, when the time comes for setting up and achieving great changes of National scope and significance, some adequate agency must be developed and utilized that will give to our efforts the force and power of an organized choice and will. The National Education Association is that agency. The United States of America educationally is here in this convention tonight and during this week as truly as these same United States are present and in action, governmentally, when Congress meets on the hill in Washington.

(3) The National Education Association must employ a new and more refined technique if it is to exercise the National leadership suggested above. I have already indicated that growth in numbers and resources have forced the Association into a position of increased power, to be sure, but also that the same growth has led to new methods of procedure. The open forum, the convention, the audience are no longer adequate means of developing a pervading professional opinion. An increasing part of our work is done by committees. These committees are supplied with funds. They carry on careful investigations according to the newer methods of research. Their reports are increasingly presented in published form and are in the hands of our members before they are presented to the assembled audience. All of this change is something more fundamental than a mere shift in external procedure. The underlying cause is the recognized need of a more fundamental study of educational questions and the fact that such study involves the use of a new technique of investigation and research. A further advance is necessary in our method of achieving and exercising leadership. Committees can no longer carry on through their members the kind of studies that are needed. If all the Association's committees were composed of scholars and investigators connected with universities and teachers' colleges, the members of the committees might do the entire work of investigating. But the committees of the Association should not be so constituted. The great work of these committees is not that of the primary phases of research in the narrowest and strictest sense. The laying of the scientific foundations in the sci-



THERE is a new world in education—new in its determination to educate all the people and to perfect the machinery which will make that possible; new also because of an enriched content which educational workers are seeking to define and unify. The American Educational Digest for January, 1923, presents this chart by Mr. Howard R. Driggs, which seeks to visualize the curriculum as the map-maker visualizes the world.

ences underlying education must of course be done by scholars and investigators with leisure and resources for such work. The great need felt by all practical workers in public school education is that of the proper application and evaluation of the results and methods of science in the fields in which they are engaged. I am not going to discuss the relation of pure and applied science in order to make it clear that, while there is a recognizable distinction, it is not assumed that they are to be kept apart. I wish merely to emphasize the fact that the administrator and teacher have a final task of applying the results of investigations and that the committees of the Association must help these responsible public servants to do their work in a modern and efficient way. The only way in which this union of the scientific and practical can be brought about in the work of committees is for the Association to secure and pay for the services

of highly trained experts to work with and for the Association and its committees. The business of teachers' associations and organizations is too important, too difficult, too technical, and too engrossing to be transacted in the left-over time of busy men and women occupied with the pressing tasks of the schools. This again is a reason why every man and woman in education in America should belong to the National Education Association. We must contribute that we may do our own business to our own satisfaction. Incidentally, from this standpoint, what a short-sighted, weak-willed, and feeble folk we teachers are. We contribute readily and freely to all sorts of organizations and undertakings of minor, if real significance; but we are hesitant and timid about paying a paltry membership fee of two dollars a year to the great National Association through which alone we have the possibility of serving ourselves professionally and thus

serving the children and the public. But we shall not remedy this fault by complaining. It rests with the officers and representatives of the Association to show satisfactory results from the funds we have before asking for more. When we render an adequate return for what we get, we can get more. The policy suggested above is already in operation. The research division of the Association is doing just the kind of work that has been suggested. We are laying the foundations of the new procedure. I expect to see before many years in the headquarters staff at Washington a staff of experts the equal in ability and training of any connected with any university, private foundation, or other organization in the country. Such a staff will not necessarily be large. It will have to be well-paid; better paid, I am going to say, than any other staff in the country, because the Association cannot be served adequately by any but the best.

Through the fine sieve of criticism in the hands of such a staff will be passed the proposals for change in our educational system that originate both from within and without the profession. Such a staff will protect the individual members of the profession against the kind of irresponsible attack on school men and school procedure that has frequently within recent years been the disastrous result of well-meant endeavors to improve the schools. Such a staff will protect the public from having half-baked and inconclusive theories imposed on it in the name of science. The public should be led by experience to have confidence in the professional guidance of the National Education Association. The public will come to have that confidence when we have learned how to deserve it. To avoid misunderstanding, let me say that I do not contemplate a policy of hostility to or rivalry with institutions and organizations of any sort that carry on investigations. Rather, I frankly and explicitly avow our great debt to the research men and women wherever stationed to whom we owe the making over of American education within the past two decades. It is a policy of coöperation that I am recommending. But I want the National Education Association to be able to coöperate on something like equal terms.

I have set before you the facts that warrant my belief that the reorganized National Education Association is in a new position to exercise professional leadership in American education. I have suggested some of the necessary factors involved in such a leadership. I want briefly to set before you the fields of opportunity that are immediately before us. For the convenience of discussion and without taking the time to defend the classification, I desire to distinguish between two classes of problems that seem to be the natural and necessary concern of the Association.

The first set of problems has to do with the conditions set up by the public through governmental action that determine the kind of work that the schools and the teachers within the schools are permitted to do. I cannot enumerate them all but shall mention enough to illustrate my meaning. School revenues, taxation for school purposes, statutory powers of boards of education and school officials, compulsory education laws, licensing of teachers, laws governing and providing for the professional training of teachers, laws of tenure for superintendents, principals, and teachers, legis-

lation establishing pensions for teachers, salary schedules for all teachers, laws providing buildings and grounds and insuring adequate playgrounds, lighting, heating, ventilation, and equipment. All these and more establish the status of the teaching profession and determine the degree to which the more intimate work of the school can be made a success. It is the privilege and duty of the National Education Association to establish professional ideals and standards in all these fields. Through its scientific and executive staff and by competent committees, the Association should carry on a continuing study of these subjects, so that new facts and new discoveries shall be taken into account. No other organization of citizens has the time or will take the trouble to do this work for us. No other can do it so well. A great deal has already been done in these fields. In some, the committees of the Association have laid the scientific foundations for public policy. Our success encourages us to continue and build up a whole body of professional opinion on this class of problems.

There is a second class of problems that has to do with the more intimate work of education. These problems are peculiarly ours. They have to do with the organization, administration, curriculum, and method of public-school education. These problems have been the subject of discussion wherever teachers have come together in meetings since we have had schools. These same problems have persisted through all the changes of social life, political and professional organization, and the transformations in educational aims, methods, and emphasis. The National Education Association, the State and local associations, have within recent years given a new and decided emphasis to the first set of problems. The reason is not far to seek. The conditions enumerated have needed consideration and remedy if there were to be real school teachers and real schools. We shall not abandon our interests in these problems. We shall strive for a progressive solution of them. We shall develop policies and standards in regard to them. But while doing this, we are not going to forget the main issue. We are going to pay new attention to the schools.

The National Education Association should assume the educational leadership of the profession and the Nation in formulating a complete program of the American school. The time is ripe for such action. We have a renaissance in

the field of elementary education. American educators have made a new social philosophy of education. American educators have worked out a new theory and practice of elementary education. A new psychology of learning has made a return to thoroughness and accuracy in school work possible. A new theory of thinking has given us a new method of conducting class teaching. We are consciously training pupils to think. Secondary education has assumed an unheard of extent and is piling up unexpected public expenditures. The curriculum of the secondary school has cut loose from tradition, but has not really found itself. On top of the new elementary school, we must build a new secondary school. The junior high school is a symptom, rather than a final achievement. What America needs, as a genuine measure of economy in time, in money, and in human endeavor, is an American school program that shall give a continuous American school from the kindergarten to the professional school; a school program that can be carried out at home, accessible to every child; a program that shall lead every child to the threshold of his chosen occupation, able and willing to walk alone. The National Education Association must take the lead in working out this program. The Executive Committee, on the recommendation of the President, has authorized the appointment of a Commission on an American School Program to do this work. The commission is being appointed with the necessary care. It will be called together and begin its work at an early date. What the Association has done sporadically and hit-and-miss in the past, it will now attempt systematically and as a whole. Thus, the Association will devote itself anew to what after all is its fundamental reason for existence, the furtherance of an American education in keeping with our needs, our resources, and our ideals. While the public doubts and wavers, while the popular press is lost in a scramble for current sensation, while the critics attack and would overthrow the foundations of American cultural life, let us open our eyes to our opportunity. We face a new world of opportunity. We have a new outlook and a new insight. We believe in our organization, in the public schools, in American children, in the power of science, in the everlasting human values. We have the knowledge, the courage, and the will to do. The way to lead is to lead.

Outstanding Achievements at Cleveland

J. W. SEARSON

*Professor of English, University of Nebraska
Lincoln, Nebraska*

UNDER the sure guidance of President John H. Beveridge, the Department of Superintendence did things at Cleveland. And it did them in the progressive spirit of true education. True, some of the loud notes of former conventions sounded here in minor key, but the full instrumentation of the educational orchestra was present, in tune, and thrilled with one overwhelming emotion—helping public education meet the challenge of democracy.

While thrift, visual education, illiteracy, immigrant education, training for leisure, and the improvement of teachers in service were all stressed in the program, each subordinated itself to one or more of the ten dominant notes sounded. In the addresses, papers, and discussions of the convention; in the multitude of conferences, breakfasts, luncheons, and dinners; in the friendly corridor conversations; and even among authors, publishers, and manufacturers who are sensing needs with prophetic skill, there was a most striking and unusual community of agreement upon what constituted the big achievements. With no possibility of giving each its true place or rightful emphasis, what stand out clearly as the ten biggest educational features of the Cleveland meeting are here reported:

1. *The convention was an experience meeting.* Not mere theories, but actual accomplishments, were reported with earnestness and conviction. The platoon system in action, adjustment classes, comprehensive surveys, tests for diagnosis, out-door gymnasiums, schools for crippled and defective children, and many other educational enterprises were discussed, not as dreams, but as successful accomplishments, definitely located, and open to general inspection.

2. *The convention was a school-business meeting.* School finances, school budgets, school taxes, the ability of communities to pay, and the most economical and equitable systems of school support were sensibly and definitely reported and discussed. At every turn, it was evident that the school administrator had

fully accepted the responsibility of doing his share of the financial thinking and planning for the community.

3. *The convention was a conference on curriculum revision.* Internal revision of the curriculum for all grades, the determination of a distinctive program for junior high schools, the external adjustment to meet community needs, and definite reports of extra-curricular activities, are among the major curricular interests reported and discussed. Out of it all came renewed recognition of the principle that the school must remain the center of gravity in complete training for citizenship, and that it must not be outlawed as a mere "bootlegger of knowledge" by an excess of extra-school activities.

4. *The convention was a physical welfare center.* Health and sanitation programs, complete programs for well-rounded physical well-being, and definite reports of sex-social training plans now in successful operation, were given in recognition of the importance of the physical welfare background of education.

5. *The convention strongly emphasized character and moral education.* On its program and everywhere in its conferences and exhibits, the convention gave a high place to reports of instruction in morals and ethics, character education, and coöperative plans of schools and churches for extending moral and religious education.

6. *The convention exalted the profession of principal.* Never was there a more nearly complete recognition of the principal as a strictly professional supervisor of instruction than at this meeting. The secondary school principals held a remarkable session. The elementary school principals conducted an equally significant program. Greater than the mere fact of their increasingly powerful organizations was the recognition everywhere extended to them as professional essentials of a unit system of administration and supervision.

7. *The convention exalted the classroom teacher.* However timid superintendents have been heretofore in giving

unstinted credit to classroom teachers, here they were generous and outspoken. The distinguished service rendered at the white-heat contact point in classroom instruction was recognized in the form of a unanimous resolution which designated them as guarantors of "the security of the Republic," and commended the devotion and zeal with which they have "given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education."

8. *The convention definitely stressed rural life betterment.* The equalization of opportunity for the rural child, equitable rural-school support, the economic betterment of farm and market conditions, adequate rural-school teaching and administration through the county unit, professionalizing the office of county superintendent, and better training of rural teachers by enlarging the rural departments of normal schools, were among the salient points agreed upon for a program of rural school and rural life betterment.

9. *The convention was a conference on citizenship training.* Fitting the child to play his part as a high-minded citizen of America and of the world was the inspiring central note of many a discussion and report. Heavy emphasis was laid upon the teaching of the social sciences, history, civics, economics, and sociology, as essentials of a true citizenship training program. The convention unanimously reaffirmed its hearty endorsement of the Towner-Sterling Bill as outlining and providing for the complete development of a well-balanced program of citizenship training in our democracy.

10. *The convention sounded the clear note of internationalism in education.*

As if to sanction and support the coming world conference on education planned by the National Education Association, speakers on every program and at every important conference directly or indirectly sounded the tocsin of world peace and progress through education. Resistless aid and encouragement was given the movement to bring about world amity and concord through the ministry of the schoolmaster at a time when the good offices of statescraft have so signally failed.

These, in large, are the big things that shall stand out among the finer achievements of the Cleveland meeting. With its program well sustained on a high plane, and with a strong directing spirit to guide the deliberations, the Cleveland convention of the Department of Super-

intendence will stand in the clear as one marked by reports of big achievements and as one feeling the common urge to develop and foster a type of public

school that shall point the way to the efficiency and permanency of the American democracy in its true place in the neighborhood of the world.

Resolutions of the Department of Superintendence

Cleveland, Ohio, March 1, 1923

UNANIMOUSLY the Department of Superintendence re-endorsed the Towner-Sterling bill in a resolution that admits of no doubtful interpretation. This is the fifth successive time that the Educational Bill has been endorsed by the Department. The Bill has also been endorsed by every summer meeting of the Association since it was formulated. There should be no question of the intention of the educational workers of America to continue their fight until the excellent provisions of this Bill have become law.

The resolutions committee was composed of Dr. William M. Davidson, superintendent of schools, Pittsburgh, Pennsylvania, chairman; Mr. L. P. Benezet, superintendent of schools, Evansville, Indiana; Mr. J. S. Hoffman, county superintendent of schools, Flemington, New Jersey; Dr. William B. Owen, President of the National Education Association, Chicago, Illinois; Miss Belle M. Ryan, assistant superintendent of schools, Omaha, Nebraska; Mr. Paul C. Stetson, superintendent of schools, Dayton, Ohio; and Mr. Ernest A. Smith, superintendent of schools, Evanston, Illinois.

WE sincerely commend the action of the President of the United States in calling upon the people of the whole country, by special proclamation last December, to set aside a week to be observed throughout all the States and Territories as American Education Week. We likewise commend the governors of the several States and Territories and the mayors of all cities who promptly supplemented the President's proclamation by similar appeals. By this Nation-wide observance of American Education Week the people of the entire country have been aroused to a new recognition of the fact that the destiny of America rests upon the adequate and proper education of all the children of all the people.

2. We gratefully acknowledge the enlarged support that has been granted education by State and Territorial legislatures, by boards of education, and by a responsive public, which have generously recognized grave educational needs. We earnestly urge the legislatures now in session, in whose hands rests the control of the public schools, to provide for a continuance of the educational advance to the end that there may be an American school good enough for every American child. We believe that money expended for education is the best possible investment and rejoice that every attempt at reaction against a proper and adequate provision of funds for public school purposes, whether made by a single individual or by a backward-looking group, is met in every State and Territory in the Union by a wall of men and women who stand insisting that the American dollar shall never be placed above the American child. As administrators of public education, responsible for this investment, we dedicate ourselves anew to the task of directing education with wise economy and exact accounting to the end that the schools may become ever better instruments in the production of an improved citizenry.

3. We note with satisfaction and heartily endorse the expressed intention of Congress to make the school system of Washington the model school system of the country. We pledge to Congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation's capital a system of public education which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the Teachers' Salary Bill now pending before Congress.

4. We recognize that a Department of Education is necessary in order that the educational activities of our National Government shall be efficiently and eco-

nomically administered. We believe that National sanction and National leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign born, prepare teachers, develop adequate programs of physical education, and equalize educational opportunities, is in accord with our long established practice and is demanded by the present crisis in education. We therefore reaffirm our allegiance to the Towner-Sterling Bill.

5. The welfare of the Nation demands that boys and girls living in the country shall have educational advantages commensurate with those enjoyed by children living in the cities. We endorse the movement which contemplates placing a competent and professionally-trained county superintendent of schools, directing a professionally-trained body of teachers genuinely interested in country life, in every county in every State and Territory of the Republic. To this end we urge that the burden of raising funds in locality, State, and Nation shall be so justly and equitably distributed between the stronger and the weaker taxing units as to make the opportunity of the boy or girl in a rural school equal to that of the child in the most favored city-school system in the land.

6. We commend the devotion and zeal of the classroom teachers of America who have caught the spirit of the new educational advance and given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education, and who have dedicated themselves to the high purpose of translating the increased funds provided for education into a worthy and upright citizenry, whose faith in the high ideals and the best traditions of America, and whose recognition of the principle of obedience to established law, shall guarantee the security and well-being of the Republic.

7. We record our grateful appreciation of the exceptional hospitality of the people of the city of Cleveland; of the untiring efforts of the local committee; and of the coöperation of the Chamber of Commerce and the public press. We especially thank the members of the board of education, the officers, teachers, and children of the public schools, and the presidents and faculties of Cleveland's colleges and universities—all of whom have helped to make this convention one of the most successful in the history of the Department.

The Cleveland Meetings

Abstracts of Addresses before the General Sessions

WHAT CONSTITUTES American Citizenship—The men of the Legion love this country that they serve, and they can conceive no finer service than the fostering of cultural unity and community of sentiment in the American population. There must be one Nation within the limits of this Republic, in the language of a great American, "One Nation indivisible, with liberty and justice for all." To establish one Nation out of diverse racial elements there must be a common cultural development based on a common language—and that language must be the official language of the United States of America. There is but one symbol of the life and spirit of America and that is the American flag. Let there be one language in the schools and one flag flying over all—a sign to all the world of American unity.—Alvin M. Owsley, National Commander of the American Legion, Indianapolis, Indiana.

CHRISTIAN EDUCATION—In saying that the results of education must be Christian, I mean that all education must result in a greater degree of freedom—physical, mental, and spiritual. Anything that is calculated to shackle the human body or trammel the human mind or spirit is doomed to death sometime, and the process whereby this doom is accomplished is the educational process. It was so with American slavery, with the open saloon, with unrestricted hours of child labor, and other forms of slavery in the past. If education results in anything that is worth while, it results in freedom from ignorance, superstition, prejudice, bigotry, hate, envy, and all other passions of the human mind and soul that kill and destroy. Regardless of one's mastery of knowledge, his expertness in the industrial world, his shrewdness in the commercial world, he must nevertheless be regarded as an abject slave who is not a free man in the particulars herein indicated.—Elmer Burritt Bryan, President, Ohio University, Athens, Ohio.

THE STABILIZING FACTOR in Education—"Sloganizing" seems to be a popular pastime just now. Possibly it isn't just a present tendency. It may have existed for ages. We elect a pres-

ident by appealing to the sentiments of the people through the emotion expressed by the "full dinner pail." We elect a mayor on "five-cent fare." We mobilize a country on "Remember the Maine." We "Say it with flowers." We "Buy a Ford and spend the difference." We Couéize ourselves into an idea that the thing will happen if we can get enough people fingering the knots and chanting the ritual to the extent that thoughts are driven to the periphery of mundane occurrences.

The slogans have been effective in producing some excellent results, and possibly we should condone the means because of the ends attained and use more of them in education. One thing is sure, however, thinking does not develop through any such means. Some individual has an idea; the rest are caught by a phrase. The slogan is an appeal to the mob.—Charles H. Lake, first assistant superintendent of schools, Cleveland, Ohio.

THE COST AND the Fiscal Administration of Schools—Some Facts from the Educational Inquiry—That public education is costing more now than it did ten years ago is commonly accepted. In the year 1910 the current expenses for public education in the United States amounted to \$390,500,000. In 1920 we spent \$970,930,000 for the current expenses of our public schools.

During the period under consideration there was a very great change in the purchasing power of the dollar. There was, as well, an increase of thirty per cent in the number of days of schooling provided. There was also a very large increase in attendance in the upper part of the school system where costs are necessarily high.

In many of the States the part of the total cost of maintaining schools borne by the State has been steadily increasing during the past decade. In one State, Delaware, complete State support has been instituted.—George D. Strayer, Professor of Educational Administration, Teachers College, Columbia University, New York City.

CHICAGO'S PUBLIC School Classes for Crippled Children—To open the way to happiness; to build up

faith and confidence; to inspire courage and self-respect—this is the work of the schools for the handicapped.

Twenty-four years ago the Chicago Public School System organized its first class for crippled children, in coöperation with the Orthopedic Hospital. Today Chicago has four centers, caring for seven hundred children, most of whom are carried to and from their homes in motor busses. The cost of this work in Chicago is about three hundred and fifty dollars per pupil based on actual attendance, more than half of which is for transportation service.

In the field of mental and physical rehabilitation, the work of these schools is unique. Visitors remark upon the happiness and the lack of self-consciousness among the children. From the day a pupil enters, he is made to forget himself and his particular handicap, to succeed in everything he undertakes, to stop at nothing, and to be proud of his success.

All children fall into three groups—wheel-chair children who must be trained to use crutches; those on crutches who must drop them; others with braces or without who must learn to walk as independently and normally as possible. Many of this third group who attend our large high schools have lost fifty per cent of the muscle power in their lower limbs, but with good braces and the proper physical and mental training during the early years of helplessness they go their way as independently as other children.—Peter A. Mortenson, superintendent of schools, Chicago, Illinois.

EDUCATIONAL PROGRESS in 1922—In general the year 1922 has recorded several combinations of good deeds. There have been few reductions of teachers' salaries. There has been some reduction of the cost of education by admirable management. There has been a phenomenal voting of boards for school buildings in all parts of the country. The pension legislation is headed in the right direction. The increasing high-school enrolment is fabulous. The change of the title from Truancy to Attendance Officer has high significance. The devotion of teachers in service to the improvement of their scholarship and professional spirit is quite refreshing.

Education today is the art of signaling the science of knowing when and how, why, and where to signal.—A. E. Winship, Editor, *Journal of Education*, Boston, Massachusetts.

THE REORGANIZATION of Education in the United States Government—The Executive Departments of the Federal Government have not been organized and developed according to a logical plan, but these Departments have been established and have grown for more than a hundred years according to the exigencies and political demands of the successive administrations. From the time of George Washington to the present, opportunism and expediency have largely created and evolved the various Departments, establishments and bureaus of the Federal Government and no concerted plan has been followed.

One who begins to look upon the arrangement of activities in the Federal Government finds all kinds of anomalous things which appear inexplicable and almost laughable. It almost seems that some one must have written down the names of the various Departments, establishments, and bureaus and drawn them by chance from a hat, without regard to function or relationship. In no activity does this appear more conspicuously than in education. One may be surprised to find the Bureau of Public Roads in the Department of Agriculture, or the Patent Office in the Department of the Interior, and other similar anomalies, but he is bewildered to find that the educational activities of the Federal Government are carried on by some thirty-odd bureaus, organizations, and agencies scattered through the Departments of Interior, Treasury, War, Labor, Justice, Agriculture, and various independent establishments.—John J. Tigert, United States commissioner of education, Washington, D. C.

THE TAX PROBLEM in Relation to the Financing of Public Education—In spite of our clumsy and inadequate fiscal and political machinery, we have found it desirable to expand our public expenditures steadily, and, as means of communication and other administrative aids increase in quality, there is no rational reason for believing that the number of things which can be best done collectively, and, of course, their cost, should not continue to increase. At any one time we should do publicly all those things which we can best do publicly. If greater returns can be obtained by using a dollar's worth of economic effort in collective public action than can be obtained by leaving it in the pockets of people to be privately spent, it is merely common-sense—not socialism—to spend that dollar collectively.

But the community is unable to distinguish clearly between the things it wants more and the things it wants less. As a consequence there is waste in the sense that we spend much public money for things that are not worth the cost, and refrain from spending public money for certain things we want very much indeed because of fear lest such expenditures may open the floodgates of indiscriminate public spending. There is a vast unfinished task of political and economic reorganization which must be attended to if we are to continue to increase public expenditures at the rate set during the last decade.—Robert Murray Haig, Professor, School of Business, Columbia University, New York City.

WHAT THE SCHOOLS do in Relation to What They Cost—We do not know and never can know what our investments in public education are in terms of what are recognized to be the ultimately great ends. Few, if any, will dissent from that conception of public education in this country which emphasizes the development of character qualities as the ultimate goal—those qualities of the physical, intellectual, and moral life that are recognized to be essential to good citizenship. Our experiment in government is not essentially an experiment in *political* democracy. That may be found elsewhere. The genius of our attempt in this country is to realize a *social* democracy—a democracy in which equality of opportunity shall be the chief characteristic.

The earning or productive capacity of the individual citizen and of the community is of consequence. But of even greater consequence for our purpose is the use made by the citizen and the community of the money or wealth secured through these productive channels. The community is using all of its productive resources for this intangible, indefinable, and yet readily understood return known as satisfaction.—Herbert S. Weet, superintendent of schools, Rochester, New York.

WHAT THE SCHOOLS do in Relation to What They Cost—There is a great need in America today for a standardized method of computing costs. The call is just as urgent for a uniform method of measuring results. This could best be brought about by the Federal Government through a Department of Education thoroughly financed and equipped for the work. Until this is a reality, we shall have to content our-

selves with whatever means the local community, private agencies, and the State can provide.

The burden of the work of informing the people who support schools regarding educational costs and results falls squarely upon the shoulders of superintendents. Every school head has made some study of the costs and the results of the system under his control but most surprising inequalities will be revealed to many of us if we make a more detailed study. Results can often be had in larger and better quantities if they are measured accurately.—Herbert B. Bruner, superintendent of city schools, Okmulgee, Oklahoma.

THE ECONOMIC BACKGROUND of Rural Education—Better rural education of all grades, from the primary schools through the great agricultural colleges, is the great need of the country today. The need is principally on the practical side, wherein the boys and girls and men and women of our farms are to be given a better understanding of their economic position and the knowledge that will enable them to make a practical success of farming as a business. From this success, all means and all leisure that make possible the acquisition and application of education in the finer and less material values of life must arise.

The chief defect in the equipment of our rural teachers for this work is a lack of grounding in certain fundamental principles of economic difference between the farmer and other producers. The standard courses in economics in our normal schools and colleges today hardly touch upon these differences, much less make them clear. They are built up from the viewpoint of city men and city women, and the general principles which they teach are principles applicable to all other forms of industry besides that of farming, for the simple reason that agriculture happens to form the only exception among our industries to the correctness of these generalities.—Aaron Sapiro, attorney for Farmers' Coöperative Associations, New York City.

BUSINESS METHODS Applied to Education—The business man has learned the lesson that the customer is always right; the teacher still is too apt to hold the attitude that the parent is always wrong. This half-unconscious attitude on the part of teachers has developed through harassing experiences

with parents, and not through any innate dourness on the part of teachers. Yet the teacher must be aggressive in overcoming the impression that he is unwilling to listen to suggestion, is sensitive to constructive criticism, and is invariably autocratic in his dealings with parents.

If we could ever adopt in schools the slogan, "The patron is right," many of our other problems would be solved. Such an attitude would remove much of the hostility which deprives schools of moral and even financial support, and causes needless friction. Teachers should not adopt the whims and caprices of every parent, but make the parent feel that the teacher recognizes the parental rights in the school. Even superintendents of schools and other high-school officials who have children in school have felt this wall erected between them, as parents, and the teachers of their children.

The school is an institution for community service. It should assume the attitude of service and coöperation at least as fully as a hotel, a department store, or a commercial enterprise which operates for financial profit. Try having teachers adopt the slogan, "The patron is right," and see if the results are not worth the effort. —Walter R. Siders, superintendent of schools, Pocatello, Idaho.

THE PRINCIPAL'S Multiple Functioning—Ten years ago the superintendent, in company with the rest of the country, woke up to the importance of the classroom teacher. We became aware that the teacher had been treated undemocratically. At the same time we discovered that the public regard of our profession is based upon the popular rating of the teacher's job, the popular attitude toward the teacher, and the teacher's personality and culture. The public held the teacher lightly, and hence, both the school and the superintendent. In the public logic, the school meant the teacher and the superintendent meant the teacher and, since the teacher was negligible and lightly regarded, so also was the superintendent.

At last we gave the classroom teacher the recognition that was his due. It was the best thing that ever happened, not only because of the improved position of the school in public esteem, but because the teacher was forced to live up to his new responsibility. It made teachers study educational principles so as to hold their ground in debate; it made them study law, so as to vote intelli-

gently on matters for their own welfare and the welfare of children; it made them learn legislative procedure, so that they would know how to secure the passage of effective laws for the welfare of education; it made them broaden out into a realization of the many interests which are kindred to education, without a knowledge of which no teacher can properly secure the best means of

The Finest of Arts

TEACHING is founded on scientific principles, but teaching is an art. It is the finest of the fine arts. It deals with the most precious resource—the child. The sculptor molds clay and carves marble. The product is lifeless. The painter works on canvas. The product is changeless. The teacher touches the life of the child—puts love in his heart and kindles fire in his soul. What a responsibility! What an opportunity!—President John H. Beveridge, of the Department of Superintendence, before a meeting of classroom teachers at Cleveland, February 28, 1923.

training the children entrusted to her care.—Olive M. Jones, principal of School No. 120, New York City.

THE ELEMENTARY SCHOOL Principal's Contribution to Public Education—One of the greatest contributions that the principal can make to public education is to drive home to his people unceasingly that they cannot afford to buy anything but the best ability for educational positions. It will be their own children who will suffer if they do.

The theory that the schools must be conducted on a poverty basis is a mistake. Public-school men who believe that universities cannot compete with the financial rewards of private business are doing incalculable harm to education and have read the signs wrong. The public will give us all the financial support required if we prove to them the need and our worth. It is time we school people rid ourselves of the notion that we are martyrs in a hopeless maelstrom of poverty, fill instead our ammunition boxes and get out to fight for

our schools as we do for success in business. Do this and the poverty spectre in American education will disappear.—Ide G. Sargeant, principal of Public School No. 10, Paterson, New Jersey.

WHAT ONE STATE Department of Public Instruction is Contributing to the Physical Welfare of Pupils—In health training and instruction there has been an enormous interest aroused throughout the schools of Pennsylvania. In nutrition there has been marked improvement in the normal schools, five of them now employing expert dietitians. There has been an increase of about twenty-five per cent per year in the number of schools providing lunches for pupils, in some counties now over half being so served. The number of school nurses employed by boards of education during the last year show an increase of thirty-five per cent over the previous year.

To the regular normal-school course there has been added a special required three-hour course, giving training in the content and methods of teaching hygiene. In three normal schools there have been organized special three-year health education courses, which are giving expert teacher training in physical education and hygiene. An excellent group of more than twenty summer courses in educational hygiene, physical education, school nursing, and nutrition work for teachers and for nurses has been organized at Pennsylvania State College.—Charles H. Keene, M. D., Director of Health Education, Department of Education, Harrisburg, Pennsylvania.

WHAT MAY Be Done to Improve the Quality of Teachers—We are improving the quality of teaching in the Buffalo schools by doing everything possible directly and indirectly to assist the individual classroom teacher. Our theory is that the teacher is the center of gravity in our educational system. We have proceeded on the assumption that teachers are desirous of raising their standards of educational accomplishment, and that this will be most easily and rapidly accomplished as each teacher voluntarily and cheerfully sets about the task of increasing his individual capacities and abilities. We have regarded it as our responsibility to provide the kind of opportunities and environment, and supervision necessary to stimulate and satisfy our teachers' professional ambitions.—E. C. Hartwell, superintendent of schools, Buffalo, N. Y.

KEEPING THE CURRICULUM Alive—An examination of the average school curriculum both as to its content and its method of presentation will lead any thoughtful person to question whether or not schools do actually train for living, for are we not intended to go out and live as individuals, capable of thinking and acting as such? And does not the average school curriculum tend to stifle the individuality of children by treating *en masse* both as to the "what" and the "how" of what is given them? Treating individuals too much *en masse* has been the weakness of all civilization.—Amalia Bengston, county superintendent of schools, Olivia, Minnesota.

HOW MODERN BUSINESS May Aid in Reconstructing the Curriculum—Economic problems are today the paramount problems of civilization. Yet it is difficult to induce in men the attitude of deliberate intelligent study of economic situations. We have not been trained as a race to think clearly and without selfish prejudices about anything that touches personal interests. We have made great progress in the intellectual mastery of natural laws. We study material things with a high degree of intellectual detachment, but when it comes to the human relations of ordinary life we have to admit that our schooling and our ordinary thinking are meager and inadequate.

If one could by ingenious phrase or striking example arouse this body of school administrators to a realization of the necessity of absorbing business into the school, not in fragmentary additions to the curriculum, not in separate institutions, but in the spirit of *adaptation of the modern school to the needs of modern life*, one would undoubtedly have contributed to the solution of a national and international as well as of an educational problem.—Charles H. Judd, Director of School of Education, Chicago, Illinois.

THE HUMAN ELEMENT in Curriculum Making—The growth of civic appetite among our school people in the last five years seems to me greater than in the whole of the preceding hundred. The organization of ideals of democracy as formulated by Duncan Yocum; the outlines of civic teaching from the kindergarten through the high school as adopted by the entire State of Pennsylvania; the study of present social problems by 565,000 pupils a week in elementary and high schools, using

the *Independent*, *Literary Digest*, and *Outlook*, whereas, in 1900, there was only sporadic study of this kind in preparing debates; the striking increase of papers on this civic theme in the meetings of the National Education Association since 1916; the remarkable unanimity of purpose expressed independently by school superintendents—all seem to me to show that the doubts of those who have been fearful of the failure of the public schools can more and more be dissolved as we superintendents center our efforts more and more on the primary objective—namely, the training of appetites and habits for community benefit.—William McAndrew, first assistant superintendent of schools, New York City.

PRINCIPLES AND TYPES of Curricular Development—Education has never made adequate use of the fact that children learn much from one another, and our subject organization does not favor such mutual teaching. Instead of the still too common practice of discouraging communication and mutual assistance, the school atmosphere and the organization of the subjects of study should encourage such mutual pupil teaching as may pertain to the particular subject content upon which they are engaged. Subjects of study should be selected and organized so as to facilitate teaching of pupils by one another. The topics and content of studies should be such that pupils can come into mutual and coöperative mastery of them.—Otis W. Caldwell, Lincoln School, Teachers College, Columbia University, New York City.

THE PLACE AND VALUE of Extra-Curricular Activities in the High School—Administrators and teachers must recognize that leadership and service can be found in high-school boys and girls and this ability must have play. There are times in any high school when a large project, such as an exhibition of work, or a pageant presenting the work, of the school is to be given. Such events are of supreme importance in that they call for a united effort upon all departments. This movement gives expression to many lines of endeavor and produces a real problem of living. Excellent training in planning, business detail, construction of stage, scenery, lighting, costuming, advertising, and many other details afford plenty of educational material.—H. E. Winner, principal of South Hills High School, Pittsburgh, Pennsylvania.

THE CURRICULUM—By Whom and How Made—The best course of study in reading is possible only by pooling the leadership of this country in the field of reading. Leadership includes all of those who have contributed: the classroom teacher of insight and artistic technique; the supervisor who has succeeded in stimulating his teaching staff; the superintendent who has made success in this subject administratively possible; those who in colleges or in bureaus of research are building the foundation of sound method by their investigations; and those who in colleges or normal schools are directing the training of young teachers.

No one community contains all of the kinds of leaders which are essential to the making of the course of study in this subject; much less does any community contain all the leaders. If the best possible courses in reading and study are to be made, they must be made by a committee which will represent the best thought of the country.—Ernest Horn, Professor of Elementary Education, University of Iowa, Iowa City.

LEISURE TIME—Leisure is at once the most precious and the most dangerous gift to mankind. Most precious, because it enables the human spirit to participate in its priceless heritage, the spiritual world. That world is the celestial health resort for all the children of men. To be a free citizen of that realm is health and joy and peace. Leisure makes all that possible.

But leisure is the most dangerous of gifts in the hands of those who do not know how to use it wisely. When men and women spend their leisure hours in idleness, in vicious gossip, in illicit drinking and gambling, in sexual indulgence and reckless joy-riding, the more leisure they have the worse it is for them and for everybody else. They depreciate in value; they become a menace to society, a burden that the State has to carry.

A primary function of the public schools is to educate for the right use of leisure. Vocational guidance is important, but avocational guidance is vastly more important. The teaching of the so-called fads of education is of supreme importance, for through nature study, drawing and design, through vocal and instrumental music, poetry and supplementary reading, every pupil in every school may discover his door of hope, his entrance to the enchanting realm of the spirit, his pathway to a successful life.—Henry Turner Bailey, director of the Cleveland School of Art, Cleveland, Ohio.

GUIDE TO BOOKS

Select List

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

ADE, GEORGE. Single blessedness, and other observations. Doubleday, Garden City, N. Y., 1922. 224p. \$1.50.

With a combination of shrewd observation and rollicking fun the author discusses such phases of American manners and morals as are suggested to him by the subjects of bachelors, college students, home cooking, dignity, babies, and golf.

BAKER, RAY STANNARD. Woodrow Wilson and world settlement. Doubleday, Garden City, N. Y., 1922. v. 1-2. illus. \$10.

The most important and authoritative narrative of the Peace conference from an American standpoint which has appeared. Dignified and honest in tone it is a painstaking exposition in defense of Mr. Wilson's policies at Paris. The first half of volume one deals with international relations and outlines the essential character of the old and new orders followed by a discussion of the League of Nations, the Covenant, and the struggle for the limitation of armament. Volume two takes up the crises in the negotiations that resulted from the claims of the French, Italians, and Japanese, the economic settlement and the presentation of the text of the treaty to the Germans. Volume three is to contain all the supporting documents mentioned in the preceding volumes.

BRYANT, MRS. LORINDA (MUNSON). The children's book of celebrated pictures. Century, 353 Fourth Ave., N. Y., 1922. 104p. illus. \$2.50.

Fifty reproductions of famous pictures chosen for their appeal to children. Information concerning them given on the opposite pages. The size and clearness of the pictures make them good for use with children in the lower grades. Duplicates very few included in her *Famous pictures of real boys and girls*.

CAMERON, JENKS. The National park service (Institute for government research. Service monographs of the U. S. government, no. 11). Appleton, W. 32d St., N. Y., 1922. 172p. map. \$1.

JACKSON, WALTER CLINTON. A boys' life of Booker T. Washington. Macmillan, 66 Fifth Ave., N. Y., 1922. 147p. illus. \$1.25.

Tells of his boyhood in slave days, his desire for an education, the obstacles he had to overcome and his determination to help his race. The account of Tuskegee, its beginning and growth, reveals his steadfast purpose. Simple and interesting, taken largely from Washington's own works. Suitable for fifth grade.

MCCAULEY, H. S. Getting your name in print. Funk and Wagnalls, 354 Fourth Ave., N. Y., 1922. 114p. \$1.25.

Straightforward advice to those who desire newspaper publicity for their professional, political, or social advancement. Admitting the faults of present-day jour-

nalism the author tells how to make the best use of newspapers as they are, keep in favor with the journalistic powers, and have one's news presented in the most advantageous way.

MACLEAN, ANNIE MARION. Our neighbors. Macmillan, 66 Fifth Ave., N. Y., 1922. 288p. \$1.75.

Vivid moving-pictures of life among the poor in our great cities and a plea for greater justice and understanding from the privileged classes toward their less fortunate neighbors, particularly those of foreign birth. Pathos, humor and tragedy are in these pages, in which the author effaces her own personality and lets Kate Flynn, Zaida Ladau, and Otto Volker tell their own stories in their own words.

PATRI, ANGELO. Child training. Appleton, 35 W. 32d St., N. Y., 1922. 434p. \$2.

Short chapters written in simple, conversational style, each illustrating some problem or question in child training. Common incidents are chosen and the far-reaching effects resulting from their treatment indicated.

PHELPS, WILLIAM LYON. Human nature in the Bible. Scribner, 597 Fifth Ave., N. Y., 1922. 333p. \$2.

An interpretation of the great figures and literature of the Old Testament and the Apocrypha, showing the essential humanity which keeps them fresh and appealing in all ages. Written in popular and often humorous style, catching attention by frequent translation of Biblical phraseology into very modern and colloquial language.

SMITH, EDWARD EHRLICH. Teaching geography by problems. Doubleday, Garden City, N. Y., 1921. 306p. illus. \$1.50.

Brings together facts and suggestions that could be procured otherwise only by reading the most recent magazine articles on the subjects included. It is carefully prepared, keeping in mind the practical needs of the teacher and the problems submitted are attractive. Bibliographical references and appendixes: Regional geography in a course of instruction for the seventh grade—Illustrative material—The climate of Liberia—Dramatization of geography—Abbreviations.

WELLS, HERBERT GEORGE. A short history of the world. Macmillan, 66 Fifth Ave., N. Y. Lond. Cassell, 1922. 455p. illus. maps. \$4.

Not a condensation or abstract of the *Outline* but a less elaborate treatment of the same material, "much more generalized," Wells says, "and written afresh." "Its especial end," he adds, "is to meet the needs of the busy general reader, too driven to study the maps and time charts of the *Outline* in detail." Fully and attractively illustrated.

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 in-

formation from the various publishing houses represented.

ALABAMA DEPT. OF EDUCATION. *Rules and regulations; courses of study, adopted textbooks for State secondary agricultural schools* authorized by the State Board of Education. Montgomery, Ala., Author, 1922. 16p. Postage only.

— *Teaching field crops and horticulture; prepared by S. L. Chestnutt.* Montgomery, Ala., Brown Prtg. Co., 1922. 111p. Postage only.

ALLEN, ARTHUR H. *Electricity in agriculture; the uses of electricity in arable, pasture, dairy, and poultry farming; horticulture; pumping and irrigation, electro-culture, and general mechanical and domestic service on farms; for farmers, agriculturists, horticulturists, supply-station engineers, electrical manufacturers, and others.* Illus. N. Y., Pitman, 1922. 117p. 85c.

AMERICAN ASSOCIATION FOR INTERNATIONAL CONCILIATION. *The Allied debts.* (International Conciliation; no. 181.) 407 W. 117th St., N. Y., Author, 1922. 109p. Paper, 5c.

AMERICAN INSTITUTE OF ARCHITECTS. Committee on Education. *The significance of fine arts.* Illus. Boston, Marshall Jones, 1923. 483p. School edition, \$3.50. Trade edition, \$7.50.

AMERICAN INSTITUTE OF PARK EXECUTIVES. *Detroit; its parks and recreational systems.* Illus. Minot, N. Dak., Parks & Recreation, 1921. 40p. Limited number. 25c. each.

ANDERSON, ADELAIDE MARY. *Women in the factory; an administrative adventure, 1893 to 1921.* N. Y., Dutton, 1922. 316p. \$3.

BAX, ERNEST BELFORT. *The Story of the French Revolution.* 45 Rose St., N. Y., N. Y. Labor News Co., 1922. 120p. \$2.

BAXTER, LEON H. *Toy craft.* Milwaukee, Wis., Bruce Pub. Co., 1922. 132p. \$1.30.

BEARD, CHARLES A. *Cross currents in Europe today.* Boston, Marshall Jones Co., 1922. 271p. \$2.50.

BELL, ALBERT J. *Feeding, diet, and general care of children; a book for mothers and trained nurses.* Illus. 1914 Cherry St., Phila., F. A. Davis Co. 276p. \$2.

BIGELOW, EDMUND B. *Origin and history of our flag.* Lockport, Ill., Author, 1922. 40p. Paper, 25c.

BOGGS, THEODORE H. *The international trade balance in theory and practice.* N. Y., Macmillan, 1922. 221p. \$2.

BRIGHAM, CARL C. *A study of American intelligence.* Illus. Princeton, N. J., Princeton Univ. Press, 1923. 210p. \$3.50.

BRUCE, WILLIAM CABELL. *John Randolph of Roanoke, 1773-1833; a biography based largely on new material; in 2 vols.* Illus. N. Y., Putnam, 1922. 661p., 804p. Set \$10.

CALLENDER, GEOFFREY. *Southey's life of Nelson.* Illus. N. Y., Dutton, 1922. 339p. \$3.

CARPENTER, CLARENCE C. *The A B C's of calculus.* Ada, Ohio, Author, 1922. 78p. \$1.50.

CARROLL, MOLLIE RAY. *Labor and politics; the attitude of the American Federation of Labor toward legislation and politics.* (Hart, Schaffner & Marx prize essays ser.; No. 33). Boston, Houghton, Mifflin. 206p. \$2.

CASTILLO, CARLOS, and WATSON, JANE C. *Trozos de castellano.* Illus. N. Y., Holt, 1922. 131p. 72c.

CHADWICK, GEORGE WHITEFIELD, and others. *A book of choruses for high schools and choral societies.* Boston, Silver, Burdett, 1923. 342p. \$1.76.

- CHASE, STUART. *The challenge of waste*. 70 Fifth Avenue, N. Y., League for Industrial Democracy, 1922. 32p. Paper, 10c.
- CLARKE, NATALIE RICE. *Bacon's dial in Shakespeare; a compass-clock cipher*. Illus. Cin., Ohio, Stewart Kidd, 1922. 193p. \$2.50. Leather, \$7.50.
- CLOPPER, EDWARD N. *Rural child welfare*. Illus. N. Y., Macmillan, 1922. 355p. \$3.
- CONNELLY, NORINE. *Children's songs and stories of the wild flowers*. Illus. San Francisco, Calif., Harr Wagner Pub. Co., 1922. 70p. \$1; with colored cover \$1.50.
- CROWTHER, J. A. *Practical physics*. N. Y., Oxford Univ. Press, 1922. 260p. \$3.25.
- DEARBORN, WALTER FENNO, and others. *Standard educational tests in the elementary training schools of Missouri*. (Harvard monographs in education; ser. 1, studies in educational psychology and educational measurement; no. 3.) Cambridge, Mass., Harvard Graduate School of Education, 89p. 60c.
- DENNETT, TYLER. *Americans in Eastern Asia a critical study of the policy of the United States with reference to China, Japan, and Korea in the 19th century*. N. Y., Macmillan, 1922. 725p. \$5.
- DENNISON MANUFACTURING CO. *The gala book*. Framingham, Mass., Author, 36p. 10c.
- *Tables and favors*. Framingham, Mass., Author, 32p. 10c.
- DOCK, LAVINIA L., and others. *History of American Red Cross nursing*. Illus. N. Y., Macmillan, 1922. 1562p. \$5.
- DOUGLAS, BYRD. *The science of baseball: a textbook of "inside" baseball completely covering every department and phase of baseball; how to play and coach the game*. Illus. 25 W. 45th St., N. Y., T. E. Wilson Co., 1922. 190p. 67c.
- EINSTEIN, ALBERT. *The meaning of relativity; four lectures delivered at Princeton University, May, 1921*. Illus. Princeton, N. J. Princeton Univ. Press, 1923. 123p. \$2.
- ELSON, WILLIAM H., and LYNCH, CLARA E. *Good English oral and written*. bk. 2; rev. ed.; illus. (for 5th and 6th grades) Chicago, Scott, Foresman & Co., 1921. 384p. 80c.
- ELSON, WILLIAM H., and MARSH, GEORGE L. *Good English oral and written*. bk. 3; rev. ed.; illus. (for 7th and 8th grades) Chicago, Scott, Foresman & Co., 1918. 430p. 92c.
- ELSON, WILLIAM H., and RUNKEL, LURA E. *Good English oral and written*. bk. 1; rev. ed. illus. (for 3d and 4th grades) Chic., Scott, Foresman & Co., 1920. 304p. 76c.
- EMERSON, PHILIP. *The geography of New England*. Illus. N. Y., Macmillan, 1922. 96p. 80c. When bound with McMurtry and Parkin's "Advanced Geography" Part I. \$1.36.
- ETHICAL CULTURE SCHOOL. *Our year book; elementary department*. Central Park W. and 63rd St., N. Y., author, 1922. 106p. \$1.08.
- ETTRUDE, DORMIN J. *Cabinet form of government*. (The Reference Shelf; vol. 1; no. 6.) N. Y., H. W. Wilson Co., 1923. 111p. 75c.
- FAXON, FREDERICK W. *Bulletin of bibliography and dramatic index*; vol. 11; no. 9. Whole no. 100. Boston, F. W. Faxon Co., 1923. Paper, \$1 per No. \$3 per year.
- FLAHERTY, MARTIN CHARLES. *How to use the dictionary*. N. Y., Ronald Press. 108p. \$1.25.
- FOSDICK, HARRY EMERSON. *Christianity and progress*. N. Y., Fleming H. Revell Co., 1922. 247p. \$1.50.
- FRASER, CHELSEA CURTIS. *The story of John Paul Jones*. Illus. N. Y., Barse & Hopkins, 1922. 182p. \$1.
- FULLER, RAYMOND GARFIELD. *The meaning of child labor*. Chicago, McClurg, 1922. 161p. \$1.
- GEYER, DENTON L. *Introduction to the use of standardized tests*. Chicago, Plymouth Press, 1922. 96p. Paper, 50c.
- GIBERNE, AGNES. *The garden of earth; a little book on plant-life, plant-growth, and the ways and uses of plants*. Illus. Society for Promoting Christian Knowledge. Agents, N. Y., Macmillan, 1921. 178p. \$2.50.
- GORDON, MARY. *Penal discipline*. Illus. N. Y., Dutton, 1922. 238p. \$3.
- HAAS, JACOB ANTON DE, and SAPP, D. C. *Manual to business organization and administration; Test questions on business organization and administration*. 285 Fifth Ave., N. Y., Gregg Pub. Co., 1922. 58p. Paper, 25c.
- HADEN, RUSSELL L., M.D. *Clinical laboratory methods*. Illus. St. Louis, Mo., C. V. Mosby Co., 1923. 295p. \$3.75.
- HALE, BEATRICE FORBES-ROBERTSON. *What's wrong with our girls*. N. Y., F. S. Stokes Co., 1923. 159p. \$1.50.
- HALL, BOLTON. *The new thrift; rev. ed*. N. Y., Huebsch, 1923. 247p. \$1.50.
- HALLIBURTON, WILLIAM DOBINSON, M. D. *The essentials of chemical physiology; for the use of students; 11th ed*. Illus. N. Y., Longmans, Green, 1922. 343p. \$2.50.
- HENDERSON, ARCHIBALD. *Number and the fundamental laws of algebra; reprint from the High School Journal, vol. 4; no. 3; March, 1921; no. 4, April, 1921; no. 8, December, 1921*. Illus. Chapel Hill, N. C., Author, 1921. 32p. Paper, 50c.
- HOCHSTEIN, IRMA. *A progressive primer*. (Women in politics.) Illus. Madison, Wis., Wisconsin Women's Progressive Assn., 1922. 64p. Paper, 35c.
- HUDELSON, EARL. *Hudelson English composition scale*. Yonkers, N. Y., World Bk. Co., 1922. 46p. Paper, 56c.
- HUDSON, WILLIAM HENRY. *British birds; with a chapter on structure and classification by Frank E. Beddard*. Illus. N. Y., Longmans, Green, 1921. 363p. \$2.
- HUDSON, WILLIAM HENRY, and GUERNSEY, IRWIN SCOFIELD. *The United States; from the discovery of the American continent to the end of the World War*. Illus. N. Y., Stokes. 631p. \$5.
- INDIANA DEPT. OF PUBLIC INSTRUCTION. *Plans for obtaining higher efficiency and lower cost of maintenance of small high schools*. (Bull. no. 56.) Indianapolis, Ind., Author, 1922. 11p. Postage.
- JOINT COMMITTEE ON RURAL SCHOOLS. *Rural-school survey of New York State; a report to the rural-school patrons by (Author) George A. Works, chairman*. 8 vols. Illus. Ithaca, N. Y., Author, 1922. Ea. 75c, except vol. 2, \$1.

American Book Production, 1922

[From *The Publishers Weekly*, January 27, 1923]

THE American book production statistics based on the number of books recorded by *The Publishers Weekly* show in 1922 an increase of 309, the first gain since 1916, although the total of that year, 10,445, has not yet been reached. In 1921 there were actually 137 more new books recorded than in 1920, but pamphlets and new editions brought the total to a loss of 93 (1920, 172; 1919, 643; 1918, 823; 1917, 385). In 1922 the gain was again in new books, 560 over 1921.

There were 85 more books by American authors recorded in 1922 than in 1921, 190 more by English or foreign authors but manufactured in this country, and 34 more importations. There were gains in 9 classes, of which the most striking were in poetry and drama, 168; religion, 135; fiction, 126; and philosophy, 87. There were no conspicuously heavy losses; the greatest were fine arts and agriculture, which each decreased by 57, technical books by 56, and history by 54.

INTERNATIONAL CLASSIFICATION	For 1922							For 1921						
	New publications			By origin				New publications			By origin			
	New books	New editions	Pamphlets	American authors	English and other foreign authors	American manuf.	Imported	New books	New editions	Pamphlets	American authors	English and other foreign authors	American manuf.	Imported
Philosophy.....	249	20	87	255	29	72	356	199	24	46	195	20	54	269
Religion.....	568	25	137	583	16	131	730	460	41	94	485	10	100	595
Sociology.....	403	33	212	579	18	51	648	355	34	233	502	21	99	622
Law.....	147	16	27	181	1	8	190	111	22	58	176	4	11	191
Education.....	116	9	84	188	1	20	209	111	14	91	188	1	27	216
Philology.....	181	30	29	118	36	86	240	165	33	43	136	33	72	241
Science.....	274	41	347	547	13	102	662	227	61	385	577	5	91	673
Technical books.....	358	52	96	380	2	124	506	331	83	148	452	1	109	562
Medicine, hygiene.....	208	50	40	220	3	75	298	169	86	44	238	2	59	299
Agriculture.....	44	13	55	95	1	16	112	64	19	86	147	0	22	69
Domestic economy.....	46	3	11	56	....	4	60	38	4	21	56	3	4	63
Business.....	216	15	51	247	3	32	282	181	25	61	243	0	24	267
Fine arts.....	97	6	35	94	7	37	138	153	8	34	138	3	54	195
Music.....	42	2	16	37	4	19	60	53	6	16	56	1	18	75
Games, amusement.....	69	11	29	86	5	18	109	59	4	24	69	0	18	87
General literature.....	297	40	87	303	38	83	424	296	34	79	279	30	100	409
Poetry and drama.....	446	48	186	489	115	76	680	363	49	100	391	48	73	512
Fiction.....	758	331	9	806	240	52	1098	683	277	12	765	169	38	972
Juvenile books.....	462	52	30	445	33	66	544	482	65	29	476	39	61	576
History.....	403	25	90	350	25	143	518	376	48	148	422	19	131	572
Geography, travel.....	235	19	55	218	16	75	309	216	45	67	233	12	83	328
Biog'y, genealogy.....	347	20	31	271	35	92	398	297	19	46	241	28	93	362
Gen. works, misc.....	32	4	31	63	....	4	67	49	7	18	61	2	11	74
Total.....	5998	865	1775	6611	641	1386	8638	5438	1008	1883	6526	451	1352	8329

- KELLOGG, VERNON LYMAN. *Human life: as the biologist sees it*. N. Y., Holt. 140p. Bds., \$1.50.
- LEARNED, WILLIAM SETCHEL, and SILLS, KENNETH C. M. *Education in the maritime provinces of Canada*. (Carnegie Foundation for the Advancement of Teaching; bull. no. 16) 522 Fifth Ave., N. Y., Carnegie Foundation for the Advancement of Teaching, 1922. 50p. Distributed without charges.
- LIBBY, FREDERICK J. *War on war; campaign textbook*. 532 17th St., Wash., D. C., Natl. Council for Reduction of Armaments. 69p. Paper, 10c., 12 for \$1.
- LOWELL, ABBOTT LAWRENCE. *Public opinion in war and peace*. Cambridge, Mass., Harvard Univ. Press. 301p. \$2.50.
- MACGARR, LLEWELLYN. *The rural community*. Illus. N. Y., Macmillan, 1922. 239p. \$1.80.
- MCSPADDEN, J. WALKER. *Shakesperian synopses; outlines or arguments of the plays of Shakespeare*. N. Y., T. Y. Crowell Co., 1923. 322p. \$1.50.
- MAGILL, HARRY BYRON. *Motoring through the Yosemite*. Illus. 111 Seventh St., San Francisco, Calif., 1922. 44p. Paper, 50c.
- MASSACHUSETTS DEPT. OF EDUCATION. DIV. OF ELEMENTARY AND SECONDARY EDUCATION AND NORMAL SCHOOLS. *Physical education in the public schools; a manual for teachers in elementary and junior high schools*. (Bull. No. 4; whole No. 135). Illus. Boston, Author, 1922. 104p.
- MASSACHUSETTS DEPT. OF EDUCATION. DIV. OF VOCATIONAL EDUCATION. *Administrative forms used in the establishment and administration of State-aided vocational and continuation schools; including directions for keeping the financial accounts for purposes of reimbursement*. (Bull. No. 11; whole No. 131.) Boston, Author, 1921. 65p.
- MERRITT, WALTER G. *Social control of industrial welfare; reprinted in part from the Unpartizan Review*. 42 Broadway, N. Y., Author, 1921. 45p. Paper, free.
- MEYER, HAROLD D. *Town studies; a program for the State Federation of Women's Clubs; State League of Women Voters; State Parent-Teacher Associations*. (Univ. of N. C.; Extension Bull. vol. 2; No. 4). Chapel Hill, N. C., Univ. of North Carolina Press, 1922. 55p. Paper, 50c.
- MONROE, WALTER SCOTT. *An introduction to the theory of educational measurements*. Boston, Houghton Mifflin, 1923. 364p. \$2.
- MONROE, WALTER S. *Written examinations and their improvement*. (Univ. of Ill. bull.; vol. 20; No. 7; Bur. of Educational research; bull. No. 9.) Urbana, Ill., Univ. of Ill., 1922. 71p. Paper, 50c.
- MORIZE, ANDRÉ. *Problems and methods of literary history; with special reference to modern French literature; a guide for graduate students*. 15 Ashburton Pl., Boston, Ginn & Co., 1922. 314p. \$2.40.
- MUDGE, ISADORE GILBERT. *New guide to reference books*. Chicago, American Library Association, 1923. 278p. \$3.
- NATIONAL CONFERENCE OF SOCIAL WORK. *Proceedings of the 49th annual session held in Providence, Rhode Island, June, 22-29, 1922*. 522p. \$3.
- NIXON, ALFRED, and RICHARDSON, GEORGE H. *Secretarial work and practice; new ed., rev.* N. Y., Longmans, Green, 1922. 218p. \$2.
- OGLIVIE, ALAN G. *Some aspects of boundary settlement at the Peace Conference. Helps for Students of History*, No. 49. Society for Promoting Christian Knowledge. N. Y., Macmillan, 1922. 32p. Paper, 20c.
- OPPENHEIMER, FRANZ. *The State; its history and development viewed sociologically*. N. Y., Huebsch, 1922. 302p. \$2.
- PERTWEE, ERNEST GUY. *The new spirit in English verse; an anthology for readers and reciters*. N. Y., Dutton, 1922. 131p. \$1.50.
- POLLOCK, RT. HON. SIR FREDERICK. *The League of Nations; 2d ed.* N. Y., Macmillan, 1922. 266p. \$5.50.
- POLYBIUS. *The histories; with an English tr. by W. R. Paton; in 6 vols., vols. 1 and 2*. N. Y., Putnam, 1922. 424p. 521p. \$2.25 each.
- Popular books in science; a reading list*. Chicago, American Library Association,
- THE POTTER**

M. LOUISE MIZEN
Thermopolis, Wyoming

I am a potter
And fine is the clay of my working.
True and smooth-running must be my wheel,
Pure and glowing my fire.
Plastic, the clay in my hands
Receives in itself every impress;
Strange, the clay in my hands
Makes impress ineffaceable ever.
Finely, carefully, lovingly
My hands must fashion this vessel;
Gently, gently, delicately
Must the turning wheel smooth it;
Deeply, warmly, not searing,
My fire must burn it to glazing.
I am a potter:
My clay is the mind of a child.
1923. 20p. 20c.; 100 copies, \$6; 1000 copies, \$45.
- POUND, LOUISE. *American ballads and songs*. N. Y., Scribner, 1922. 266p. \$1.
- POUND, ROSCOE. *Criminal justice in the American city, a summary; pt. 7 of the Cleveland Foundation Survey of Criminal Justice in Cleveland*. 1308 Sweetland Bldg., Cleveland, Ohio, Cleveland Foundation, 1922. 94p. Paper, \$1.
- PRATT, ALICE DAY. *A homesteader's portfolio*. N. Y., Macmillan, 1922. 181p. \$2.
- PRESCOTT, WILLIAM HICKLING. *The conquest of Mexico*. In 2 vol. Illus. N. Y., Holt, 1922. 470p. and 485p. Set \$12.
- RICHARDSON, ALFRED MADELEY. *Extempore playing; forty lessons in the art of keyboard composing*. 3 E. 43d St., N. Y., G. Schirmer, Inc., 1922. 137p. \$2.
- ROBINSON, M. E. *Public finance*. N. Y., Harcourt, Brace, 1922. 172p. \$1.25.
- RODGERS, ROBERT HENRY, and FURNEY, OAKLEY. *Industrial subjects in a part-time or continuation school*. Albany, N. Y., 36 Beaver St., C. F. Williams & Son, 1922. 43p. Paper, 80c.
- ROWELL, PERCY E. *Elementary general science; with experiments*. Book 1. Oakland, Calif., Author, 1914. 198p. \$1.25.
- ROWLEY, FRANCIS HAROLD. *The teacher's helper in humane education; 2d rev. ed.* Boston, American Humane Education Society, 1922. 31p. Paper, 10c.
- SEARS, JESSE BRUNDAGE. *Philanthropy in the history of American higher education*. (Dept. of Interior; Bur. of Edu.; Bull. 1922, No. 26). Wash., D. C., Gov. Pr. Off., Supt. of Docs., 1922. 112p. Paper, 15c.
- SHAW, EDWIN A., and LINCOLN, EDWARD A. *A comparison of the intelligence and training of school children in a Massachusetts town*. (Harvard monographs in education; ser. 1—Studies in Educational Psychology and Educational Measurement; No. 1.) Cambridge, Mass., Harvard Graduate School of Education. 49p. 50c.
- SHOTWELL, JAMES T. *A short history of the question of Constantinople and the Straits*. 407 W. 117th St., N. Y., Am. Ass'n for Internatl. Conciliation, November, 1922. 68p. Paper, 5c.
- SILVERMAN, H. A. *The substance of economics; for the student and the general reader*. N. Y., Pitman, 1922. 350p. \$2.
- SMITH, C. ALPHONSO. *Essays on current themes*. Boston, Ginn & Co., 1923. 467p. \$1.80.
- STEINER, RUDOLPH. *The East in the light of the West*. N. Y., Putnam, 1922. 222p. \$2.75.
- TANNER, WILLIAM M. *Composition and rhetoric*. Boston, Ginn & Co., 1922. 500p. \$1.56.
- TEXAS DEPARTMENT OF EDUCATION. *Texas compulsory school attendance law*. (Tex. Dept. of Educ. Bull. 137.) Austin, Texas, Author, 1922. 14p.
- UPDEGRAFF, HARLAN. *Rural school survey of New York State, financial support*. Ithaca, N. Y. Joint Committee on Rural Schools, 1922. 233p. 75c.
- UPDEGRAFF, HARLAN, and KING, LEROY A. *A survey of the fiscal policies of the State of Pennsylvania in the field of Education, as reported to the Citizens Committee on the finances of Pennsylvania to Hon. Gifford Pinchot, Part 2*. Philadelphia, Pa. Author, 1923. 207p.
- VAN LOON, HENDRIK WILLEM. *The story of mankind; school edition*. N. Y., Macmillan, 1923. 492p. \$2.20.
- VINCENT, HARRY DUNHAM, and LOCKHART, T. E. *Twentieth century guide to correct pronunciations; a careful selection of over 1000 common words frequently mispronounced; with brief definitions and diacritical markings; for use in homes, grammar schools, high schools, normal schools, and colleges*. 797 Broadway, N. Y., Atkinson, Mentzer & Co., 1922. 63p. 60c.
- WALLIN, J. E. W. *The achievement of sub-normal children in standardized educational tests*. Oxford, Ohio, Secretary of Miami University, 1922. 97p. 60c.
- WELCH, ARNON W. *The commercial program of studies for high schools*. 285 Fifth Ave., Gregg Pub. Co., 1922. 32p. Paper, 20c.
- WEST, WILLIS MASON. *A short history of modern peoples*. Illus. Pt. 2 of *World Progress*. Boston, Allyn & Bacon., 1922. 669p. \$1.50.
- WILDEMAN, EDWARD. *The teaching of fractions*. Chicago, Plymouth Press, 1923. 145p. Paper, 75c.
- WILKES, FREDERICK A., and others. *The organization and teaching of commercial subjects in a part-time or continuation school*. Albany, N. Y., C. F. Williams & Son., 1922. 58p. Paper, 80c.
- WOOD, FRED DALE. *Public speaking simplified; a book on public speaking for the busy man or woman*. McClurg Bldg., Chicago, Universal Press, 1922. 89p. \$1.
- WYATT, FRANCIS SEYMOUR. *One hundred mass play games*. Oklahoma City, Okla., Harlow Pub. Co., 1921. 132p. \$1.50.
- YOUNG, ROBERT THOMPSON. *Biology in America*. Illus. Boston, Badger, 1922. 509p. \$7.50.

Teamwork in Educational Research

A TREMENDOUS amount of educational research and investigation is carried on each year in the United States. A research department is coming to be accepted as a necessary part of well-organized State and city school systems. Research is a recognized function of all well-established schools of education. Teachers' professional organizations are more and more fostering educational investigation as a part of their programs of work. Schools and individual classrooms in many places have become laboratories for educational experimentation.

Most of our educational progress is the result of this research activity. From it is resulting a better public school. The scientific rather than the trial-and-error method is becoming the basis of educational change.

It is apparent, however, that there is much waste effort in this field.

The educational journals can print but a fraction of the material offered. Many investigations fail to wield the influence that their merit deserves because there is no adequate means of making their existence known to school people.

The duplication of effort that marks investigation by the questionnaire is well known to all school executives. At present there are no means whereby one who wishes to obtain information by this method may find out whether inquiries asking for the same information are already in the field. The overlapping and duplication of questionnaires have caused many to throw up their hands in despair and to assign all inquiries to a common destination—the waste basket.

Recognizing the great need for a better coördination of the work of research agencies, Superintendent Fred M. Hunter, as president of the National Education Association, in 1921 appointed a committee to consider the whole problem. It was designated the Commission on the Coördination of Research Agencies. Under the leadership of its chairman, Superintendent Jesse H. Newlon, of Denver, this commission has carefully worked out plans designed to bring some order out of the chaos that at present characterizes educational research. Several sub-committees of the commission have already

made definite progress toward the solution of the problem.

Realizing that charity begins at home, a sub-committee led by Dr. Virgil E. Dickson, was early appointed and charged with the coördination of the investigational efforts of the various committees and departments of the National Education Association. This sub-committee working with the Association's research division has kept in close touch with the plans of the various committees and departments. Due to its efforts a number of unnecessary inquiries have already been prevented. Plans have been completed which, beginning with 1923-24, will prevent all unnecessary duplication of effort by committees or departments financed by Association funds.

The Commission has another sub-committee, of which Dr. Thomas H. Briggs is chairman, that is working out a practical scheme for classifying educational material. After considerable investigation a tentative alphabetical index has been completed for use in this connection. This index is now being tried out by Dr. B. R. Buckingham, one of the members of the sub-committee, in the Research Bureau of Ohio State University. After the tryout, it is to be submitted to a number of school authorities for criticism, and will then be issued in final form. This index should aid in bringing about greater uniformity in the methods used in classifying educational matter. Its use by libraries and school-service organizations should make it much easier to locate material on a particular educational topic. This sub-committee is also being financed by the National Education Association in the formulation of plans for the regular listing of all literature published in the field of education. This material will be indexed under the heads set up in its classification scheme. When plans have been completed for the issuance of this comprehensive list of educational literature provision will be made for its periodical publication by a properly qualified educational service bureau.

It is possible that it will be issued as an Association publication. If the plan, of which President William B. Owen is author, for the establishment of a library

division at Association headquarters is carried out, the responsibility for issuing this list may be placed with the new division at least until the proposed Federal Department of Education is equipped to handle the work.

A third sub-committee on educational nomenclature has recently been appointed. Under its chairman, Dean John W. Withers, of New York University, this sub-committee, in coöperation with school authorities in various fields, is working on the problem of more clearly and exactly defining educational terms. If an authoritative educational nomenclature can be worked out and its general acceptance secured much confusion can be prevented.

A fourth sub-committee under Dr. Stuart A. Courtis, of Detroit, is working on the questionnaire problem. The work of this sub-committee promises to make more available material collected by questionnaire and to reduce the duplication of effort at present characterizing this method of investigation.

The work of the Commission as a whole promises much in bringing about teamwork in educational research. The decentralized educational system of the United States and the volume of educational research characteristic of the present day make the solution of the problem extremely difficult. Progress will necessarily be slow. The Commission is leading the way to coöperation and coördination. We may confidently look forward to the day when information once assembled will readily be at the disposal of school executives and students of education.

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*.

On the Firing Line

ITS INFLUENCE upon the child is the ultimate test of every educational theory and project. The men and women who as teachers are in daily contact with pupils in the end determine the effectiveness of education. THE JOURNAL for February contained reports of progress from men and women throughout the country in the development of educational machinery and personnel. We believe there has been a similar improvement in the relations between teachers and pupils. The factors here are difficult to measure or even to state in words but every thoughtful teacher develops attitudes and points of view that profoundly affect her influence on pupils.

Desiring to get from teachers information on this aspect of their work, THE JOURNAL sent a letter to representative teachers. It was explained that in spite of the great service which the schools are now rendering, thoughtful leaders who sincerely wish to improve American life, call attention to the failure of both home and school adequately to develop the qualities most desired in our people.

Each teacher was asked to state the one thing that in her judgment would do most to enable the schools to develop worthy qualities of manhood and womanhood. Among the answers received as THE JOURNAL goes to press are the following.

Belle Connor, Muscatine, Iowa—One of the crying needs of both home and school today is that children be taught to follow directions, to do exactly what they are told to do at the time and in the manner that it should be done.

Emma L. Dacre, San Francisco, California—Children should be properly graded, placed in special classes, and given work so that the habits of success, initiative, and self-reliance will be cultivated.

Agnes Doherty, St. Paul, Minnesota—The teacher's unconscious success; is it not the best success of all? It takes character above everything else to make character. Its fruits are abundant. Its harvest is gathered on many fields.

Lucy Mason Holt, Williamsburg, Virginia—The school is not a button factory, but the training place of individuality. Each child is different;

God made him different. Let us train what God has put there.

Mary A. Houston, Belfast, Maine—The real teacher never allows an opportunity to pass without stressing, whenever and wherever possible, the fundamental principles of clean morals, good manners, and right conduct.

Effie Mac Gregor, Minneapolis, Minnesota—We live in a time known as the "Machine Age." Methods in teaching are the machine which should produce citizens of the highest types of manhood and womanhood. Our educational machine is undeniably a masterpiece. No machine will operate successfully, however, unless it is well oiled. The oil needed by our educational machine is the oil of love which is understanding. We are so hypnotized by the machine itself that we fail to see that for want of oil its production is not meeting the country's need. We are sadly like the foolish virgins in that we have little appreciation of the great need of maintaining, at all times, our supply of this oil of understanding.

Sue Smith, Cleveland, Ohio—When the time comes that moral and ethical training is taught in the schools, not as a subject apart, but as a vital living thing which may be brought in with many subjects in the curriculum, and especially during recreation periods, athletic and social events, then, and then only will we develop the sturdy character capable of functioning as it should in the varied relationships of democratic life.

Jessie A. Skinner, Portland, Oregon—Place the responsibility for success or failure on the child himself, give him work which he can do, yet not without effort, and let him feel from the very first grade that the requirements must be met.

Anna M. Thompson, Kansas City, Missouri—Free the selective body of highly trained classroom teachers from the worry resulting from a mass of tests, records, rating, and ranking, and give them opportunity for self-expression and free work, thus enabling them to develop self-direction, self-reliance, and self-restraint in the child.

Oakland-San Francisco

THE ANNUAL MEETING of the National Education Association and the World Conference on Education will be held in Oakland-San Francisco, June 28 to July 6. Invitations have been issued to fifty nations to participate in the World Conference. Several hundred official delegates and many unofficial delegates are expected to attend. Special arrangements are being made to house the representative assembly where all can be comfortably seated and where it will be easy to speak and be heard. Every affiliated unit of the National Education Association is urged to send its full quota of delegates.

Persons attending the meeting will have the advantage of special tourist railroad rates which will cover not only the period of the meeting, but 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 by 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.

All inquiries relating to local arrangements, including hotel reservations, should be addressed to Executive Secretary O. E. Lucas, Chamber of Commerce, Oakland, California. A full list of hotels will be published in the May JOURNAL.

The Pacific coast is an ideal place for a convention and also for a summer vacation. Trips to all points of interest in the West, including the Puget Sound country and Alaska, may be taken following the meetings.

AS the human mind is greater than the waterfall which it compels or the lightning's flash which it confines, so the control of human destiny is a nobler object of inquiry than the search for material power.—From *The Economic Basis of Politics* by Charles A. Beard.

With the State Legislatures

In but few of the States has legislation advanced to the place where a final statement may be made of laws enacted as *THE JOURNAL* goes to press. The following legislation has been passed.

Idaho—The law authorizing teachers' institutes with compulsory attendance on the part of teachers and compulsory payment on the part of trustees has been repealed.

Indiana—Both houses of the Indiana legislature have passed, and the Governor has signed a teachers' license bill which does away with teachers' examinations, requires that beginning teachers have thirty-six weeks, instead of twelve weeks, of professional training above graduation from a commissioned high school. The bill provides licenses for all superintendents, teachers, and other regular school employees, based upon credentials, and places the issuing of these licenses in the hands of the State board of education.

Oregon—Some of the most important measures enacted by the Oregon legislature in the session of 1923 are:

1. An act making possible the establishment of a department of research and guidance in all cities of over 10,000 inhabitants. The law also provides for the establishment of special classes for the education of exceptional children.

2. An act making it easier to modify the boundaries of union high-school districts.

3. An act simplifying procedure in the consolidation of contiguous districts for high-school purposes.

4. An act providing for the enumeration, instruction, and cost of instruction of crippled children whose condition makes it impossible for them to attend the public school. A penalty is provided for its violation and acts in conflict are repealed.

5. An act making it possible for a high-school district to suspend a school by a majority vote and to transport its pupils to a standard high school and to pay for the transportation and board of said pupils.

6. An act amending the law governing the adoption of textbooks by the State textbook commission.

7. An act amending the law concerning the attendance of teachers at county institutes and teachers' training schools. Teachers in districts of the first, second, and third classes, and teachers in union high-school districts, are exempted from attending the county teachers' institute. This means that hereafter there will be no county teachers' institute. There will be a readjustment of this work in the different counties through zone meetings, or through local teachers' institutes on Saturdays.

State Superintendent J. A. Churchill has issued a leaflet summarizing the legislation of the 1923 session under the title, "Summary of School Legislation."

Tennessee has passed a bill which reorganizes the State government in eight administrative departments, including a department of education. Honorable P. L. Harned, of Clarksville, has been appointed commissioner of education by the governor. A bill has also been passed requiring the teaching of the United States Constitution in all public schools. The Tennessee legislature adjourned February 16 for a two weeks recess.

Texas—The Texas legislature has appropriated three million dollars from the general revenue supplemental to the State available school fund for the current scholastic year. This will increase the per capita apportionment based upon pupils between the ages of seven and eighteen, from ten dollars to thirteen dollars.

Wyoming—The State Department of Education is soon to print in the form of a

bulletin all of the laws passed by the recent legislature. The laws passed and signed by the governor provide:

1. Aid for transportation expenses through the general county tax levy.

2. Aid for transportation through distribution of the Government Oil Royalty Fund.

3. High-school tuition with definite manner of collecting same.

4. The change of the date of the fiscal year from the first Monday in May to the third Saturday in June.

5. Funds for rehabilitation work.

6. Provision for removal from school of mental incompetents.

7. County superintendents to act as truant officers in school districts where no truant officer is employed and to receive compensation therefor.

8. Compulsory school age raised to sixteen years.

9. A child labor law.

SALARY SCHEDULES—California State Teachers' Colleges—1921-22

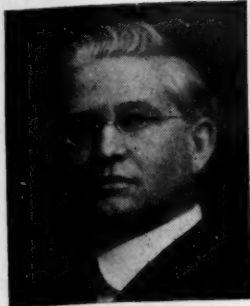
Distribution of Salaries—All Instructors and Heads of Departments

(All salaries adjusted to a 36 weeks' basis)

Salary	Chico	Fresno	Humboldt	San Diego	San Francisco	San Jose	Santa Barbara	Total	Per cent receiving salary
1	2	3	4	5	6	7	8	9	10
\$3,800.....						2		2	1.0
3,700.....									
3,600.....						1		1	.5
3,500.....	1							1	.5
3,400.....	1							1	.5
3,300.....				1		1		2	1.0
3,200.....						1		1	.5
3,100.....		4						4	2.0
3,000.....	1	6		3		1	2	13	6.6
2,900.....				1				1	.5
2,800.....	1	4		1		1	3	10	5.0
2,700.....				6		1	6	13	6.6
2,600.....	1							1	.5
2,500.....	4	9	4	6		2	2	27	13.7
2,400.....	2		1	1	1	11	2	18	9.1
2,300.....	3		1	1	2	3		10	5.0
2,200.....	5	1	2	4	6	5		23	11.6
2,100.....	1	5	1	1	3	8	2	21	10.6
2,000.....	4		1		3	6		14	7.1
1,900.....		1			3			4	2.0
1,800.....			1		7	4	1	13	6.6
1,700.....				1	10	2		13	6.6
1,600.....			1		2	2		5	2.5
Number in faculty.....	24	30	12	26	37	51	18	198	
Median salary....	\$2,367	\$2,589	\$2,250	\$2,483	\$1,800	\$2,180	\$2,634	\$2,360	

This table arranged from *Salaries in Teachers Colleges—The California Survey*: Report of the Committee for the Study of Salaries in Teachers Colleges to Honorable Will C. Wood. Published by the Department of Education, State of California, Sacramento, California. A sixty-two page pamphlet giving complete and carefully arranged data as to the salaries, training, experience, and nature of the work of the instructors of the teachers' colleges of the State.

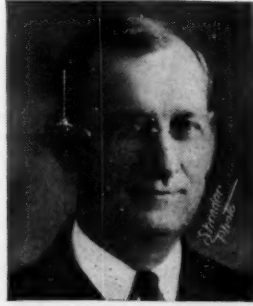
Chief State School Officers and the Time Office was Assumed



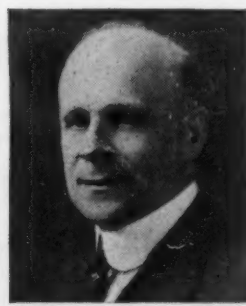
Alabama—John W. Abercrombie, Supt. of Pub. Inst., Montgomery, 1920.



Alaska—Lester D. Henderson, Commissioner of Ed., Juneau, May 10, 1917.



Arkansas—A. B. Hill, Supt. of Pub. Instruction, Little Rock, Jan., 1923.



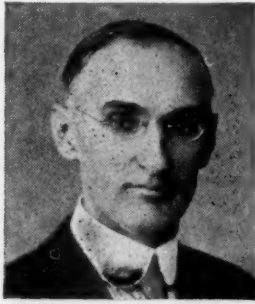
California—Will C. Wood, Supt. of Pub. Instruction, Sacramento, Jan. 1, 1919.



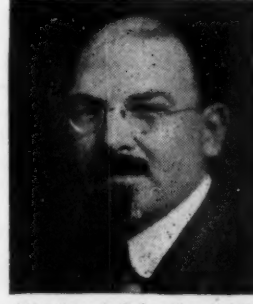
Colorado—Mary C. C. Bradford, Supt. of Pub. Inst., Denver, Jan. 1, 1923.



Connecticut—A. B. Meredith, Commissioner of Ed., Hartford, 1920.



Delaware—H. V. Holloway, Superintendent of Public Instruction, Dover, 1921.



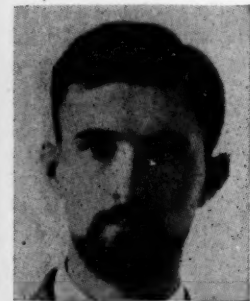
District of Col.—Frank W. Ballou, Supt. of Schools, Washington, July 1, 1920.



Florida—W. S. Cawthon, Supt. of Public Instruction, Tallahassee, 1922.



Georgia—N. H. Ballard, Superintendent of Schools, Atlanta, July 1, 1923.



Hawaii—Vaughan MacCaighey, Supt. Pub. Inst., Honolulu, April 1, 1919.



Idaho—Elisabeth Russum, Supt. of Public Instruction, Boise, Jan., 1923.



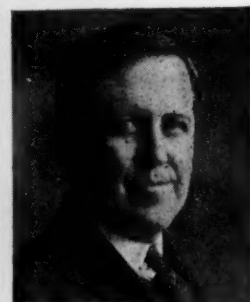
Illinois—Francis G. Blair, Superintendent of Public Inst., Springfield, 1906.



Indiana—Benjamin J. Burris, Supt. of Public Inst., Indianapolis, 1921.



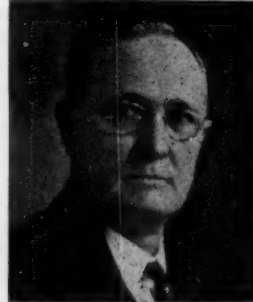
Iowa—May E. Francis, Supt. of Public Instruction, Des Moines, Jan. 1, 1923.



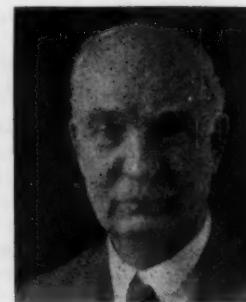
Kansas—J. W. Miley, Superintendent of Public Inst., Topeka, Jan., 1923.



Kentucky—George W. Colvin, Supt. of Public Inst., Frankfort, Jan. 1, 1920.



Louisiana—T. H. Harris, Supt. of Education, Baton Rouge, Aug. 5, 1908.



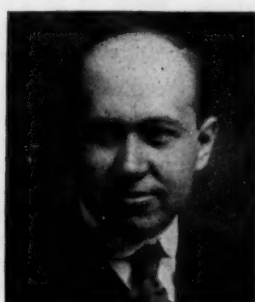
Maine—Augustus O. Thomas, Supt. Pub. Sch., Augusta, July 1, 1917.



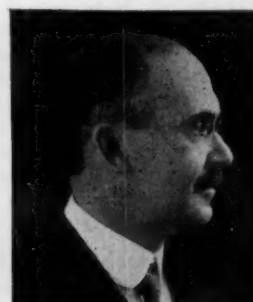
Maryland—Albert S. Cook, Superintendent of Schools, Baltimore, 1920.



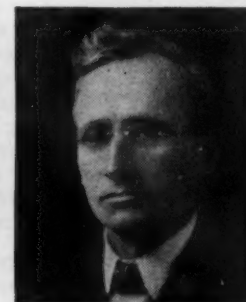
Massachusetts—Payson Smith, Commissioner of Ed., Boston, July 1, 1916.



Michigan—Thomas E. Johnson, Superintendent of Pub. Inst., Lansing, 1919.



Minnesota—J. M. McConnell, Commissioner of Education, St. Paul, 1919.



Mississippi—W. F. Bond, Supt. of Public Ed., Jackson, Sept. 16, 1916.



Missouri—Charles A. Lee, Supt. of Public Schools, Jefferson City, Jan., 1923.

¹ Photographs of school officers in Arizona, North Carolina, and Utah are not available at the time of going to press.

NOTES and ANNOUNCEMENTS

PLANS for the World Conference on Education are developing rapidly as *THE JOURNAL* goes to press. A large number of the foreign countries are to be represented. The tentative agenda for the conference call for the discussion of definite projects to be worked out in the schools of the world. Its deliberations may be expected to result in a definite program of action. There is unusual interest in the conference among newspaper and magazine editors. The report which Chairman Augustus O. Thomas, of the Foreign Relations Committee, made to the Executive Committee was one of the news features of the Cleveland convention.

AMONG THE BRITISH delegates to the World Conference on Education will be President W. G. Cove, of the British Association, whose address was one of the big features of the Boston meeting last summer.

ONE OF THE LEADING FEATURES of the World Conference will be a festival of folk songs and dances, illustrative of the customs of the various nations of the world.

NELLIE S. APPEGATE, Stacy Trent Hotel, Trenton, New Jersey, is serving as part-time secretary of the New Jersey State Teachers' Association.

LIFE MEMBERSHIP CERTIFICATES have been issued to all living past presidents of the National Education Association as follows: Thomas W. Bicknell, Nicholas Murray Butler, Charles R. Skinner, Edwin G. Cooley, James Y. Joyner, Carroll G. Pearse, Joseph Swain, Oscar T. Corson, Charles W. Eliot, David Starr Jordan, David B. Johnson, Robert J. Aley, Mary C. C. Bradford, George D. Strayer, Josephine Corliss Preston, Fred M. Hunter, and Charl Ormond Williams.

LIFE MEMBERSHIP in the National Education Association has been taken out by Mr. Pierre Samuel du Pont, vice-president of the Delaware State Board of Education and president of the General Motors Corporation.

THE OFFICERS of the Department of Superintendence elected at Cleveland are: Payson Smith, State commissioner of education, Boston, Mass., president; Superintendent John H. Beveridge, Omaha, Nebr., first vice-president, *ex-officio*; Superintendent M. G. Clark, Sioux City, Iowa, second vice-president; Associate Superintendent William McAndrew of New York, member of the executive committee for four years; Superintendent Frank W. Ballou, Washington, D. C., member of the executive committee to fill the unexpired term caused by the election of Payson Smith as president. Superintendent Randall J. Condon, of Cincinnati, and Superintendent Frank Cody, of Detroit, continue as members of the executive committee, and S. D. Shankland as executive secretary. The constitution was amended to abolish the office of treasurer of the Department. The funds will be handled in future, as provided

in the By-laws of the National Education Association.

CLEVELAND NEWSPAPERS gave admirable publicity to the meetings of the Department of Superintendence and allied groups during the recent meeting. The publicity was in charge of the Managing Editor of *THE JOURNAL*; Dr. W. Carson Ryan, Jr., professor of Education, Swarthmore College, Swarthmore, and associate editor of *School and Society*; and Mr. Clyde L. Miller, director of the division of publications in the Cleveland public schools. Assistant Superintendent C. H. Lake, of the Cleveland schools was chairman of the local committee on publicity. Among the out-of-town newspaper reporters who covered the meeting were T. W. Metcalfe, of the *New York Globe*; Marjorie Shuler, of the *Christian Science Monitor*; Miss J. H. Morris, of the *Newark News*; Peyton Irving, Jr., of the *Dallas News*. Many newspapers which did not send special members of their staffs were represented by local school officers, or secured daily mail and telegraphic reports through the Associated Press, The International News Service, The United Press, and other press associations.

THE FIRST YEARBOOK of the Department of Superintendence, which was distributed to members at the Cleveland convention, is a volume of over two hundred pages devoted largely to a thoughtful discussion of the status of the superintendent. A committee, which was appointed three years ago, outlined the scope of the investigation and collected a mass of data on the subject. The task of tabulating and analyzing this material was performed by Professor Bennett C. Douglass, of the University of Vermont. The Yearbook also contains a list of members, annual reports, and other valuable material.

INFORMATION SERVICE to school systems on a subscription basis following the general plan of the Babson service for business organizations was proposed at the executive session of the Department of Superintendence in Engineers' Hall on Monday afternoon by a member from the floor. After some discussion the proposal was referred to the new executive committee with power to act.

THE PORTRAITS of State superintendents which appear in this number are of interest to supporters of the Educational Bill, which provides for a National Council of Education composed of one hundred members, including the chief State school officers. This fact combined with the specific prohibitions in the Bill would make forever impossible the Federal control which certain enemies of the measure profess to fear.

ILLITERACY CONFERENCE—Three illiteracy conferences will be held this spring under the auspices of the Illiteracy Commission of the National Education Association, with

sixteen States meeting in each group. The Illiteracy Conference of Southern States will meet at Little Rock, Arkansas, April 10 and 11. Dr. William B. Owen, president of the National Education Association, Dr. John J. Tigert, United States Commissioner of Education, Corra Harris, the Southern author, and others will appear on the program. The Illiteracy Conference of Western States will meet in Denver, Colorado, April 24 and 25. Among the speakers will be Mrs. Mary C. C. Bradford, Dr. J. G. Crabbe, Superintendent Walter Siders, and Governor Henry J. Allen. The Illiteracy Conference of Northern and Middle West States will meet at Detroit, May 1 and 2. Mr. Henry Ford, Mrs. Alice Ames Winter, and Dr. William B. Owen will speak. The Illiteracy Conferences are being arranged by the Association's Illiteracy Commission, Chairman, Mrs. Cora Wilson Stewart, who will preside over the sessions.

PLANNING PLAYGROUNDS is the title of a sixteen-page illustrated booklet which tells how to plan and raise funds for playgrounds, and which may be had free on application addressed to the Fred Medart Manufacturing Company, Potomac and De Kalb Streets, St. Louis, Missouri.

DR. HARLAN UPDEGRAFF, who for the past ten years has been professor of educational administration at the University of Pennsylvania, has accepted the presidency of Cornell College. He will assume his new duties not later than July first.

THE UNIVERSITY OF MINNESOTA is publishing a series of studies in public school finance in the various States, which have been prepared by Professor F. H. Swift, of the University of Minnesota.

THE SALARY INQUIRY which is being conducted by the Association's Committee on Salaries in cooperation with the Research Division is now in progress, and it is expected that definite information will soon be available.

SALARY INCREASES on the basis of preparation and experience are provided in a new salary schedule recently adopted by the Board of Education of Rockford, Illinois. Mr. E. E. Lewis is superintendent of schools.

DR. JAMES ROSCOE DAY, chancellor emeritus of Syracuse University, died of pneumonia at Atlantic City, March 13 at the age of seventy-seven.

AMONG recent additions to the list of life memberships in the National Education Association are Mr. Robert E. Laramy, superintendent of schools, Altoona, Pennsylvania, and Mr. G. W. Eutsler, principal of the Meriwether Louis School, Ivy, Virginia.

THE NEBRASKA STATE TEACHERS' ASSOCIATION has adopted a program of work which includes equalization of educational opportunity; provision for a State board of education to select the State superintendent and for county boards of education to select county superintendents; the improvement of rural education; special emphasis on training in health and citizenship; a code of professional ethics and a retirement fund for teachers.

Chief State School Officers and the Time Office was Assumed



Montana—May Trumper, Superintendent of Public Instruction, Helena, 1917.



Nebraska—John M. Matzen, Superintendent of Pub. Inst., Lincoln, 1921.



Nevada—W. J. Hunting, Superintendent of Public Inst., Carson City, 1919.



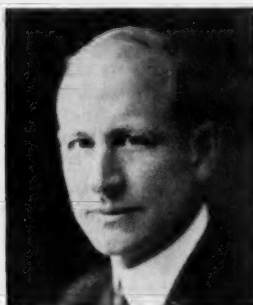
New Hampshire—E. W. Butterfield, Com. of Ed., Concord, Nov. 21, 1917.



New Jersey—John Enright, Commissioner of Education, Trenton, 1921.



New Mexico—Isabel L. Eckles, Supt. of Public Inst., Santa Fe, 1923.



New York—Frank P. Graves, Commissioner of Education, Albany, 1921.



North Dakota—Minnie J. Nielson, Supt. of Public Inst., Bismarck, 1919.



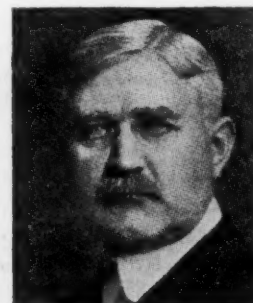
Ohio—Vernon M. Reigel, Commissioner of Education, Columbus, 1920.



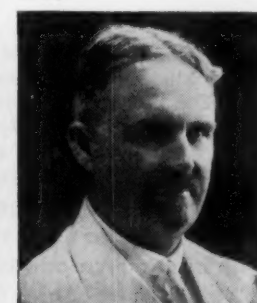
Oklahoma—M. A. Nash, Supt. of Public Inst., Oklahoma City, Jan. 1, 1923.



Oregon—J. A. Churchill, Superintendent of Public Instruction, Salem, 1913.



Pennsylvania—Thomas E. Finegan, Supt. Pub. Inst., Harrisburg, June 1, 1919.



Philippine Islands—Luther B. Bewley, Director of Ed., Manila, Dec. 12, 1910.



Porto Rico—Juan B. Huyke, Commissioner of Education, San Juan, 1921.



Rhode Island—Walter E. Ranger, Com. of Ed., Providence, Aug. 1, 1905.



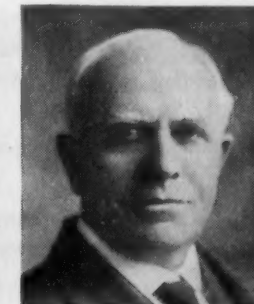
South Carolina—J. H. Hope, Supt. of Education, Columbia, Jan. 1, 1923.



South Dakota—Fred L. Shaw, Supt. of Pub. Inst., Pierre, Sept. 1, 1918.



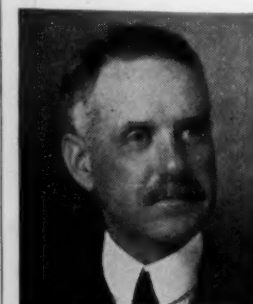
Tennessee—P. L. Harned, Com. of Education, Nashville, Feb., 1923.



Texas—S. M. N. Marrs, Superintendent of Public Instruction, Austin, 1923.



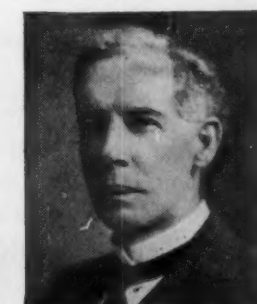
Vermont—Clarence H. Dempsey, Commissioner of Ed., Montpelier, 1920.



Virginia—Harris Hart, Superintendent of Pub. Inst., Richmond, Feb. 1, 1918.



Washington—Josephine C. Preston, Supt. of Pub. Inst., Olympia, 1913.



West Virginia—George M. Ford, Supt. of Free Sch., Charleston, 1921.



Wisconsin—John C. Callahan, Superintendent of Pub. Sch., Madison, 1921.



Wyoming—Katherine A. Morton, Supt. of Pub. Inst., Cheyenne, 1919.

Economizing on the Kids

DR. HENRY PRITCHETT, former president of Technology, in his annual report as the head of the Carnegie Foundation, has made some startling comments upon the high cost of education. His sympathy is all with the taxpayer. His figures, no doubt, will be quoted by more than one citizen rising to speak on town-meeting day. Unless some way of lightening the burden is found, he says, the taxpayer will revolt, and free public education will be endangered.

Dr. Pritchett presents figures to show that the cost of the public schools in the United States has risen from \$140,000,000 in 1890 to about \$1,000,000,000 in 1920. Presumably there has been a further increase in the last two years. Every taxpayer who consults his city or town report will find that schools and roads are the items which show the heaviest increase. In Massachusetts, according to a recent report of the Commissioner of Taxation, 2½ cents of every dollar raised by State and local taxation is spent on the schools. Many of the Middle Western States are more liberal than we are in financing education.

Part of the increased cost of running our schools is easily explained. The cost of operating everything, from a five-room dwelling to a boiler factory, has made prodigious jumps in twenty years. Dr. Pritchett takes note of the rapid growth of population. He thinks that expenditures for larger and better equipped school buildings have been justified and that the increase of teachers' salaries has been necessary. What seems to worry him is that we are spending seven times as much as we used to spend to educate our youth.

Dr. Pritchett condemns the modern notion that we should give the child a smattering of everything and, in addition, should fit the boy or girl for a trade or a profession. He intimates that in undertaking to do this we are biting off more than we can chew. There is a difference of opinion among educators as to the wisdom of expanding the school curriculum, though there will be general agreement with Dr. Pritchett that "there are certain studies which must be made the intellectual background of any American child who is to become a good citizen." The place which vocational training should occupy in a public-school system is a problem by no means settled.

But when a prominent educator questions the propriety of keeping a child in school as long as possible, a great many good American citizens will sit up and take notice. That is one way to curtail expenditures, but it is not the American way.

"The American father," says the president of the Carnegie Foundation, "assumes that the child must be kept in the public school whether he can do the work or not. The overemphasis on education, and in particular on higher education, as the sole opening for the youth of the country, has not only filled the schools with ill-assorted pupils, but has closed the minds of people to the opportunities offered by agencies other than the school."

It can hardly be said that literacy tables

which have been presented to the country indicate as yet that we place too much emphasis on education. It might even be submitted that we are still an ill-assorted people.

We have always supposed in America that our only hope of making our experiment in self-government a success was through the leaven of popular education, as widely diffused as possible. Dr. Pritchett's reasoning seems to be strangely at variance with that fundamental American doctrine.

Before we start cutting the school budgets, it would be wise, perhaps, to reflect that the heaviest tax charges we are now carrying are due to the failure of our civilization. Our State taxes are modest in comparison with what we pay into the coffers of the Federal taxgatherers. Our annual overhead charge for past and future wars now amounts to about two-and-a-half billions. Most of this expense was entailed in one war, which lasted for us less than two years.

Our criminals and defectives are costing the taxpayers of the country nearly a billion dollars a year.

In other countries, sorely oppressed by taxation, the tendency has been to pinch on education. In America there will be widespread opposition to economizing at the expense of future generations. We are committed to another policy. A billion dollars spent in improving the capacity of the race to settle its international problems with its heads, instead of with battleships and machine guns, is a measure of economy. No nation alone can solve the problem of avoiding periodical debauches which kill off the manhood of the world and destroy its accumulated capital, but the strongest nation in the world ought to lead the way. A half-billion spent to cut down illiteracy, which breeds crime, is also a measure of economy.

Popular education is the only remedy we have for the defects of our civilization. There probably is waste in school administration. If so, the thing to do is to cut out the waste, not to curtail education.—Editorial in the *Boston Globe*, February 27, 1923.

Ethics for Teachers

The National League of Teachers' Associations in its Yearbook for 1922-23 publishes the following report of its committee on Standard of Ethics. The committee includes: Margaret Henry, Mary A. Minton, Maud E. Graham, Lois Clifton, Mary S. Cowen, chairman.

RECOGNIZING the recent impetus which interest in education has received, realizing that this increases the opportunity for service extended to us as teachers, and desiring to make as definite as possible in our own minds our aims and ideals, we are led to formulate a Standard of Ethics for the grade teachers of the United States.

We believe that one who aspires to be a leader of youth should have, first of all, character—that subtle and indefinable quality which is finer than the finest deeds; greater than the greatest facts, which includes, but transcends honor—a nice sense of what is right, just, and true, with a course of life corresponding thereto;

Vision—a supreme faith in the ultimate triumph of the ideal good;

Patience—which means the ability and the willingness to wait, and may also mean kindness to evil-doers, and bearing with the weaknesses of others;

Justice—recognizing in our fellow-man another self-seeing both sides of every question;

Benevolence—that which helps another to help himself—not indulgence;

That energy and enthusiasm which can be satisfied only by seeing ambition realized;

Service—"The power to give the world more than I take."

And with these a broad education both liberal and professional as a preparation for one's life work, so that he may do it conscientiously and with pleasure because he can do it well.

"And it came to pass that after awhile the artist was forgotten—but the work lived."