

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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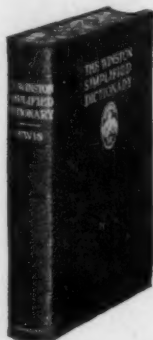
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ad-e-noid (ad'e-noid), *n.* a spongy growth in the passage leading from the nose to the throat, often causing difficulty in breathing: *adj.* in the form of a gland; of or relating to glands.

a-mœ-ba (a-me'ba), *n.* [*pl.* amœbas (-bâz) and amœbæ (-bê)], a tiny or microscopic animal found in the fresh-water ponds: the simplest form of animal life. Also. **ameba.**

A WELL-KNOWN DICTIONARY

ad'e-noid. An excessive development of the adenoid tissue in the upper part of the pharynx;—usually in *pl.*

a-mœ'ba. A microscopic animalcule of any of several species common in stagnant fresh water. It is one of the simplest animals, consisting of a nucleated mass of protoplasm without a distinct cell wall.

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Teachers and World Peace

JOHN F. O'RYAN

Major General, Officers' Reserve Corps, U. S. Army

WHEN the combat divisions of the American Army returned home, I think many of the officers who had seen something of the cruelty and waste of war were surprised at the apparent apathy of our own people in relation to the possibility of a recurrence of war. One frequently heard expressed the sentiment that the next generation should look after itself, that the present generation was through with war and all its works—through even with a consideration of avoiding it in the future. Others expressed the viewpoint that the war in itself was a remedy for war, that its waste and suffering would live for generations as a warning to all against war as a means for the settlement of international differences.

Some years have elapsed since that time, and here and there throughout the country pleas are now heard that the time is opportune to consider thoroughly the problem of averting war, to determine what part our people should attempt to play in the solution of the problem and the extent to which our government and people should be committed to the duty of maintaining a peaceful and orderly world.

The subject of war and of its avoidance or suppression is a most complex one; the problem has many phases; it affects many interests. To the average man who considers it in some detail, it looms so vast in these respects, its background is so great, that he is apt to content himself with the thoughts: "Man is a fighting animal. There is a law of the survival of the fittest. Always there have been wars; always there will be wars." And he is apt to add as a further balm to his conscience: "In any event, what can I, a mere individual, do about it?"

The problem is an entirely practical one, but in approaching it one must reckon with the history of war, with the history of peoples, with the passions and ambitions of men, with the economic

conditions of the world as they are and as they may be, and with many other phases and features of life in this world. War cannot be "prayed" out of existence, for "the Lord helps those who help themselves." It cannot be "willed" out



MAJOR GENERAL John F. O'Ryan believes that by mobilizing the peace powers and waging peace the American people can end war in our time.

of existence, for some character of organized action is essential. On the other hand, we cannot avoid war by merely preparing for war. As a great British soldier recently said, "I have been forced to the opinion that a nation which prepares for war will get what it has prepared for." Nevertheless, to be unprepared to defend our liberties and domestic tranquillity might invite aggression. And so so I might go on with these apparent inconsistencies, which indicate but a few of the complexities involved in the problem.

One of the difficulties is the tendency of many zealous people who would do away with war to concentrate their ef-

forts upon some one phase of the problem as if such phase were the problem itself. Some of these ends, even if attained, would accomplish nothing in the way of progress, and some would only add to the difficulties. An example of these abortive movements may be instanced by the effort to abolish armies and armament as if automatically such abolition would end war. Need it be pointed out that the real problem is to prevent fighting between peoples and not to limit the size of the organized forces and the character and amount of armament they are to use in the fighting at the outbreak of war? Governing the relations of men and their governments is the problem, and if you can develop some constitutional or confederated form of world organization, we shall render armament and armies for the most part useless.

The problem is your problem. It is your problem more than it is the problem of other men and women in other parts of the world, because to a greater extent than any other people we are blessed with good fortune, tranquillity, opportunity to understand and to act. The American people can end war in our time if they get on the job. American statesmen may not be able to do it. About all that we may expect from statesmen and diplomats is that they shall avoid war or postpone war; it is too much to hope that they can make war impossible. Also, mere anti-war sentimentalists cannot do it. If good intentions and a will for peace could put an end to war, the World War itself could have been avoided. The only way that war can be successfully abolished is through the adoption of the only principle by which war can successfully be waged. War cannot be successfully waged through resolutions or through declarations or through appeals to passion; what is necessary is the complete mobilization of all war powers for war purposes. And war cannot be successfully abolished except through the com-

INSPIRATION

BLANCHE CARRIER

Supervisor Week-day Schools of Religion
Dayton, Ohio

Most poets love the glory of the earth,
The joyous sky at time of setting sun—
I find my poems in my children's eyes,
The longings there at night, when work
is done.

plete mobilization of all peace powers for peace purposes. Because there was no opportunity heretofore for such a mobilization, war has been hitherto unavoidable. But because there is such a world opportunity now, it is time for every American to get busy on the one big job. Because the abolition of war has become a possibility, I would be a traitor to my country if I did not do everything in my power to help abolish it. Let America, then, go after world peace and we can get it. Let us mobilize for peace.

In the first place, let us make up our minds to do some world thinking. There is a world organization already about which our thoughts may rally—a nebulous and problematical league as yet, perhaps, but a League of Nations nevertheless. Let us not concern ourselves merely, however, with the question of whether or not we shall assent to such a league; let us rather get busy to see what we can contribute to it. The object of such a league is peace. If our object is war, we try aggressively to see how much damage we can do the other nation. If our object is peace, we must try just as earnestly to see how much good we can possibly do.

Then take the matter of propaganda. Every warrior knows the value of propaganda. In war it doesn't do for a nation to sympathize too much with its antagonist; therefore nothing must be known about the other nation except the worst that can be told. That is the way that hate and fury can be generated; so in war every provincial prejudice is played upon. To achieve peace, then, let us take a leaf from the warrior's book. Permanent peace will require the utmost possible understanding and sympathy between peoples so that none shall be in danger of being stampeded, through ignorance and prejudice, into any warlike mood.

Our school histories should be rewritten. Our very conception of pa-

triotism should be revised. In order to breed a race for war the school books always laud the warrior. For instance, I can trace my own military career to Barnes' History, with one particularly inspiring picture of Phil Sheridan waving his hat and yelling: "Turn, boys, turn! We're going back!" But it would do no good to delete such pictures unless you substitute some other sort of hero. America has peace heroes aplenty, and their careers can be made just as inspiring as those of our warriors.

Then, since war means the imposition of one nation's will upon another, it was necessary for war purposes to develop a sort of grandiloquent patriotism. Children had to be fed from infancy with the idea that theirs was the only glorious nation in the world. As individuals we are taught a proper culture; we were

PRAYER

BLANCHE CARRIER

Supervisor Week-day Schools of Religion
Dayton, Ohio

God of the sunshine,
May I be sunshine to them!
God of the rain,
May I give them to drink!
And, when I find Thy choice blooms
hidden,
Let me brush back the tall, coarse
grasses
That crowd their roots,
That hide their sky and Thee.

taught that as an individual it does not become a gentleman to boast of his achievements; but as nationalists we were supposed to be boastful and overbearing. In the world of peace, instead of in the world of war, there is no reason why nations may not be gentlemen. There is no reason why we cannot be modest. There is no reason why we cannot admit superiority where it exists, knowing that any real superiority which we may possess will in time have ample opportunity to express itself in superior service.

But we cannot indulge in war and expect at the same time to develop those finer spiritual qualities to which humanity aspires. Only the Soldier of Peace can be emulated by our youth without the loss of something in their souls which is most precious. When the League of the World once gains headway there will be many such soldiers. I can imagine them as Soldiers of the World, each working within his own country in the cause of peace, but under the leadership

of the world League. It would not do to have American soldiers operating in Asia or African soldiers in Europe; that might lead to misunderstanding. But American League experts, studying in all countries under the authority of the League of Nations, would find plenty to do in the way of waging peace.

In certain mountain sections of our South, for instance, the people might be found upon investigation to be illiterate. Hate and prejudice are bred by ignorance, and an ignorant populace can easily be stampeded into a bellicose state of mind. These Americans, then—Soldiers of the World—would report their findings to the league, and the league, in turn, would treat with the American Government to see what could be done about it. There would be no coercion and none would be advisable; if the nations were to unite in world action toward a world aim none would be necessary. Pride and the spirit of rivalry, so greatly relied upon in the development of war morale, can be made even greater assets in peace morale.

This is not a scheme, a Utopian idea. The League of Nations is already in existence. World thinking has been started; and all through America the impossibility of settling world problems through merely National action is becoming more and more apparent. In the meantime science has so increased the killing power of war that any one who knows the situation must recoil in horror. But there is no other alternative. Either we must continue to rely upon National action, which means ultimate war, or we must join in world action and make world peace possible.

TO A FIRST-GRADE CHILD

BLANCHE CARRIER

Supervisor Week-day Schools of Religion
Dayton, Ohio

Your lips are sealed for need of words,
Your eyes say many things,
Your thoughts are sweet, and in your soul
A bird sings!
While other children chatter round
This picture of the night,
Your mind is silent and far off
In clouds of white.
You stand beside this vase of flowers
Or touch the robin's nest,
And smile to me, and whisper, "When
Will these things rest?"
God made your soul a poem, dear,
Your mother does not know—
She stands beside a factory bench,
She cannot help you grow.
If I could walk in fields with you
Or lie beneath the sky
And hold you close, and share your joy
In wild birds sailing by—
But I have fifty others—
Will your soul die?

The Coming Curriculum

LAURA B. EVERETT

2632 Regent Street, Berkeley, California

SCENE—Principal's Office—(Enter Mrs. Easton and Ashby Easton, Jr.) *Mrs. Easton.* I know you are going to like it, Ashby.

Ashby (dubiously). Maybe. That's a jolly football field we passed. Just think, Mother, I never saw a game of football.

Mrs. E. Don't worry about that. If you stand well in your classes that is the main thing. I really feel that you have a good start if I did train you myself. When I go back, you can think how eager your father and I—away off in Siam—are to have you do well, and you won't neglect a single study a single evening, will you? Latin and algebra and English and history, those you must have.

(Enter pupil.) *Mrs. E.* May I see the principal, or if he is busy, one of the teachers? You must have a great many teachers.

Student. There are no teachers here. Would a coach do?

Mrs. E. A coach? Yes—no—I think not. Are they students?

Student. Oh, no. Some of them are graduates, though. Perhaps the principal can see you now.

Mrs. E. I don't understand this, Ashby.

(Enter Professor Trolley Firstman, the principal.) *Mrs. E.* I am Mrs. Ashby Easton. Doctor Easton and I have lived in Siam for nearly twenty years, and I have come here to put my son into your school. This is my son, Ashby Easton, Jr.

Firstman (shakes hands with Ashby). We shall be glad to enter him, Mrs. Easton. What are his special interests?

Mrs. E. I am anxious to have him excel in Latin.

F. Do you think he has a taste for it?

Mrs. E. I don't see why he shouldn't have. His father and I are both Latin students.

F. Tastes are not always inherited.

Mrs. E. Very true, but if he is kept at it he should do reasonably well.

F. I fear you do not understand our system. If he isn't reasonably good, if he hasn't a special aptitude, he can't make the team.

Mrs. E. The team? I want him to take it regularly in classes.

F. But we have no classes in Latin.

We have tryouts early in the term and from those who seem promising, a team of eleven students is chosen. If the class is large and contains an abundance of good material, we may have a second eleven.

Mrs. E. But how are the other students—those who don't make the team—to get their Latin?

F. Oh, by attending Latin rallies and inter-school contests. They do that to show school spirit.

Mrs. E. But couldn't Ashby take Latin with one of the teachers that—

F. Pardon me, Mrs. Easton, we have no teachers. The Latin coach gives all his time to the team. If a boy doesn't make the team, he mustn't expect special attention. Of course he can watch the eleven drill. He will get something that way.

Mrs. E. I was about to ask—you see I have been so long in Siam, and schools have changed—if I might talk with the algebra teacher, but you said—

F. I said that we have no teachers. It isn't necessary with our present improved system, as you will see.

Mrs. E. I confess I don't see—yet.

F. Take the subject of algebra. Your son tries out for the algebra nine. If he makes the team, he is given the best coaching for the inter-school algebra meets. He may go with his team as far as Spokane or San Diego to attend algebra tournaments.

Mrs. E. But if he doesn't make it?

F. Oh, he gets quite an acquaintance from attending practice contests.

Mrs. E. I should prefer that he have regular instruction.

F. As a matter of personal preference, yes, but we must accustom ourselves to improvements. You wouldn't have your boy grow up without a knowledge of baseball, the national game? That is one of the required subjects.

Ashby. Baseball every day! I know I'll like this school. What are the other subjects?

F. Another regularly required subject is swimming. A moment's thought will convince you of its importance in a practical education. Think what it will mean to the country when every one learns to swim.

Ashby. Do you have football?

F. I regret to say that we have not

been able to make football a required subject. Many feel that it is better suited to college than to high schools. We offer it, however, as a third year elective.

Ashby. What can I take before I get to football?

F. The next required subject is folk-dancing, and the fourth is rowing.

A. Oh, I can row. We always went rowing at Bangkok.

F. If you can satisfy the instructor of rowing, you may get advanced credits on it and take handball or basketball in its place.

Mrs. E. Why do you require folk-dancing?

F. That is something every one needs. It produces suppleness of body and grace of motion. It teaches coördination while it cultivates social graces in making the participants social units. We are beginning to realize how this phase of education has been neglected.

Mrs. E. But what do your students learn of—I suppose I must call it old-fashioned education? What do they learn of history and literature? I feel that Ashby is unusually well grounded there. He has read many of the standard authors.

F. All very well, Mrs. Easton, but quite unnecessary. Our students get all these from moving pictures. Every student takes a twenty-weeks' course in the World's Classics, the *Iliad* the first day, the *Odyssey* the next (reading from the course of study), the *Aeneid*, *Beowulf*—a week is devoted to the modern novel, McMullan's *The Wings of the Aeroplane* and Richard M. Kitchen's *Slush, Mire, and Slush*, and a month to the latest plays. We shall take up in May several plays that have not yet been written.

Mrs. E. And history?

F. We give five weeks of moving pictures on the world's history, one on ancient, two on medieval, and two on modern.

Mrs. E. What books will Ashby need?

F. You will not need to buy books.

Mrs. E. Oh, they are furnished by the school?

F. Why, you see, with our improved methods they really are not necessary. In this busy age, one has so little time to read that we do not even insist upon the pupil's learning if he has no acquaintance with it beforehand.

(Student enters.) *F.* Please copy this and take the copy to Room 2000.

Student. I never learned to write.

HAWAII'S PUBLIC-SCHOOL PROGRAM

SEVEN BASIC PRINCIPLES

1. The chief aim of our public-school system is to train for effective American citizenship. This training includes mastery of the "three R's," a friendly attitude toward industry and American home-making, and a working knowledge of history, civics, and the ideals of democracy.
2. The American public-school system endeavors to provide (for those who are qualified) an unbroken pathway from kindergarten to technical school or university.
3. American homes can be best made and maintained by women trained in home-making. The home-making subjects, therefore, are of special importance in Hawaii's curriculum.
4. American homes are dependent on dignifying industry. The schools should be closely and sympathetically articulated with the great basic industries of Hawaii. From these the schools derive their support, and in these Hawaii's young people seek livelihood. This means industrial and agricultural education, trade schools, part-time and continuation classes, and adequate vocational guidance.
5. Physical education is of strategic importance. The productiveness and happiness of a community is determined, in large measure, by its health.
6. Wholesome moral and ethical teaching should pervade the curriculum. The final products of education are character and personality. These are expressed largely through community service. "He profits most who serves best."
7. The costs of education are chargeable, not alone to the individual or child, but mainly to the state, which maintains the public schools in part to protect its own future, and to preserve its social institutions against ignorance and all forces of evil.—Vaughan MacCaughy.

F. Ah, just as I was saying; won't you tell this lady how it happens that you never learned to write?

Student. We were so busy dramatizing *Hiawatha* and *Puddenhead Sawyer* in our class in the grammar school that we didn't have any writing lessons, but I can do it on the typewriter. (Takes it and disappears.)

Ashby. Mother, I know I'll like it here.

F. Indeed you will, as sure as my name is Trolley Firstman.

Mrs. E. I am almost dazed by these changes.

F. Madam, contentment means stagnation. We must advance in everything. Why, even our names should keep pace with the changing times. My father was an Englishman and I was named for him, Oscar. When I was grown, hardly an 'oss car was running, so I changed my first name from Oscar to Trolley.

Mrs. E. How very unusual!

F. My cardinal principle is to be up-to-date. To continue the name in the family I named my son Jitney, but we now call him Arry for Aeroplane.

Mrs. E. Indeed.

(Noise outside.) F. Here comes the Latin team. What is it, Turner?

Turner. Just signing up the blue blanks for Thursday's contest. We're up against it, for Tracy cut rowing practice twice, and the coach won't sign for him.

F. That's bad. That's where we need a second team. Send for Coach Wescott.

(Enter Wescott.) F. So you won't sign Tracy's card for entrance to the algebra contest.

Coach. No, he cut rowing practice twice.

F. So I heard. What was his excuse?

Coach. He said that he needed the time for his algebra, but I won't stand for his neglecting his rowing.

F. You are right. The required subjects must come first. If students go into outside activities like Latin and algebra contests, they must not expect to neglect the prescribed work of the curriculum for them. If Tracy can't make up his cuts, we'll have to call the contest off.

(Noise heard.) F. Here is the Algebra Nine; what is it, boys? (glancing at schedule) This is the day for your pictures, isn't it?

Students. Yep.

F. Mrs. Easton, we are very proud of our Algebra Nine. They won from the Nextown Nine last week and from the Othertown Nine a month ago. It's not impossible that they may get the state championship. You see, Mrs. Easton, how much better this is than killing spontaneity by requiring everybody to take algebra. Here all our efforts are focussed on those who are unusually good at the subject, and the results are remarkable.

Mrs. E. I should think they might be.

F. I am sure, Mrs. Easton, that you may safely leave your son with us, confident that he will get the best instruction in baseball, folk-dancing, swimming, and basketball; that he will learn history and literature from the moving pictures, and that he will have an opportunity, if exceptionally good, to get on an Algebra Nine or to join the Latin squad. Boys, give the algebra yell. CURTAIN.

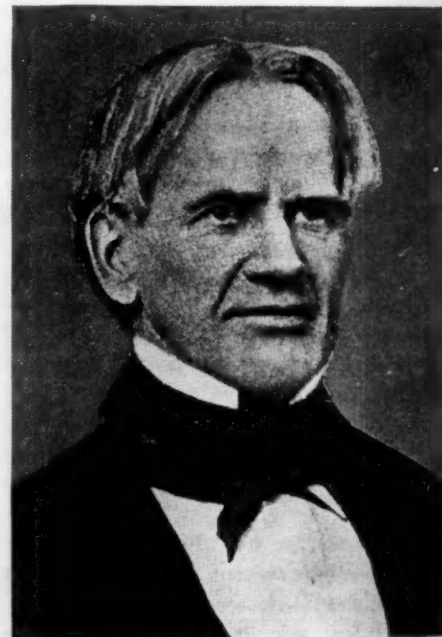
Horace Mann

REARED in a New England community a century ago, Horace Mann was early touched by the vicissitudes of life. In reviewing his dreary childhood, he tells us that he was elastic and buoyant by nature but was continually repressed by poverty, overworked in summer and confined indoors in winter, with play-hours earned only at the expense of extra exertion. The one compensation, he says, for the rigors of his youth was that work became his second nature. He never demurred at however laborious a task came his way, but set about it like a fatalist—and it found itself done.

Born May 4, 1796, on a farm near Franklin, Massachusetts, some twenty miles from Boston, Horace found little to satisfy a nature more suited to art than to agriculture. At thirteen, his father died leaving him added responsibilities, a tendency to tuberculosis, and a yearning for knowledge.

Boyhood—Years later in speaking of his childhood days, he said to a friend: "All my boyish castles in the air had reference to doing something for the benefit of mankind." The opportunity to realize his dreams came, as it often does, in queer guise—an itinerant school-

master moved into the neighborhood. This Samuel Barrett, through his passion for the classics, influenced Mann



MAY 4 is a fitting time to observe in the schools the birthday of Horace Mann. The heroism of such constructive service as his will more and more replace in the teaching of history the heroism of military conflict.

to go to college. Accordingly, in the short period of six months he prepared to enter the Sophomore Class of Brown University. It proved a severe tax on his health.

As lawyer—On graduation, Mann began the study of law and after spending two years at Brown as tutor he entered the law school at Litchfield, Connecticut. In 1823 he was admitted to the bar and immediately opened an office in Dedham. Like Abraham Lincoln, he largely owed his success to his policy of never undertaking a case he did not believe to be right.

In the State legislature—From 1827 until 1833 he was a representative in the State legislature, and on moving to Boston became State senator, which position he held until 1837 when he resigned to become secretary of the newly established Massachusetts Board of Education at the nominal salary of \$1000 a year.

As educator—For the next twelve years he concentrated on his new vocation, cancelling all other engagements and devoting himself wholeheartedly to the cause of education. At once, he became the cynosure of jealous factions—religious denominations, politicians, private schools, bookmakers, and publishers. Barriers well-nigh insurmountable confronted him. He must down the spirit of conservatism and strive to excite enthusiasm in a cause for which there was only future reward. Then too, education, being a problem which everyone—high or low—felt competent to solve, had then, as now, its thousands of censors. Surely, the task was gigantic!

With untiring zeal, often working fifteen hours a day, he visited all parts of the State, giving lectures to teachers and parents, at the same time conducting a huge correspondence without secretarial help. In those days when pedagogy was still in its infancy, method was almost unknown. Children's books were few, and their contents meager; lessons were heard, not taught; memorizing words was the only mental faculty especially appealed to; comprehensive generalizations intended for adults were given to children instead of the facts from which these generalizations were formed. As Mr. Mann pointed out, these aphorisms of moralists and philosophers may on inspection remind the learned reader of the truths they contain, but they do not *teach* the child. And as the textbooks of that day needed remaking to fit the juvenile mind, so the curriculum needed enriching.

SALARY SCHEDULES—Cincinnati, Ohio

Population 401,247—Effective, September, 1922

Classification of teachers	Groups	First year	Second year	Third year	Fourth year	Additional annual increments		Maximum salary
						Number	Amount	
Elementary	Teachers including kindergarten directors					6	\$100	\$2,000
	Normal graduates	\$1,100	\$1,200	\$1,300	\$1,400			
	College graduates	1,200	1,300	1,400	1,500	5	100	2,000
	First assistants	1,400	1,500	1,600	1,700	5	100	2,200
High school	Directors	2,000	2,100	2,200	2,300	13	100	3,600
	Teachers	1,400	1,500	1,600	1,700	11	100	2,800
	Heads of departments							3,000
	Assistant principals	2,800	2,900	3,000	3,100	2	100	3,300
Principals	Elementary	2,000	2,100	2,200	2,300	12	100	3,500
	High school	3,800	3,900	4,000	4,100	4	100	4,500

The housing proposition loomed large. In an official report, he stated that not one third of the schoolhouses of Massachusetts were fit for habitation. Nearly a century has passed since then; yet a leading educator of our day, as the result of a comprehensive survey of the schools in two of our representative Eastern cities, decries the unfitness of buildings and equipment. It would seem that in spite of all our advance in school architecture and sanitation since the time of Horace Mann, there is still room for improvement.

But results followed his efforts as they always do when a man's heart is in his work. At the end of his twelve years of service, Massachusetts schools had materially improved; school appropriations had doubled; wages of men teachers had increased 62 per cent, women teachers 51 per cent; 54 per cent more women were teaching in the schools, which on the average kept open an additional month; and three normal schools had been established that sent out several hundred teachers.

In Congress—While Horace Mann was representative and senator in the Massachusetts legislature, he allied himself with many progressive movements—notably, religious liberty, temperance, and the welfare of the insane. In Congress, the great question of the extension of slavery absorbed his attention. On the death of John Quincy Adams, representative from the Eighth Congressional District, in which Mr. Mann lived, he was elected to fill the vacancy and was reelected for the next two terms by his constituents. In the House he was al-

ways listened to with attention; even the slaveholders admitted he gave them arguments, not abuse. His great controversy with Daniel Webster was only one of many in which he became immersed.

As college president—Failing to be elected when candidate for the office of governor of Massachusetts, once more he returned to the educational field as head of Antioch College, at Yellow Springs, Ohio. This gave him an opportunity to put in practice some of his educational plans. He there introduced these factors, which have now become part of American college life: equal educational opportunity for girls; the conference of degrees not merely for scholarship but for respectability; and the honor system, then in embryonic form. Antioch was also a pioneer in another line; it refused to discriminate against the colored race. He remained at Antioch until his death in 1859. His last words to the graduating class were: "Be ashamed to die until you have won some victory for humanity."

The number of his own victories for humanity are legion. He believed in a great free school which should teach the people high ideals of conduct and create in them a devotion to their community, their State, their country. In his own lifetime he saw many improvements take place: better buildings, larger appropriations, better methods of instruction, the adoption of milder means of discipline, and better trained and better paid teachers. But his greatest victory was the example of a life spent in proving to mankind that, in a republic, ignorance is crime.

Trenton Teachers' Council¹

WITH effective and concentrated organization of teachers in any community, there arises a keener appreciation of a teacher's duty toward educational progress generally and a more definite realization of the immeasurable services teachers may perform for administration, members of the profession, and for the school children.

The Teachers' Council is the key to the highest, most dignified and democratic type of teachers' organization. The members of the Council are elected to represent a constituent and are consequently vested with the authority to express the will and judgment of those teachers in matters presented to the Council.

The character of the Council will depend largely upon the type of teachers who are members. The Council accomplishing the greatest results will be the one whose members have initiative, tact, ability, keen appreciation of situations arising, and who are absolutely fearless in voicing the opinion of the teachers they represent.

It is comparatively a new idea in education to have teachers participate in executive matters, and yet, if there is to be this teacher-participation, it seems that the most natural development will come through the Council movement. Here teachers and administrators discuss problems together until a medium satisfactory to both is reached.

If administrative officials are not broad and open-minded, there is often felt a feeling of resentment of such freedom of expression as unbecoming and exceeding the rights of the teacher. However, if the administration does actually believe in democracy in education it will see that the teacher is but living up to the precedent upon which the Council was established.

In time, there should arise a great respect for the advice and judgment of teachers by supervising authorities, but until this matures and until all groups of teachers can bring their problems and the problems of their school before a Council and openly discuss them without being criticised, the Teachers' Council will be of little or no benefit to the school or community.

On the other hand, with a spirit of

coöperation between administration and teacher, with courteous consideration of each for the other, with an attitude of helpfulness, frankness, and perseverance, and with a firm purpose of increasing professional spirit and furthering educational progress, the Teachers' Council will be of inestimable value to a public-school system.

Probably no recent movement relative to the solution of educational problems has been received with greater approbation than that of the Council movement. The establishment of Teachers' Councils has grown from a real need for the more effective participation of teachers in determining policies of education with regard to pupil, teacher, and administration. Heretofore, individual organizations very often expressed themselves on questions, but there was no definitely organized group representing the mass of all the teachers in the system, with proper recognition by school authorities until the Teachers' Council idea was developed. The Council of Trenton, New Jersey, has made an enviable record since it was organized early in 1920.

Probably the greatest individual task Trenton teachers completed was the editing and writing of a course of study. Following the Council organization of committees in the various grades and subjects, over four hundred teachers voluntarily spent hours of their time after the daily school sessions, working out the details of a course of study that would most satisfactorily meet the needs of Trenton children. The course on completion was finally adjusted by the directors of education and placed in the hands of the teachers upon the opening of the new school term. The earnestness and thoroughness with which the teachers—especially the chairmen serving on these committees—handled this important task was most praiseworthy. It represented the best effort to place in the hands of the teachers a document that contained material, method, and bibliographies upon the several subjects taught in all grades.

The number, or average system of rating previously used in Trenton, has long since been considered a detriment to the right attitude of students toward their subjects. After a detailed study of systems used in other cities and of the most progressive method outlined after scientific research, the Council recommended the adoption of the "Letter System"

which became effective this year and is now used in all our schools, including the high, junior, and elementary grades.

Trenton teachers for the last two years have been anxious to have some definite action taken upon two things which concern them vitally: (1) the matter of teachers' absence and the subsequent deduction of salary; (2) the settlement of questions relative to increment in salary for advanced professional study. The Council made a careful study of these questions and made recommendations to the superintendent. As a result of the Council investigation of these subjects, a revision of the rules of the Board of Education was made, including the section recommended by the Council on increment, and an addition made to the rules allowing teachers ten days' absence for illness during the year without deduction of salary. Provision was also made for furloughs for teachers after ten years of teaching experience for professional study and recreation.

The reports on "Increments" outlined definitely qualifications of teachers for appointment to the various positions in Trenton schools and also explained the character of professional work that should be recognized for increase in salary. These experts made available a wealth of experience and knowledge of the whole teaching force.

Another accomplishment was a finished code of Ethics for Teachers, which was adopted by the Council, with the recommendation that a copy be placed in the hands of every member of the school system.

Nor must I fail to mention the investigation and study made by the Council on the question of the attendance of school children at motion-picture entertainments. The data was used to promote a campaign for a better type of moving pictures for children in coöperation with civic organizations of the city.

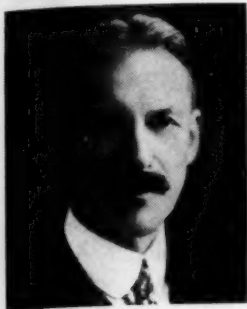
The Teachers' Council of Trenton has since its inception worked out those problems which the teachers felt needed to be worked out, and also those which were suggested by the superintendent. I firmly believe there should be a Council in every community. A State-wide representative organization would be beneficial. Why not organize State Councils to coöperate with State commissioners and boards of education? Such an arrangement would help solve those larger problems attending the establishment of true democracy in education which local councils are powerless to solve.

¹ Written for THE JOURNAL by Miss Marguerite Jamieson, Franklin School, Trenton, New Jersey, and president, The Trenton Teachers' Council (1920-1922.)

Public School Business

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R. H. THOMAS

THE NATIONAL Association of Public School Business Officials was unveiled on the morning of May 16, 1910, in the office of the United States Commissioner of

Education. It revealed seven men at a table listening to an S. O. S. call from Elmer E. Brown, U. S. Commissioner of Education. They were no less personages than Henry R. M. Cook, auditor, Board of Education, New York City; William Dick, secretary, Board of Education, Philadelphia; William H. Elson, superintendent of schools, Cleveland, Ohio; William T. Keough, business agent, School Committee, Boston; Charles P. Mason, secretary and treasurer, Board of Education, St. Louis, Mo.; Joseph McBride, auditor, Board of Education, Los Angeles; and Alonzo Tweedale, auditor, District of Columbia, Washington, D. C., men, all experienced administrators of gigantic public-school industries.

Association organized—Many worthwhile things have developed from conferences, and Elmer E. Brown, "peering into the future with a far-seeing ken," realized that educated Americanism can be assured only by governmental support. He discovered that statistics of school systems, while generally suited to local requirements, were not in point for a constructive National program such as he must formulate. So he called in for a two-day conference experts in school administration to suggest a way of standardization.

At the closing session the original seven men crystallized into a National Association of School Accounting Officers. This infant member of the family of public-school organizations passed its first three years in an education incubator under the eyes of its president, Joseph McBride, and its secretary, William Dick, while its committees questioned and analyzed and conferred and developed constructive combinations. They reported at a meeting held in Philadelphia on February 25,

1913, a rudimentary and flexible standardization of accounts with the opening statement that "Education can be so administered from a practical standpoint as to represent the best possible public investment."

Accounts usually record transactions in a manner efficient or indifferent as the transactions themselves are efficient or indifferent. To the end then that records might be of a high order, the first constitution adopted declared for "the promotion of efficiency in school administration."

Nor was the organization to be diverted from its fundamentals by the appearance at its conventions of private-school interests. In the 1918 convention its position on these two points was announced in the change of name to the National Association of School Accounting and Business Officials of Public Schools. This pretentious title submitted to retrenchment, like other things since the war, and in 1921 it became the National Association of Public School Business Officials.

Its original purpose was account standardization—the fundamentals of which it adopted upon report of its committee in 1913. This standardization was subsequently adopted by the U. S. Commissioner of Education and is the foundation for the diversified New York State Accounting System. Examine any recognized competent scheme of public-school records and its framework is that standardization of 1913. The last word of this 1913 adoption is the refinement fully Nationalized and adopted by all organized public-school associations whose actions are materially controlled by school statistics; the U. S. Bureau of Education; Inter-City Conference; National Education Association; Department of Superintendence; and National Association of Public School Business Officials.

This refinement subdivides headings to suit any condition and details the meaning of each head and sub-head—all superimposed upon the 1913 standardization. This standardization has stood all tests for a decade and still satisfactorily provides for all classes of statistics demanded for public-school facts. And why should it not be so, having grown out of a three years' study by

such competent accountants as Cook and Keough and Mason? This last word on school accounting is detailed in the 1922 annual report of the National Association of Public School Business Officials. Procure a copy and study it. It is school-accounting pepper.

Association developed—Progressive organizations inevitably modify their constitutions. Constitutional amendments are inalienable signs of life and growth and breadth of vision. Amendments follow rather than precede agitation. They are usually the ratifications of departures, already in good standing, from former established purposes. So when the National Association of Public School Officials modified its constitution in 1921, it congealed on four points, which for some time had been integral parts of its annual programs: (a) Standardization and unification of school accounting practice, terminology and account classification; (b) development of a standard system for purchase, storage, distribution, and accounting for school supplies and equipment; (c) a comprehensive and progressive study of schoolhouse requirements; and (d) maintenance of school business methods and practices to the highest standards of ethics and efficiency.

The thinking man is, therefore, not surprised to learn that these school business men have organization attainments other than accounting. In 1915 a committee was created on Standardization of School Building Measurements and Cubical Contents. This committee submitted special reports on this subject at each annual meeting for four years—a splendid piece of constructive work has been approved by the American Institute of Architects and by the National Education Association's Committee on Standardization of Schoolhouse Planning and Construction.

Another achievement is the original research of the Committee on Janitorial Service. This committee presented rather astonishing and original conclusions on good housekeeping and engineering. These papers are masterpieces—the first presented in 1917 and the last in 1922. They are set forth complete in the reports of these and intervening years.

Then too "School Supplies" were comprehensively analyzed before the association by E. M. Brown, supply commissioner of the schools of St. Louis, Missouri, in a four-year series of most constructive and compact papers. These addresses are the busy man's proverbs on a subject infrequently elucidated in print.

Here is an association of executives from all parts of the United States organized for the advancement of all branches of school activities not pedagogical. The list of members contains accountants, architects, attorneys, auditors, business managers, custodians, directors, editors, engineers, inspectors, professors, secretaries, statisticians, superintendents, and supervisors.

The first business official—Even in systems relatively small there is rarely to be found any one man who knows in a practical way the details of pedagogy and educational policy equally well with the trade tricks of buyers and architects and building contractors and engineers and the hosts of craftsmen and others whose services are demanded in schools. Nor is it to the best interests of the schools that he attempt the supervision of both lines. One line will be done more or less satisfactorily; the other, more or less unsatisfactorily. This experience is the common experience in all systems and is the origin of the practice of employing business officials.

In the beginning one or more board members performed the business tasks. When intermittent services were required some artisan was notified to respond to calls. As the system grew to demand all of the artisan's time he was placed on the payroll. Eventually this process built up an auxiliary list of employees—plumber, electrician, carpenter, gardener—without any directing head. The frequent personnel changes in board memberships either supplanted these men under the spoils system or left them without the supervising influence of the skilled board member who fostered the appointments.

Usually the first directing head was the superintendent of schools, and usually he left these men to their own devices which they knew and he did not. Sometimes the work of these mechanics overlapped, and sometimes disputes arose between them as to whom should perform certain functions; sometimes their personalities were not congenial. It was found necessary that the directing head be more or less skilled in business and mechanical lines. Such a man was accordingly sought out and employed. His prescribed duties ultimately included all matters not pertaining to instruction direct. The value of this sort of arrangement was so manifest where it was installed that other systems began to adopt it until now it is a standardization.

Operation of a business office—Any business office must conduct the business of the enterprise of which it is a part.

It cannot establish the policy of the enterprise, but must work in harmony with that policy. In many school systems the business office is independent of the educational office. In others the business office is an arm of the educational office. As to which of these is superior probably depends more upon the personalities of the executives than upon the plan of organization.

The business office must be progressive, even aggressive. A wide-awake business executive can keep down the "part-time" ghost by insisting upon regular annual appropriations for buildings; he can prevent holocausts by a steady adherence to the policy of building only fire-proof schoolhouses when of more than one-story construction; he can minimize the closing of schools on account of inevitable contagious diseases by the installation and untiring supervision of sanitary precautions; he can provide for play spaces by the skillful location of buildings on school grounds; he can locate and secure new school sites by annually plotting population and business growths and optioning properties before settlements restrict areas; he can provide for adequate pay for teachers and others by holding unflinchingly for a proper percentage of each annual budgeted income for that purpose; he can adjust difficulties by making reasonable and generous modifications of budget appropriations to accommodate as many as possible of the ever-present unforeseen demands; and by keeping the educational right-of-way clear of busi-

ness troubles and open to the superintendent and the teaching forces, he can make possible the maximum educational dividends upon tax moneys expended, to such an extent that there will be no general objection to school levies.

The business executive cannot do this if he must play politics, or finance unbudgeted board appropriations made upon insistence of some community delegation. My sympathies have been many times extended to board members as they listen to well-organized and convincing arguments for appropriations which the members know full well cannot be made with the money available. At this point a board member may be firm in adhering to a sound financial budget policy, or he can resort to making "soft-soap" promises—he can dignify public respect for adopted policies, or he can lower the standard to political pull. A good executive anywhere is one who can say "No" when "No" is necessary.

The National Association of Public School Business Officials has no traditions to maintain. It is a modern launching and must live by its work and prosper on its merit. There is more than a reasonable justification for the establishment and continuance of a National school business organization. In the words of Walter E. Ranger, State superintendent of education for Rhode Island, "The National Association of Public School Business Officials cannot fail to promote higher economic intelligence for the support and guidance of our public education enterprise."

Better Classification

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TO THE PIONEER American schoolmaster the term "classification of pupils," as we know it today, had little significance. The handful of children who came to him progressed in school work each according to his own ability, with no thought or need of being formally classified or designated by grade. Only when the number became too large to handle through individual instruction did the demand for some sort of grouping make itself felt. That by-word of our school systems—*economy*—made an early entrance into the vocabulary of American education. *Economy*, however, is frequently joined with *wisdom*; so it was the part of both

economy and wisdom to attempt to bring about a homogeneous grouping of the rapidly increasing school population. Thus more pupils could be taught by a single teacher, and greater competition could be stimulated by grouping pupils of similar ability. The result was the generally accepted eight-grade classification scheme of our elementary schools, with a further division into half-grades where numbers permitted. A more recent development has been the organization of the six-grade elementary school, with a three-year junior-high school.

Current opinion among teachers and public has commended this general plan

of classification by grade. Theoretically, a pupil advances from one grade to the next when he has completed satisfactorily the work of the lower grade. If he enters school at the age of six or seven, and progresses normally at the rate of one complete grade each year, he will have finished the eight-grade elementary course at the age of fourteen or fifteen. Yet it has been the sad experience of teachers everywhere that many apparently do not fit, and in spite of every effort cannot be made to fit, the rule laid down for all. Man-made schemes may be mechanical and uniform, but God-made children are living souls and infinitely varied in their abilities, aptitudes, and temperaments. Shall all children be forced to fit the scheme, or shall the scheme be adjusted to fit the needs of children?

The scientist is not content with what he *thinks* may be true; he studies minutely until he *knows* the truth. Education demands scientific modes of approach no less than the physical sciences. We dare not be satisfied with present methods merely because general practice has adopted and current opinion approves them; they must be accepted or rejected only upon the basis of careful scientific study which either proves or disproves the claims made for them. The survey movement in education, as it has developed in recent years, has been one of the most reliable means of checking the value of existing school practices, and it has brought us face to face with the fact that the uniform scheme of classification into eight grades has failed utterly to bring about the homogeneous working group which was its aim. Surveys of school systems in every part of the country reveal wide variation among children of the same grade—variation in age, in progress, in the accomplishment of subject-matter and in mental ability. A few illustrations will indicate how great the differences are in these variations of school children.

Age—Recent figures for the State of California show approximately 600,000 pupils enrolled in the elementary schools. More than 100,000 of these are in the first grade. Among these 100,000 pupils are boys and girls of every age from six to twenty-one! About one out of every 100 is at least twelve years old. By our uniform scheme of classification the eighth grade should be completed at fourteen or thereabouts; yet here we find fourteen-year-olds in every grade from the first to the eighth, inclusive.

There is little homogeneity of age here.

Progress—By "progress" we mean the rate at which a child advances through school. If he progresses regularly at the rate of one complete grade each year, his progress is said to be normal; if he fails of promotion one or more times, his progress is slow; while, if he completes more than one grade during any year, his progress is rapid. A study of the progress made by the children in the elementary schools of Oakland (California) shows that of those who completed the first grade in the year 1919-20, 26 per cent had already failed of promotion one or more times. Of those who completed the fifth grade during that year, 45 per cent had made slow progress, 35 per cent had made normal progress, while 20 per cent had made rapid progress. In other words, the fact that two children both enter the first grade at the age of six years is no indication that they will both complete the eighth grade at fourteen. Progress depends upon other factors that are far more potent than age and grade classification. Let us look at the pupil's power of accomplishment in the subjects taught.

Accomplishment—Two pupils were in the eighth grade in one of the Oakland schools, preparing to graduate from the elementary grades. The class was given a standard test in arithmetic. Pupil X (a boy 13 years old) made a score that was far above that to be expected from a high-eighth-grade pupil; pupil Y (a girl 14 years old) barely reached the sixth-grade mark on the test. Pupil X tried 14 addition problems and got 11 right; pupil Y tried 5 problems and got none right. A similar contrast was evident in the other processes. Yet both these pupils graduated from the eighth grade at the end of the year. Was graduation any index of their ability in arithmetic?

This is a concrete example of what teachers are familiar with in every school, and of what has been established in every city or county where a survey has been made. The results of a standard test given in any grade and in any subject show that some pupils in the class have a mastery of the subject which is equal to that of the next grade or even two grades higher, while others, if classified by mere accomplishment of subject-matter, would be quickly demoted to a lower grade. That a pupil is placed in a given grade is by no means a sure indication of his power of accomplishment in the subjects of the curriculum.

Mental ability—The progress which a child makes through school, his age at reaching a given grade, and his accomplishment in any year's work depend upon numerous factors. Health, temperament, environmental influences, educational opportunities all play their part in determining his school success, but these are all closely bound up with the most important of all variables in considering the school life of the child—namely, that of native mental capacity. The first-grade teacher receives into her care all who come, with no criterion other than that they shall have lived upon this planet for six short years. She more than any one else can appreciate what vast differences of intelligence are represented and how impossible it is to hold the same standard of accomplishment for all. A study of 3000 first-grade children in Oakland showed that their mental ability ranged all the way from that of the average three-year-old child to that of the nine-year-old. Even within the same room of 35 pupils, children of three-year-old capacity were found working by the side of those having nine-year-old ability. All were expected to accomplish the same tasks and to reach the same standards of attainment by the end of the year. Such differences are not characteristic of a single school, or of a single city, or of a single State, but they are universal throughout the country and wherever mankind is found. Children everywhere differ in native mental ability; hence they must differ in school progress and accomplishment. When the variation in capacity is accompanied by variation in physical condition, in disposition, in environment, it becomes self-evident that no scheme of classification which fails to take into account these differences can succeed.

On the one hand, the rights of the teacher must be safeguarded, and those rights demand that she shall not be expected to turn out a uniformly finished product until it is known what is the nature of the clay with which she has to work.

On the other hand, the rights of childhood must be safeguarded, and those rights demand that each child shall be given full opportunity to develop the ability which is his, but at the same time he shall not be expected to do that which for him is an impossible task. Individual differences in children must be recognized in an educational democracy. In no other way can adjustment be made that is fair to the child, to the teacher, to the State.

The Test Controversy

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THERE HAS BEEN so much controversy in recent months about mental tests or intelligence tests that many teachers are in doubt as to what to believe, whom to believe, what to do or what not to do in the field of tests and measurements. Any movement that has grown so rapidly and that affects so many people as this movement of testing is bound to have its ardent supporters who will make extravagant statements about the nature and the use of tests. Likewise, there will be opponents who will be so vigorous in their opposition that they fail to see or to admit that which is useful in the tests. Teachers by the thousands are now making some use of tests. Many of these teachers have had little training to guide them in the most effective use of such tools. They want to know the facts as nearly as facts can be determined as to what help they may secure from tests and what pitfalls to avoid.

The teacher should keep in mind the two general classes of tests. The first class, commonly known as accomplishment tests, is designed to measure what a pupil has learned and can do in such subjects as reading, writing, spelling, arithmetic, etc. Such tests are merely carefully planned sets of examinations such as teachers have always been accustomed to give. Their chief value lies in the fact that they have been given to many other children and that there are results available by which one child may be compared with another of any particular age or school grade. We shall not discuss further this class of tests in this article.

The second class of tests is commonly known as mental or intelligence tests. These are designed to measure the child's *power to learn* as distinguished from what he *has learned*.

The main controversy now going on comes largely from such questions as: Do these tests measure native endowment or do they measure learning? Do they measure general intelligence or only one phase of intelligence? Should a person be said to have low intelligence when he cannot do the ordinary school work required in upper grades or in high school, but who goes out into industrial or commercial life and succeeds in

making a living in competition with his fellows? Should any person be characterized as having superior or inferior intelligence as a result of his performance in the so-called intelligence tests?

The recent articles by Bagley, Terman, Lippman and others, while strongly controversial, nevertheless all point in one direction—namely, that the tests have some use. One person would not label them "intelligence tests" but would call them "classification tests." Another sees a danger to our ideals of democracy through a development of castes or classes formed on the basis of mental tests.

While the average classroom teacher should be and is interested in the definition of intelligence, while she would like to know whether these tests measure original endowment, skill in learning particular branches, or acquired powers, she is much more interested in knowing just what she may safely attempt to do and what she should not attempt to do with these mental tests. She wants something that will help her understand better the nature and ability or present condition of each child whom she teaches and something that will enable her to know better how to teach him. She has a feeling that these tests will help her. Every writer on the subject admits that the tests have a practical use if properly handled and interpreted. It should be the object, therefore, of the large majority of teachers to advance as far as they may with safety and with profit in the use of tests and to watch the progress of scientific experimentation in order to know when they may make further advancement with safety.

There are two types of intelligence tests in common use in the schools: (1) the individual test, (2) the group test. The individual test is given by an examiner to only one child at a time. It consists of a series of questions or problems which have been arranged in order of difficulty or which have been assigned certain values as determined by experiment. These problems are designed to explore a number of functions or processes of the mind, such as reasoning, thinking, comparing, judging. Standards or norms have been established for these

tests so that any performance or success may be compared with that which is average or characteristic of a particular age. For example, if a child earns a score that is the norm for seven-year-old children, his mental behavior, so far as these problems are concerned, is comparable to that of a seven-year-old child. If the child is five years old his performance is two years above that normal to his age. If he is ten years old, his performance is three years below that which is average for his age. Thus the test furnishes a means of comparing the performance of a child with that which is standard for his age.

The group mental test is designed for exactly the same purpose as the individual mental test except that it may be given to a group of ten, fifty, or even a hundred people at once, each person designating his answers in a booklet which can later be graded or scored just as any other examination paper is scored. The main advantage of the group test is that it can be given to a large number of children in a short time and at a total cost far less than is necessary for individual testing. It has a disadvantage in that the result for any particular child is less reliable than the result of an individual test. This disadvantage may be met, at least partially, by giving two or more group tests at different times during the year and comparing the results. It is highly desirable to have a cumulative record for each school child showing the result of a group mental test for each year from third grade up.

Every classroom teacher and every school administrator should be thoroughly interested in the movement of tests and measurements, and each should study to know how to use tests in order to make better classification and better instruction possible to those children entrusted to his care. No teacher doubts that children differ in their ability to learn. Mental tests of school children differentiate those children who can do well from those who cannot do well in the ordinary classroom work of the elementary school or the high school. The test furnishes trustworthy evidence to supplement the teacher's judgment and makes possible a more accurate assignment to each child of tasks proportioned to his ability. The teacher, then, should not be alarmed over the controversy about tests. Upon analysis the contention will usually be found to center about the use of technical terms or about radical claims with reference to what can or cannot be done with tests.

The Pacific Northwest

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VIEWED from various angles, the history of the Pacific Northwest, or "Old Oregon Country," is of peculiar and vital interest to all the citizens of the United States. In the first place its history is purely American and lies wholly within the annals of the Republic. It is true that there was a prior swirling of such nations as Spain, Russia, Great Britain, and France impelled by the fervor of exploration and especially by profits from the fur trade; but in the vast Old Oregon Country there was not planted a single permanent home of white man before the establishment of government under the American Constitution.

Another view leads to the pleasant contemplation that the Northwestern boundaries were all established by diplomatic negotiation and peaceful arbitration. Aside from a few battles with Indians, the vast region has not known the tread of hostile soldiers' feet or the noise of any hostile gun. Strife was approached during the "Fifty-four, Forty or Fight!" agitation, but that was peacefully adjusted by the treaty of 1846. In fact, American sovereignty between the forty-second and forty-ninth parallels of latitude and from the Rocky Mountains to the sea was established on the three historic fundamentals of discovery, exploration, and occupation. It is the only region of our country which has known but one emblem of sovereignty—the Stars and Stripes.

The western portions of Montana and Wyoming, as well as the whole areas of the present States of Oregon, Washington, and Idaho, were parts of Old Oregon. The development reached by these States since the planting of the first American settlement, Astoria, 1811, has been rapid. The evolution from the days of the fur trade through the missionary era and the six years of provisional government has left historic sites comparable in interest to those of older regions. Many of these have been appropriately marked that travelers may know that they are traversing ground where pioneers struggled in a wilderness. Here and there, the diligent traveler may find his interest enhanced by meeting an aged survivor of those pioneers and by hearing firsthand something of the dramatic story of the Pacific Northwest. Attractive books, folders, and pictures are appearing in increasing numbers to supplement the fruit of their own cameras and observations.

British Columbia is so easily reached by improved highways, railroads, and wonderfully equipped steamships that many tourists leave with the feeling that the Pacific Northwest stretches from California to Alaska.

The Cascade Range is the most dominant physiographic feature of the Pacific Northwest. It is about forty miles wide and is pierced by two great rivers—the Columbia and the Fraser. The gorges, cliffs, pinnacles, and waterfalls

resulting from such huge river sculpturing are loved and admired by the oldest settlers as much as by the most recent visitor. Evidence of the pioneer love of these natural beauties is seen in Oregon's construction of the Columbia River Highway, which would reflect credit upon the enterprising people of any Commonwealth in America.

The Northern Pacific, the Great Northern, and the Chicago, Milwaukee & St. Paul railway companies have constructed tunnels through the Cascade Range in the State of Washington. The Range is also traversed by an improved highway over Snoqualmie Pass. Every traveler on first crossing that Range is surprised and charmed. The western slopes show most clearly the age-old effects of the Pacific's moisture-laden clouds. The fertile alluvial valleys at the base are, of course, occupied by orchards, farms, and dairies. The roads soon begin to climb through forests of coniferous trees so large and so closely set that the phrase "tropical jungle" is often used in description. On reaching the eastern slopes the forests begin to thin. Sage-brush hills merge upon rolling prairies now prosperously glowing under the magic of irrigation.

West of the Cascade Range, and roughly parallel to it, is the Coast Range, known in Washington as the Olympic Mountains. They are rugged masses thickly clothed with firs, hemlocks, cedars, spruces, and pines. The highest peaks, as in the Cascade Range, are covered with snow and glaciers.

Between these mountain ranges lie the most populous portions of the Pacific Northwest. In Oregon the space is known as the Willamette Valley. There is to be found Salem, the capital,



SEATTLE, the metropolis of the Pacific Northwest, has grown from a city of 80,000 in 1900 to 315,000 in 1920. It is a trade center for a vast Oriental commerce in oils, rubber, silk, tea, hemp, and other products.



ON A CLEAR DAY, Mount Hood in all its snowy beauty may be seen by the natives of Portland across the valley of the Willamette. Photo copyright by R. I. Gifford, Portland.

and Portland, the metropolis of the State, as well as Eugene, Corvallis, Forest Grove, Oregon City, and other cities and towns. The same relative area in Washington embraces a series of valleys sometimes referred to as the Basin of Puget Sound. The many towns and cities include Olympia, the capital, Seattle—the metropolis—Tacoma, Everett, Bellingham, Centralia, Chehalis, and Kelos. All of these cities and their neighboring towns have seized upon the twentieth-century spirit of hospitality by providing parks for motor-tourists.

The growth of so many thriving towns and cities between mountain ranges and on the edges of forests gives rise to the instant and correct surmise that the main dependence for their prosperity has been found in timber products. Professor Franklin H. Giddings, of Columbia University, calls the timber workers, the miners, the cattlemen, and sailors—all of them—forceful types of character. They are all at work in this Oregon Country and this makes the Pacific Northwest an integral part of the Dynamic West, or as Emerson put it, "the nervous rocky West."

The mention of sailors recalls the fact that the ocean front, with its capacious harbors, gives contact to the Pacific which Seward declared was to become the theater of the world's great future. Fishing and commerce have lured strong men and courageous women in all times

and to all the seven seas of the earth. The entire scope of this activity of man may here be seen from the Indian trolling for salmon in his dug-out canoe to the palatial steamship freshly arrived from Europe or the Orient. Other ports may vie with these in the cosmopolitan character of men and merchandise, but not one of them can excel these in the spectacular surrounding of the fisheries. Improved highways lead to the edges of the fishing waters and to the great canneries.

Colorado has by far the greatest number of lofty mountains within the United States. However, the general level of Colorado is so high that the mountains seem less impressive than do those of the Pacific Northwest where most of the great peaks seem to rise from lands raised but slightly from the datum of the tides. Nor are the clouds which swirl the peaks of Colorado so laden with moisture as are those which spend themselves on the peaks farther west. The vital result of this condition is seen in the statistics of available water power. The Chief Engineer of the Forest Service, United States Department of Agriculture, has prepared a map showing a total of 54,000,000 horse power in the water resources of the United States. This map shows that Colorado has only 3.2 per cent of the total available power, whereas Idaho has 9.4 per cent; Oregon, 12.3 per cent, and Washington, 16 per cent. In other words, the Pacific Northwest has more than thirty-seven per cent of the entire available water-power resources of the United States. Increasing use of this natural wealth is being made and visitors will find that the City of Tacoma is establishing a new world-record for the number of homes in which electricity from water power is depended upon wholly for cooking, heating, and lighting.

East of the Cascades, water is also used for its power and again for irrigation. The transformation wrought by irrigation can only be fully appreciated by those who witnessed it. The beautiful and prosperous cities of Yakima,



TONS OF SALMON are piled on the floor of this Puget Sound cannery. Fishing is the principal industry of the Pacific Northwest.

Ellensburg, Wenatchee, and Cashmere and others are thriving on the harvests made possible by irrigation on soil that previously supported little else than rabbits and coyotes.

Walla Walla deserves its name of "Garden City," in its fertile and well-watered valley. Spokane is proud of being the "Metropolis of the Inland Empire." Mining has added much to her other sources of wealth, such as flour, timber, and fruit. Architecturally, Spokane is one of the most attractive cities in the Pacific Northwest.

Idaho is rich in mines and forests. Boise, the capital city, and Moscow, home of the State's University, are worth visits from any travelers who are fortunate enough to visit that part of the Northwest.

In addition to the mountains, rivers, and forests, the Northwest has many lakes of great beauty. The most wonderful of these, Crater Lake, in Oregon, was noticed in a previous article on the National Parks. In Washington the most attractive body of fresh water is Lake Chelan. It is about forty-eight miles long, with an average width of one mile. It extends westward from an irrigated plain to the heart of snowy mountains. It seems like a great gash in the mountain range. The elevation of the surface of the lake is 1079 feet above sea level. The maximum depth of water is 1500 feet. The gash has therefore gone to a depth below sea level. Besides the wonderful scenery surrounding this lake, there is great sport in fishing.



FROM THE SUMMER of dainty blossoms, across the forest area of pines and hemlocks to the wintry fields of majestic Mt. Rainier, 14,408 feet above the level of the sea. Photo copyright by Asahel Curtis Photo Co., Seattle.

The citizens, old settlers, and young folks of British Columbia, Washington, Idaho, and Oregon have long since learned how to enjoy the beauties and pleasures from these manifold gifts of generous nature. The speeding motorist may, of course, see some of them, but he would forever after be grateful if he could be persuaded to park his car and, with blankets, grub, and a camera, climb a mountain trail to greet a sunset and dawn from some far-western peak or spend a quiet day in angling.



LONG LAKE DAM, the second highest spillway in the world, is here shown in Spokane River. Photo copyright by Asahel Curtis Photo Co., Seattle.

THE WAY TO PEACE—More poison gas than others have will only destroy other nation's children. It will not save our own. No nation arms alone. Increased national preparedness only means increased world preparedness and increased world preparedness ultimately means war.

League of Nations or Association of Nations, call it what you will, world-wide reduction of armaments to police status, and world-wide education, not for war but for peace—here alone can peace, peace based upon justice, be found.

The Executive Board of the National Council, at its last meeting, recommended to its affiliated organizations that they support "The League of Nations or an Association of Nations."

Urge the members of your organizations from now on, through their own political parties, to work for progressive world organization. Let the two great political parties compete for our votes on the strength of the constructive measures that they have to propose for world peace. No other issue matters for the next ten years.

Sentiment will not end war. Preparedness will only increase war's destructiveness. Progressive world organization with world-wide reduction of armaments to police status and world-wide education for peace will end war, and there is no other way.—Bulletin of the National Council for Prevention of War.

Coöperative Research in Western Colorado¹

THE PLAN of coöperative research developed in Western Colorado is carried forward by a number of schools of this section of the State in coöperation with the Colorado State Normal School. Participation in the program is, of course, voluntary. To understand the relation of the Colorado State Normal School to this territory, it is necessary to take into account the geography of the State. Colorado is a large State cut up more or less by mountain ranges. The Colorado State Normal School is located on the western slope of the continental divide. The population of this region is somewhat scattered; there is no city of more than ten thousand inhabitants. The Normal School is the only institution of higher learning to be found within this area. It is an institution of collegiate rank, granting the standard degrees, including the master of arts in education.

The present plan of coöperative research has developed upon foundations laid by Dr. Frank L. Clapp, formerly of the University of Colorado, now of the University of Wisconsin. The scientific study of education was further stimulated by Mr. O. B. Staples during his term as superintendent of the extension service carried on jointly by the State University, the State Teachers College, and the State Normal School. Dr. M. F. Beeson, who succeeded Mr. Staples in this work, has ably assisted the whole movement by his counsel and instruction as well as indirectly by his thoroughly scientific attitude toward education. The entire list who have actually furthered the work includes men like Superintendents Tope, of Grand Junction, Melcher, of Montrose, and Foster, of Delta.

The early work included instruction in the technique of mental and educational tests, the coöperative use of certain standard tests, and the development of a scientific attitude toward educational problems. Classes in measurement have been conducted in the coöperative extension service to which reference was made above, and in the Colorado State Normal School. In fact, a course in mental and educational measurements has been added to the requirements in the Normal School.

¹ Written for THE JOURNAL by Herschel T. Manuel, director of educational research, Colorado State Normal School, Gunnison, Colorado.

Two years ago a definite organization of the coöperative work was provided by the formation of a so-called research council. This council meets as a section of the Western Division of the Colorado Education Association in its annual session in November. A summer meeting of representatives of the council is held at the Normal School.

The Normal School actively assists in the research program in other ways than the giving of related courses. The professor of experimental education serves also as a director of educational research. A service bureau is maintained through which standard tests are distributed. The results of coöperative testing are sent to the school for comparative tabulation and for the calculation of norms. Reports are then sent out to the several coöperating schools. A series of bulletins carries current announcements and reports.

During the current year the program already adopted includes the use of specified tests in intelligence, in arithmetic, in spelling, and in reading. Age and grade norms are to be found for these tests. One of the most interesting phases of the current work is experimentation with a new method of testing ability in the number combinations. At the annual meeting there will be a discussion of research in problems of the curriculum.

The preparation of persons to engage in research that will yield results of general scientific validity requires much time and effort. The education of teachers to give, score, and report accurately the results of tests—this alone is a tremendous problem complicated enormously by the short tenure of many teachers. There must be close and intelligent supervision. Again, the schools are primarily institutions for education, not for investigation. Usually in the smaller systems, the staff is not large enough to allow anyone within the system much time for problems not immediately practical. A further serious limitation is the lack of funds at the Normal School to do sufficient field work and to carry on all the activities that properly belong to a department of research. So far, we have made two appeals for assistance in certain projects to those who have charge of foundation research funds, and have as many times

been denied. It begins to look as if the oft-quoted phrase has been amended to read, "To him that hath *much* shall be given!"

And yet, notwithstanding our handicaps, considerable progress has been made. The Fruita Survey, while not a project of the Research Council, is an expression of the spirit of coöperation which characterizes our relationships. The Gunnison Primary Test has been extensively "tried out" by our coöperating schools; grade norms have been found; and material has been collected from which to infer its reliability as well as to prepare age norms. Western Colorado grade norms and distributions have been found, and results of tests have been circulated for comparative purposes.

The most important result of the work is the progressive and scientific spirit in education which is being developed. Observers, who are not residents, comment freely and favorably upon the scientific attitude of our schoolmen. This achievement alone, if we had accomplished nothing more and had no hopes for the future, would justify the work. To keep teachers alive, to help them in the use of scientific instruments, and to give them the spirit of research in meeting their own daily problems—no mean objectives in themselves—will do much for the profession.



THE most expensive economy any community can indulge in—of the million children in the public schools in New York City over 350,000 are of part time and makeshift double session programs and over 600,000 are in over-size classes. This cartoon is copyrighted by the New York Tribune, Incorporated, and used by their permission.

The Helping Teacher at Work

RACHEL ANNE FULLER

Helping Teacher, Morris County, New Jersey

THE BIGGEST thing one can do is to stimulate, encourage, develop, and direct right attitudes and habits. The community must be led to look upon its school as a living, growing organization. It must be taught to see the school as the seedbed of its own citizenry. The teacher needs the same insight into the real meaning of her school. She must be shown the necessity of keeping every child educationally occupied. She must learn that to teach each child to use his abilities to the utmost is to make him an able independent citizen. The child must be guarded and guided and shown his inheritance—taught to be ready to be set free in that inheritance.

The helping teacher, whose job it is to supervise the growth and direction of all these things, plans as wisely as she can. She lays out her work as carefully and as farsightedly as her experience will let her, and when circumstances upset her program, cheerfully sets the program aside. She adapts herself to the needs of the moment and goes at the obstructing problem until the path of progress is once more open.

You can, perhaps, get a clearer picture if you follow a helping teacher through the maze of a day or two. At 8:15 A. M. she goes to the courthouse for messages delivered the day before. Here she finds a corrected monthly report, a request for the address and name of the State treasurer of the P. T. A., a smudgy, lead-pencil-addressed letter that looks like a delay. It is:

Dear Mis —: Please let Peter have working papers. He wants working papers. His father is all crippled up with rheumatism. Mr. Lee will give him a job well-digging. Yours Truly Mrs. — — —.

With frowning intentness she runs over the day's trip:

1. Millton (22 miles away) by nine-fifteen; see about the toilets, give the fifth-grade tests, help teacher grade them, discuss results, leave by eleven, call on school-board clerk, get from him seat-work material, urge upon him the purchase of spelling books.

2. Crossroads (3 miles beyond Millton) before 1 o'clock, eat luncheon, repeat Millton program, adding an inquiry as to Home-School Association activities, leave at 4 P. M.

3. Office at 5 P. M. Attend to ac-

cumulated correspondence for an hour and a half.

4. Home for bath and dinner at 7 P. M.

5. At 7:30 accompany County Librarian seventeen miles to a newly organized Home-School Association meeting, where each is to give a talk on her own work.

Fine. Good, clear-cut plan; objectives plain; but where squeeze in this extra? With a sigh she reconsiders: Peter lives at Highland; by swift driving she can swing around there during the noon hour, interview the teacher, and plan to save Peter from losing his eighth-grade certificate. (But she has solemnly promised to cease making up time by swift driving, and she has promised to save time for lunch.) Then returning a little early from Crossroads she can pick up Peter as he leaves school, take him home, and talk it over with his mother.

The telephone interrupts her train of thought. "Oh, Miss —, do you think we could get Dr. — to speak at our November meeting?" (Mrs. B —, of F —.) Relief fills the helping teacher's mind as she realizes that here is a matter that is progressing satisfactorily, and she helps plan this important meeting in a strategic situation. Subconsciously she is subtracting the precious minutes from the driving time, thus: Millton at 9:30—must crowd the other end, too—"Well, goodbye, thank you so much."

With a few swift steps she packs the brief-case with test material, a sample language book of suggestive value for a wavering teacher, driving gloves, big package of magazines and pictures for a remote school, and lays them down to answer the telephone. Patiently she answers the query: "What's being done about the Normal Extension classes for teachers?"—on and on for ten minutes of pros and cons, ending, "If that doesn't interfere with your plans—" (ironically she smiles) in a promise to meet the leaders in the county office at 2:30 P. M.

Where's the day's plan? Smashed! Reluctantly she replans: Millton at 9:30, finish as early as possible (proves to be 12:40), omit clerk, omit Crossroads, swing around to Highland, talk with teacher and Peter, go to see mother, then rush back to county seat. Lunch if possible, collect information about the

extension classes, and smiling, unhurried, at ease, meet the committee and discuss the essentials.

The day wears on. It is hard to refrain from "giving her a little more gas." Peter's teacher is sympathetic, anxious: "You know Peter wants to go to high school." Peter's mother wants her boy to have a chance, but three dollars a day is so necessary to the family's comfort. A temporary delay is all she can get, and she starts soberly back turning over in her mind the advantages and disadvantages; the chance Peter has of gaining in citizenship—the real purpose of education—through the one or the other course of action; how best to help him. A glance at her watch and she gives it more gas.

The committee meeting is successful in settling mooted points: the matter of the Normal Extension classes is marching to a conclusion. Neglected desk work next. Oh, for a clerk all her own who would keep that desk clear; write courteous replies to friendly and helpful bookmen; inquire about new publications; order supplies; duplicate tests; chart results; reply to minor inquiries for addresses and information; mimeograph and send out attendance reports, classified lists, suggestions, and the like. A court attendant comes in—"It's half-past six, aren't you working pretty late?" Sure enough there's the evening meeting. One batch of letters is tucked under the "answer—immediately" flap (some of them have already been there a week); another group goes under "requiring investigation." Mentally she asks, "When shall I find time to attend to these? There, I meant to mimeograph the November spelling tests."

At the evening meeting is a fine earnest group, including the most progressive school-board members. They are intelligently questioning present conditions and planning their program. Oh, it is all so worthwhile.

Home at 11:10. Tell garage man to be sure to tighten up transmission bands before 8 A. M. Bed. Blessed oblivion.

Morning. Back over yesterday's route to Crossroads and finish work there leisurely? Take the next school in afternoon? Carry out original plan for the day? Not a bit of it! It's pouring and too many children will be absent to make testing a profitable business. It looks like a good time to go to Union Hill, only eight miles away, and there arrange for the special work to be done with the three eighth-grade repeaters, who, it is hoped, can make high school by January 30.

At the garage the mechanic is still fussing with the speed bands. The tires need air. Put in gas, oil, water. At the office a brief stop. Note on desk: Please call Belleville 578-J (clerk of board, what does *he* want?) Rockton teacher is resigning—no reason. Very well, go *there* this morning, learn the trouble and

adjust if possible; take Union Hill in the afternoon.

Two miles out—puncture.

Once not very long ago a disgruntled parent inquired: "That Miss —, what does she do? Nothing but ride around in a Ford all day."

The Junior-College Movement¹

THE JUNIOR-COLLEGE movement in America is making rapid progress. The second annual meeting of the American Association of Junior Colleges was held this year, February 24 and 25, in Memphis, Tennessee. At the call of Commissioner P. P. Claxton about thirty Junior College officials met in St. Louis June 30 and July 1, 1920, when, after a two days' conference and discussion of the various problems confronting Junior College men, a permanent organization was effected, of which Dr. David MacKenzie, of Detroit Junior College, Detroit, Michigan, was elected president, and Miss Martha MacKenzie Reid, of William Woods College, Fulton, Missouri, was elected secretary.

The first regular meeting was held in Chicago, February 15 and 16, 1921, at which time the different types of Junior Colleges were discussed and a constitution adopted. There were about seventy in attendance. The second annual meeting of the Association was held in Memphis, Tennessee, where about a hundred Junior College representatives and University presidents met and carried out a splendid program. Representatives from all over the country were present at this meeting. Both Leland Stanford and the University of California were represented and the California plan was thoroughly discussed. One of the men at the head of a California Junior College was also present. There were representatives from Minnesota, Wisconsin, Illinois, Michigan, New Jersey, Ohio, and practically all of the Central and Southern States. Memphis gave royal entertainment; the Chamber of Commerce left nothing undone for the pleasure and comfort of the members of the Association during their stay in the city.

An important step in the movement—to unify the interests of this new type

of educational institution in our American system—was taken. Standards were agreed upon, the salient points of which were that an institution must have adequate buildings, laboratories, and a library to do the first two years of college work as thoroughly as it is done in any standard college or university; the teachers must hold a master's degree, or its equivalent, and the income must be sufficient to pay good salaries that will attract and hold the best type of teachers. Two years of college work must be covered, but the curriculum may be so arranged as to provide for courses meeting the local demands in the city or section in which the institution is located.

The municipal Junior College is rapidly developing as it relates to the various activities of the community. It is the opinion of most of the presidents of large universities and leading educators of the country that the advantages of higher education should be brought closer to the people and that the congestion in freshman and sophomore classes in the universities should be relieved. In the standards that the American Association has set there is every evidence that the men and women engaged in this work are fully determined that the Junior College shall be as strong as any, if not the strongest, link in the whole chain of our educational system. The teachers in such institutions have at least three years more of college and university work than have their students.

The general theme of the Memphis meeting was the place of the junior college in our American system of education. That it has a place nearly all are agreed; just where that place is is being determined as rapidly as possible. Psychologically or educationally speaking the junior college is to meet the needs of the emotional period of adolescence, which reaches from sixteen to twenty years of age. Its work, therefore, is to blend with the last two years

of high-school work and fit into the first two years of college work.

At the Memphis meeting President James M. Wood, of Stephens College, Columbia, Missouri, was elected president to succeed G. F. Winfield, and D. S. Campbell, of Conway, Arkansas, was elected secretary-treasurer.

Among the distinguished speakers on the program were: Prof. L. V. Koos, of the University of Minnesota, who, under the direction of the Commonwealth Fund established by Mrs. Harkness, of New York City, is making a two years' travel study of the Junior College in all sections of the country, the result of whose work will be published the latter part of this year, and Dr. George F. Zook, specialist in higher education, of the U. S. Bureau of Education at Washington, who planned the first program and meeting at St. Louis. Dr. Charles H. Judd, of the University of Chicago, and Dr. W. W. Charters, of the Carnegie Institute of Technology, are taking an active interest in the movement and are helping direct its efforts.

There are now nearly 200 junior colleges in America, and many others are being established. Texas leads in the number of her private and State junior colleges—the number being 21. California comes next with 17, most of which are municipal junior colleges. Missouri—with 15—was the first State to adapt definite standards erected and receive recognition from the State University. Texas has the only two standard agricultural and mechanical junior colleges, and a standard military junior college. There is but one municipal junior college as yet in the State, at El Paso. It is expected that the next Legislature will take knowledge of the movement by allowing district junior colleges to be established. There were eleven representatives from Texas at the Memphis meeting, the largest delegation from any State.

THERE is nothing paternalistic or eleemosynary about the public school. It was not designed to dole out educational alms to the needy. Whether the child is rich or poor matters not; whether he wants this education or can use it later in business is not the question. The question is what the Nation needs and can use in its business; and the Nation needs an educated citizen, so peculiarly educated that he will safeguard the rights and liberties of this free people.—Dallas Lore Sharp in *Education in a Democracy*.

¹G. F. Winfield, president, Wesley College, Greenville, Texas, and second president of the American Association of Junior Colleges, in an article printed in the *San Antonio (Texas) Express*, August 13, 1922.

Know America—The Congressional Library¹



THE third largest library in the world and the most artistic is the Library of Congress. Rarely is there a visitor to the Capitol who does not cross the park and go through it once or twice, for should he visit it by day he comes again at night to view it under the magic touch of electricity and is fully repaid for his effort.

We generally think of libraries as a zone of quiet, a place of undisturbed study and thought, but the Library of Congress changes all our preconceived notions. The corridors are daily filled with sightseers and close to the rails of the balconies crowd the visitors, who fascinated watch the readers in the rotunda reading room below, or curiously try to decipher the mottoes and inscriptions on the walls. Indeed, the building is such an architectural marvel, one is prone to forget the three million books it houses and think of it as a palace.

And the Library lacks none of the essential characteristics of a real palace—size, grounds, beauty, elegance. The building occupies three and three fourths of its ten-acre site. Italian Renaissance in style, it cost more than six million dollars, and the site is worth a good half million more. Eight years in building, it was completed in 1897.

It would take much space to tell of all its architectural splendors, and should we try words would fail to reveal the beauty of the marble staircases and columns, the mosaics overhead, the symbolism and quotations which everywhere abound. From the moment the visitor passes through the bronze doors into the Central Stair Hall, the most magnificent entrance hall in the world, until he leaves the building his eyes encounter evidence of the artist's imagination, the sculptor's skill, while the multitudinous names or figures of universal genius constantly remind him of the world's progress in history, drama, music, art, science, and philosophy. The

quotations engraved on the walls and ceilings, the legends under the symbolic paintings, and the architectural embellishments themselves awaken all that is æsthetic in the minds of beholders.

Of special interest to the teaching profession is the North Corridor on the first floor, where in the curves of the vaulting may be read the names of Froebel, Pestalozzi, Rousseau, Comenius, Ascham, Howe, Gallaudet, Mann, Arnold, and Spencer. Above the window two floating figures in white drapery support a scroll bearing the apothegm of Confucius: "Give instruction unto those who cannot procure it for themselves." Through the center of the ceiling are commemorated the great formative influences: Science, the Family, Education, and Art. The entire corridor exemplifies the pleasures and duties of a quiet, rational way of living, for the seven lunette murals of Charles Sprague Pearce typify as elements of civilization the family, religion, labor, study, recreation, and rest. Facing us at the east end of the corridor is



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THE GREAT CENTRAL ROTUNDA—100 feet in diameter and 125 feet high—may best be viewed from the visitor's gallery. The rich color effect is due to the marbles, the darkest of which came from Tennessee, the reds from Numidia, and the yellows from Italy. The stucco ornaments of the dome, in old ivory, feature swans, eagles, and dolphins fancifully intertwined with torches and garlands.



THE NORTH STAIRCASE, a part of the spacious entrance hall, is ornamented with Martiny's miniature marble figures, which represent the various arts and sciences.

The Family, a scene of the olden days. The father has returned from the hunt; the mother holds out the baby to greet him, while the other children and the grandparents look on with fond affection. On the south wall at the right is one painting only, *Rest*, two figures, with waterjugs, reclining by an inviting pool. On the opposite wall are four pictures: *Religion*, a man and woman kneeling before a stone altar from which ascends the smoke of their sacrifice; *Labor*, represented by two farmers clearing the land; *Study*, two girlish figures with books and compass; and *Recreation*, two maidens playing a pipe and tambourine.

All libraries are designed to be of service to the community; the Library of Congress is more than that, it is of service to the Nation. It is not a circulating library in the correct sense of the word, although books are loaned to individuals when permission is obtained from the librarian through Congressional influence. Much of the reference work is done in the great central rotunda reading room, which is open from nine A. M. to ten P. M. every week day. Though primarily planned for the use of Congress and Government departments the library serves a great number of students and writers who find what they want in this storehouse of written and printed knowledge. Senate and House members use thousands of

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

SALARY SCHEDULES—Cleveland, Ohio

Population 796,841—Effective, September, 1922

Classification of teachers	Groups		First year	Second year	Third year	Additional annual increments		Maximum salary	Super-maximum salary
						Number	Amount		
Elementary	Teachers		\$1,200	\$1,320	\$1,440	8	\$120	\$2,400	\$2,880
High schools	Junior		1,350	1,485	1,620	8	135	2,700	3,240
	Senior		1,500	1,650	1,800	10	150	3,300	3,600
Principals	Elementary	10 to 19 teachers	2,400	2,520	2,640	2	120	2,880	3,360
		20 to 29 teachers	2,535	2,770	2,905	1 1	135 35	3,075	3,615
		30 to 39 teachers	2,670	2,805	2,940	2	135	3,210	3,750
		40 to 49 teachers	2,820	2,970	3,120	2	150	3,420	4,020
		Over 50 teachers	2,970	3,120	3,270	2	150	3,570	4,170
	Junior high	Under 1,000 pupils	3,150	3,285	3,420	2	135	3,690	4,230
		Over 1,000 pupils	3,300	3,450	3,600	2	150	3,900	4,500
	Senior high	Under 1,000 pupils	3,200	3,400	3,600	2	200	4,000	4,800
		1,000 to 1,999 pupils	3,400	3,600	3,800	2	200	4,200	5,000
		Over 2,000 pupils	3,600	3,800	4,000	2	200	4,400	5,200
	Assistant supervisors			2,500	2,635	2,770	2	135	3,040	3,580
Supervisors			3,000	3,150	3,300	2	150	3,600	4,200

* The supermaximum salary may be reached by further study as follows: \$120 additional for elementary teachers and elementary principals in charge of 10 to 19 teachers, for each $\frac{1}{2}$ year of study beyond standard requirements; \$135 additional for junior high teachers, elementary principals in charge of 20 to 39 teachers, junior high principals in charge of less than 1,000 pupils and assistant supervisors; \$150 additional for senior high teachers, elementary principals in charge of 40 teachers or over, junior high principals in charge of 1,000 pupils or over and supervisors; \$200 additional for senior high principals.

books a year. Whenever a request is received from a Congressman's secretary by telephone the books are taken by an electric carrier through an underground tunnel to the Capitol.

The Division of Periodicals received during the fiscal year 1921-22, 7481 current periodicals and 772 newspapers, 652 of which were published in the United States. In its files—centuries old—it preserves more than three hundred American newspapers and leading magazines.

We have spoken of the service the Library of Congress renders the Nation. Its influence is felt by thousands who have never entered its doors. Through a special interlibrary exchange system a resident of Oregon may examine a particular book, manuscript, or print from the Library of Congress in his own home town library. There are thousands of yearly inquiries regarding book data, and if the possibilities of this interlibrary service were fully known, these inquiries would be greatly increased. Numerous smaller libraries use the classification system adopted in the Congressional Library. It serves

some three thousand libraries throughout the country with printed catalog cards, thereby saving them about half a million dollars a year. Five linotype machines are kept going constantly at the Government Printing Office in printing these library cards.

Another public service of the library is the Copyright Office, organized in 1897, which has entire charge of the issuing of copyrights in the United States. By law two copies of every book published in America must be sent here. The gross receipts during the last fiscal year of over \$145,000 indicate the amount of business done. In the last ten years more than a million copyrights were issued.

The excellent organization of the Library is indicated in its principal divisions: the mail and delivery division; the order division, which attends to the purchase of books and materials; the catalog division, which classifies more than 100,000 accessions yearly and which has been at work since 1899 on the reclassification of the entire collection; the card distribution section; the bibliography division; the periodicals

division; the documents division, the manuscripts division; and the maps and charts division.

Besides these divisions the Library contains the largest collection of music in the world; the print division has a collection of nearly half a million photographs and engravings. Other famous collections include the John Boyd Thatcher Incunabula—books printed before 1500 A. D.—and the Yudin collection of Russian books.

Any national repository of books, manuscripts, and prints covers an exceptionally wide range of subjects. A circulating library has few books of unusual interest, but the Library of Congress has many books that possess unique interest. These are to be found on the second floor. Here may be seen what is said to be the largest book in the world, a Chinese dictionary, presented to the United States by China after President Roosevelt had remitted the Boxer Indemnity. In contrast to this huge volume is a microscopic paper-bound edition of the Rubaiyat, that contains only 48 pages of thin Japan paper. It is about a third of an inch square and can be easily read with a microscope.

However interesting these rare books and manuscripts may be the fame of the Library of Congress will depend on its comprehensive collection of books valuable for research, a collection responsive to the needs of scholars. Present funds would not go far in the purchase of originals, but by obtaining transcripts of documents, copies of maps, scores, and the like, the Library is enabled to procure a great mass of material.

In time, whatever additions cannot be procured with public moneys will be made possible by private gifts, for Americans are coming to regard the Library of Congress—as Englishmen have long regarded the British Museum—as a fitting and permanent memorial of their generosity and as an opportunity for National service.

THIS is an age of intense specialization. Every field of human knowledge is so vast that the workers therein are driven, in their endeavor to see things as they really are, further and further into the details of their subject. They then easily forget the profound truth enunciated by Buckle that the science of any subject is not at its center but at its periphery where it impinges upon all other sciences.—From *The Economic Basis of Politics* by Charles A. Beard.

The State Board of Education

THOMAS C. McCracken

*Dean of College of Education, Ohio University
Athens, Ohio*

THE EXTREMELY LIMITED SCRUTINY exercised by the States has resulted in the establishment of various systems of education within the States. "Little progress has yet been made in determining how to organize, how to supervise, and how to conduct a State system of schools which shall minister at once to the general education of the whole people and to the training of communities and of individuals for particular vocation."¹ This statement, although made more than a decade ago, is still largely true. One of the greatest problems of any State wherein democracy rules is the proper administration of its educational interests. A system of education that will bring adequate and appropriate educational opportunities to the members of the democracy must be established in order to preserve the ideals of an enlightened democratic people. This is universally acknowledged.

Education in the United States has been the concern of local communities and of the States not only since the inception of the Federal Government, but before that time in the Colonies. The State, so far as the Federal Government is concerned, has the determining voice in the control of education within its bounds. In the performance of this duty, legislatures have passed many laws for the establishment and maintenance of school systems. These laws have related to the work of all types of schools from the kindergarten through the higher technical school and the university; from the most strictly vocational to the most purely liberal; and from the full-time to the part-time schools. These laws have related in the main to the control of school activities for the normal child, but provision has also been made for the abnormal child.

Since the State through its legislature has recognized its duty regarding education, one may assume that it must educate its children and even its adults when by doing so it makes them better citizens. This responsibility has been accepted to a greater or less degree by all the States in the Union and by all thinking men

and women of the democracy. One may assume also that if the State is to perform this duty efficiently it must create and control the agency through which this is to be accomplished and not depend altogether upon the initiative and activity of the local community to attain the desired results. This direction on the part of the State should mean the formation of wise State-wide policies, the maintenance of a high standard of educational efficiency, and at the same time, the encouragement of local units in their efforts for educational betterment.

It is essential to the welfare of the States that all communities be stimulated and encouraged to offer suitable and adequate educational opportunities for the training of youth; it is advisable to use State funds, wisely distributed, for the equalization of the burden of expense necessary to educate the masses for citizenship in a democracy; it is necessary to make the educational system of each State the basis of enduring manhood and womanhood, the strong bulwark of the Nation, a strong substitute for the weaker defense of arms. A spirit of cooperation and helpfulness must exist between the State with its expansive outlook and complex interests, and the local community with its simpler needs and purer democracy, before high and comparable standards of educational efficiency can be set up and maintained. Before all this can be done, however, the State must place the responsibility of accomplishing it upon some educational body whose business it is to see that the mental and physical welfare of the State's children is conserved and cared for.

The status of educational control in States at the present time is the result of transition during the decades since the creation of the office of the State superintendent of public instruction in New York in 1812. States have for the most part created the office of State superintendent of public instruction and later the State board of education. The transition has been very definitely from the State superintendent to the State board. The State superintendent is still retained in the latter plan but works as the executive officer of the board. This

places the board at the head of the department of education in the State. The State superintendent in such a case works strictly as a professional expert executive and not as a political tool of any party.

But why should the State board of education, working through its executive officer (a State commissioner of education or a State superintendent of public instruction) who is not a member of the board, be the agency through which the State controls its educational activities? We must contrast with this plan that of a State superintendent of public instruction working alone or with a board of which he is a controlling member, both the superintendent and the board having rights in their own names through enactment of law, a common condition though a very reprehensible one. The following reasons may be given to show why the State Board should handle educational matters:

(a) The board as a group of competent individuals with its professional executive officer can care for legislative functions, direct expert executives, and act in a judicial capacity better than a single individual.

(b) The board brings lay or lay and professional counsel to its professional expert executive.

(c) The board can be kept out of politics more easily than a single officer, in this case the State superintendent of public instruction.

(d) A board with its professional executive brings both lay and professional opinion to the legislature when it is necessary to enact educational legislation.

(e) Education is a matter for the whole State and a board is more likely to safeguard the interests of all and to represent the whole people than a single educational officer.

The trend in educational administration has been definitely toward the establishment of State boards of education as the agencies for the direction of the State educational activities. All of the States have boards of education of some sort. No uniform plan of organization has been adopted. Nevertheless all States are working toward a common end, that of putting State government upon a better basis in the interests of the people.

There ought, therefore, to be a State board of education which shall be responsible to its constituency for the determination of broad educational policies. The board's chief duty is to

¹ Carnegie Foundation for the Advancement of Teaching. Sixth Annual Report 1911, p. 121.

organize and maintain a school system capable of caring for the educable human material in the State. It must evolve a system capable of educating cultivated and efficient citizens. Its policies should be determined by social and economic studies of the various communities and should point out the educational means through which the need of communities can be satisfied.

Although all States have boards of education of some sort the types of boards are varied and have quite different functions to perform. Forty-one States have boards with general functions, that is, functions relating at least to the elementary schools and in some instances to secondary and higher schools. The remaining seven States have boards of education with special functions relating only to some special phase of educational activity. The table printed herewith gives the composition of the boards in the forty-one States:

An examination of the table reveals the fact that nine boards are composed entirely of *ex-officio* members. They have the most out-of-date inefficient type of board. They are Colorado, Florida, Kentucky, Mississippi, Missouri, Nevada, North Carolina, Oregon, and Texas. None of these States are known as leaders in education. What has been accomplished educationally in these States has resulted in spite of a bad type of organization. *Ex-officio* boards often change entirely with the fortunes of a political party, thus bringing in a wholly inexperienced board which can work with only meagre efficiency and which may overthrow completely any well-defined educational policies that may be in operation. No efficient board of control in charge of a business corporation would be so constituted. Organization that is bad in the commercial and industrial worlds is bad in education.

In the place of the archaic form of organization for the administration of education now existing in these nine States and of other forms of administration almost as archaic and inefficient in other States, there should be substituted a plan more nearly in keeping with modern educational practice. The trend is very distinctly toward the administration of education in the State by the State board of education, which in turn shall select as its executive officer one who is an expert in professional education, capable of large educational policies, who shall work unhampered by political affiliations. Consensus of opinion in several carefully made research

Composition of State Boards of Education

State	Ex-officio		Appointed			Elected			Total members	Term in years	Method of selection
	Lay	Professor	Lay	Professor	Unspecified	Lay	Professor	Unspecified			
Alabama.....	1	1			6				8	12	Governor
Arizona.....	1	4		3					8	2	Governor
Arkansas.....		1			7				8	7	Governor
California.....			7						7	4	Governor
Colorado.....	2	1							3		
Connecticut.....	2				9				11	6	Governor
Delaware.....					4				4	5	Governor
Florida.....	4	1							5		
Georgia.....	1	1		3	1				6	4	Governor
Idaho.....		1			5				6	5	Governor
Indiana.....		7	3	3					13	4	Governor
Kansas.....		6		3					9	2	Governor
Kentucky.....	2	1							3		
Louisiana.....		1		3				8	11	4-8	Governor-People
Maryland.....					7				7	7	Governor
Massachusetts.....				1	5				6	3	Governor
Michigan.....		1						3	4	6	People
Minnesota.....					5				5	5	Governor
Mississippi.....	2	1							3		
Missouri.....	3	1							4		
Montana.....	2	1			8				11	4	Governor
Nevada.....	1	2							3		
New Hampshire.....	1		5						6	5	Governor
New Jersey.....					8				8	8	Governor
New Mexico.....	1	1		3	2				7	4	Governor
New York.....								12	12	12	Legislature
North Carolina.....	6	1							7		
North Dakota.....	1	1			3				5	6	Governor
Oklahoma.....		1		2	4				7	6	Governor
Oregon.....	2	1							3		
Pennsylvania.....		1			11				12	6	Governor
Rhode Island.....	2							6	8	6	Legislature
South Carolina.....	1	1			7				9	4	Governor
Tennessee.....	2				9				11	6	Governor
Texas.....	3								3		
Utah.....		3			6				9	6	Governor
Vermont.....					5				5	5	Governor
Virginia.....	2	1				5			8	2-4	Senate-Board
Washington.....		3		3		1			7	2	Governor-Principals
West Virginia.....		1			6				7	6	Governor
Wyoming.....		1		2	4				7	6	State Superintendent
Totals.....	42	46	15	26	122	0	6	29	286		

Total ex-officio, 88; appointed, 163; elected, 36; grand total, 286.

*Members are all *ex-officio*. The length of term and method of selection are the same as in their other offices.

studies indicates that such a board should

(a) Be composed of from five to nine members, preferably seven. This point of view is accepted because such a board can work as a unit without the usual "log-rolling" standing committees. Eighteen studies of State boards of education, all made within the past seven years, recommend from five to eleven members. Only one recommends a board of eleven; eight recommend seven members; four do not give a specific number.

(b) Be composed of such a number of members that with one retiring each year, a continuity of policy could be maintained that would mean growth and progress in the work of the board. The length of term in such a case might well be the same in years as the number of

members on the board. Seven members, one to take his place each year for a term of seven years, would bring continuity of policy. Such a revolving board is recommended in all of the eighteen studies mentioned above.

(c) Be composed of men and women of large ability selected for their interest in education and human welfare who would be willing to serve for the good they could do and not for pay. Necessary expenses should be paid by the State and possibly a *per diem* of from five to ten dollars a day for not to exceed twenty days in a year. At present there are but two States which pay a salary to the members of their State boards of education—West Virginia \$1000 a year and North Dakota \$3000. Others pay honorariums and *per diems* but these cannot be called salaries.

(d) Be composed of lay and professional men and women, a majority of whom shall be lay members. Such members would bring counsel and assistance to the cause of education from walks of life other than that of the teacher. The "professional" member or members should be in active educational service in the State.

(e) Be appointed by the governor. Such appointments should be made regardless of party affiliation and in the interests of the education of the youth of the State. Of the eighteen studies mentioned above, fourteen recommend appointment by the governor; four give choice between appointment by the governor and election either by the people or by the legislature.

Such a board ought to prove an efficient agent of the State for the management of its educational activities. It has been tried in enough States to prove its value. That other States will use such a plan of organization is easily evident as shown by the trend of the times. Present constitutional provisions, that are difficult to change, hinder rapid progress toward an acknowledged ideal in educational administration. Most State constitutions were made at a time when little had been done in the administration of education by those who were professionally prepared for the task. The present times demand a revision of plans formulated a half century ago; demand that the education of the children of the State be administered in the light of the remarkable growth of those five decades.

The State should assign to its properly constituted board of education functions in keeping with the purpose for which it was created. One of its most important functions should be the selection of the executive officer, known as the State superintendent of public instruction or as the State commissioner of education. Consensus of opinion among

SALARY SCHEDULES—Milwaukee, Wisconsin

Population 457,147—Effective, September, 1922

Classification of teachers	Groups	First year	Second year	Third year	Fourth year	Additional annual increments		Maximum salary
						Number	Amount	
Elementary	Teachers ¹	\$1,200	\$1,300	\$1,400	\$1,500	9	\$100	\$2,400
High school	Instructors	2,700	2,800	2,900	3,000	6	100	3,600
	Class A—department heads	1,600	1,700	1,800	1,900	7	100	2,600
Vice-principals	Elementary ²	1,300	1,400	1,500	1,600	9	100	2,500
	High school	3,700	3,800	3,900	.....	.....	.....	3,900
Principals	A—less than 8 rooms	2,600	2,700	2,800	2,900	.....	.....	2,900
	B—8 to 13 rooms inclusive	3,100	3,200	3,300	3,400	.....	.....	3,400
	C—14 to 17 rooms inclusive	3,600	3,700	3,800	3,900	.....	.....	3,900
	D—18 rooms or over	4,100	4,200	4,300	4,400	.....	.....	4,400
	High school ¹	4,520	4,640	4,760	4,880	1	120	5,000

Note.—Girls' trade schools—teachers' salaries start at \$1,200 and \$1,600 with annual increments of \$100, the maximum being \$2,400 and \$2,800. Principals receive \$4,100 the first year with annual increments of \$100, the maximum being \$4,400.

¹ Elementary teachers include regular grade teachers, kindergarten directors and assistants, teachers of domestic science and all manual training shop teachers in the grades, teachers in junior high schools and departmental grammar schools and attendance officers.

² The office of vice-principal, which shall exist only in schools of 12 rooms or more, shall entitle its incumbent to \$100 above the teachers schedule.

educators approves this method of choice. The eighteen studies, previously mentioned, without a dissenting vote recommend this method of selection of the State superintendent. They all agree that he should be chosen from among the best candidates from the country at large, the salary and term of office to be determined by the board. Other functions assigned to the board need not be mentioned here. They should be results of legislative action taken from time to time as growth and expansion seem to demand.

Former United States Commissioner of Education, Honorable P. P. Claxton, has urged that "Educational administration has in principle, and should have in practice, no direct relation to partisan politics as we know partisan politics in this country. The public-school system of any State is its greatest coöperative enterprise, supported by all the people in proportion to their ability, regardless of the amount of their wealth, and regardless of any political or religious affiliations, in order that all the children of all the people may, regardless of their poverty and all other conditions, have as nearly as possible equal and full opportunity for the education that will

best develop their individuality, and prepare them for life, for making a living, and for the duties and responsibilities of democratic citizenship. From the standpoint of statesmanship and the public welfare, all the people are interested alike in the schools."¹

The plan of administration proposed in this article is in keeping with the ideal set forth by Dr. Claxton. No State can afford to neglect its most important product, its children. No State can afford to allow its chief educational office to be thrown as a sop to any large class of voters no matter how intelligent they may be. No State can afford a better organization for the care of its farms and its live stock than for its children; or a more careful planning for its material interests than for its spiritual interests. We are pleading for youth and a better citizenship when we urge a better type of State organization and administration of education.

WE left Cleveland ready to do our humble part to promote every effort of the National Education Association to secure legislation for a Federal Department of Education.—A. E. Winship in the *Journal of Education*.

TO A DEFICIENT CHILD

BLANCHE CARRIER

Supervisor Week-day Schools of Religion
Dayton, Ohio

I wonder what your mind whispers to you,
Boy with the grown-up body
And the resting mind.
Are your thoughts like little buds
Which the frost touched,
Little white buds in a wide field
That bloomed too soon?

The Journal of the National Education Association

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Secretary, J. W. Crabtree

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

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

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

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"Rising Costs of Education"

IN all discussions of the "rising costs of education," the diminished value of the dollar must be kept constantly in mind. The Research Division of the Association in its first bulletin, published last June, sets forth the essential facts. The increase in the salaries of city teachers has been largely mythical. In a typical large city, for example, the average salary in 1913 was \$1143; in 1922, it was \$1848. This looks on its face to be a substantial increase, but the official report on living-costs published by the Federal Bureau of Labor Statistics tells us that the commodities and services that could be purchased for one dollar in 1913 were valued at \$1.73 in the currency of 1922. The "generous" increase in teachers' salaries in this typical city turns out, then, to be no increase at all, but rather a reduction. Measured by the purchasing power of the dollar the salary of \$1143 in 1913 was replaced by a salary of \$1074 in 1922.

The rural-school teachers seem to have fared a little better, for when we consider all of the teachers of the country we find that the average salary, measured in purchasing power, did show an increase during the nine years in question. It actually rose from \$515 until it perched, in 1922, on the dizzy height of \$587.

In 1900 the American people were spending on the public schools an average of \$2.83 apiece. In 1920, they were spending \$9.89 apiece. The contrast is impressive. One business man, after sadly contemplating the figures, solemnly proclaimed that the schools were spending money "like drunken sailors."

We assume that he knew what he was talking about. In any case, not being ourselves familiar with the habits of drunken sailors, we could scarcely dispute his word. We only know that, in the comparison referred to, the analogy is fairly flattering to the hapless mariners. The dollar of 1900 was worth \$2.94 in the currency of 1920, and the spectacular contrast between \$2.83 and \$9.89 becomes reduced to the very modest difference between \$2.83 and \$3.36. In other words, measured by the purchasing power of the dollar, we were in 1920 paying fifty-three cents apiece more for the support of public-school education than we were in 1900—although our *per-capita* wealth, even when corrected for the reduced value of the dollar, had greatly increased during the same period.

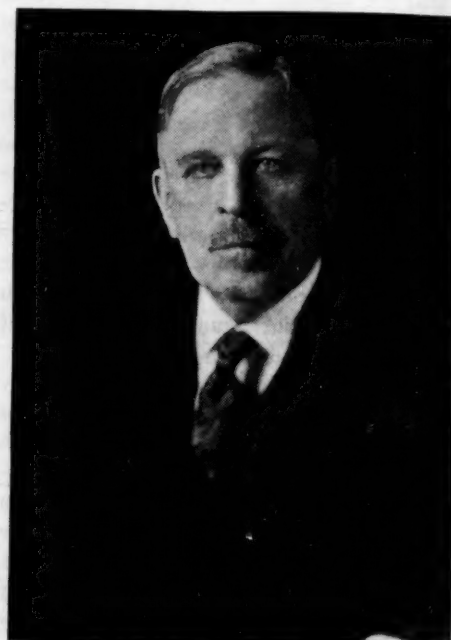
Most people look upon our school system as a necessity; a few consider certain features of it as a luxury; and there are apparently some who jump to the conclusion that it has reached the distinguished eminence of a National extravagance. It takes all kinds of men to make a world.

A Professional Obligation

ON more than one occasion during the past few years State executives, anxious to make a record for economy, have chosen the appropriations for the State normal schools and teachers' colleges as the "safest" items to cut. The reason for this choice is not far to seek. The various schools and colleges of the State universities have back of them powerful and well-organized groups whose interests cannot be invaded with impunity. Agricultural interests will demand that the agricultural colleges be treated with justice if, indeed, not with generosity; manufacturing and transportation interests will stand guard over the engineering schools; commercial organizations will look after the schools of commerce; the lawyers will see to it that the colleges of law do not suffer; the physicians have a stake in the colleges of medicine; and so on through the list. In more than one of our States,

the slightest threat to cut the general university appropriation is the signal for all of these groups to unite. Executives are well aware of this fact, and all too often they "take it out" on the institutions that have the least strength in the way of a highly organized clientele. These institutions are the normal schools and teachers' colleges.

The professional education of teachers will never make the progress that its fundamental significance demands until this situation is changed. Either the teaching profession as a whole must consolidate public opinion for the adequate support of the professional schools for teachers, or these schools will be held to a low grade of work rendered even lower by contrast with more generously supported institutions. If the public-school service is as important as even its most captious critics admit, these professional schools should have precedence among all State institutions for adequate appropriations. The profession may not ask for this precedence, but in the name of the great cause that it serves it must



HUBERT WORK, who recently succeeded Honorable Albert B. Fall as Secretary of the Interior, where he will have under his general direction the activities of the United States Bureau of Education. Mr. Work has served as president of the American Medico-Psychological Association, and as a lieutenant colonel in the Medical Corps of the United States Army. He was First Assistant Postmaster General under Mr. Will Hays and succeeded him as Postmaster General, where he served until recently.

ask and will ask for justice. In no State of the Union today are the normal schools and teachers' colleges receiving their just deserts. In a very real sense, these are *our* schools. To make them adequate to the needs of our service is both a professional privilege and a professional obligation.

The Final Campaign

WITH the opening of the Sixty-eighth Congress next December, one of its first problems will center around President Harding's proposals for a reorganization of the Executive Departments of the Federal Government. The Education Bill will be re-introduced and its close bearing upon the President's program is a sufficient guarantee that it will come at once into the limelight. Teachers everywhere will be questioned about "their" bill. It is their bill—framed by their representatives in strict accord with the convictions that teachers had collectively expressed on innumerable occasions, and since its formulation repeatedly and unanimously indorsed by professional organizations as embodying their judgment of what a National program of education should undertake.

It is of the utmost importance to the success of the measure that teachers everywhere be prepared to speak convincingly on the merits of the Bill. If an interested layman should find a teacher unfamiliar with the measure, he would not stop to consider the fact that there are 700,000 teachers in the country and that some of them may not know what their profession is proposing. The average layman will judge the entire profession by the few teachers with whom he is personally acquainted. These may be untrained; they may be new to the service; they may not be professionally minded—yet to him they represent the entire group.

Now is the time to prepare for our final campaign, and one of the obvious steps of preparation is to see to it that every teacher who has entered the service within the past few years—and there are tens of thousands of such teachers—is well informed as to proposals of the Bill. In the county institutes and the summer sessions of June, July, and August; in the meetings of the State and sectional associations in the fall; through the columns of the local and State educational journals; there will be abundant opportunities for getting this information before the new teachers and

Nevada for the Education Bill

BY unanimous vote, at its recent session, the Nevada legislature urged the passage of the Towner-Sterling Education Bill. Senate Joint Resolution No. 8, which was introduced by Senator Getchell on February 26, 1923, and which was unanimously passed by both the Senate and the Assembly and approved by the governor reads as follows—Resolved by the Senate and the Assembly of Nevada, that we, for ourselves and for the people of the State of Nevada, do heartily endorse the Bill introduced in the National House of Representatives by Congressman Towner on April 11, 1921, being H. R. 7, and by Senator Sterling in the United States Senate on April 27, 1921, as Senate Bill 1252, and commonly known as the Towner-Sterling Education Bill, being a bill to create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

Being deeply conscious that education is the bulwark of freedom and that the proper training and education of our children is of vital importance and not to be compared with the production of food, wealth, or power, but transcends and embraces the activities of all the departments of our National Government now created and existing; be it further

Resolved, That we urge upon our Congressman and Senators representing the people of the State of Nevada at the National Capital to cooperate with Mr. Towner and Mr. Sterling to the fullest extent of their power in securing the enactment of said bill into law; be it further

Resolved, That the Secretary of State be directed to transmit a copy of these resolutions to Honorable William E. Borah, chairman of the Senate Committee on Education; Simon D. Fess, chairman of the House Committee on Education, and to each of the Senators and Congressman representing Nevada in the present Congress.

for inspiring the great body of the profession to the final effort which will bring success.

Within a year, if every one of the 700,000 American teachers does his or her bit, the battle will be won. We have the Right overwhelmingly on our side. We can enlist the Might. Nothing can stand against such a combination.

PRESIDENT HARDING on the teaching of history—There has been too much disposition among both the writers and students of history to deal with the different nations of the western world, as it were, in separate compartments; to assume that one may study and understand the history of one nation without particularly devoting himself to the relations of that particular

nation to the others. Undoubtedly, we shall from this time forward have a much more adequate conception of the essential unity of the whole story of mankind; and a keener realization of the fact that all its factors must be weighed and appraised if any of them are to be accurately estimated and understood. I feel strongly that such a broader view of history, if it can be planted in the community's mind of the future through the efforts of educators and writers, will contribute greatly to uphold the hands and strengthen the efforts of those who will have to deal with the great problem of human destiny, particularly with that of preserving peace and outlawing war.—From a letter to President Sills, of Bowdoin College, printed in *School and Society* for March 24, 1923.

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.

DENVER, COLO., *Adams County Educational Association*, Mrs. M. D. Flanders, Secretary.
ENGLEWOOD, COLO., *Englewood Teachers Association*, Ruby Pearl McKamey, Secretary.
GREAT FALLS, MONT., *Great Falls Teachers Association*, Mary D. Webb, Secretary.
MASON CITY, IOWA, *Grade Teachers Association of Mason City*, Mary McDermott, Secretary.
TRINIDAD, COLO., *Las Animas County Teachers Federation*, Yasabel Cordova, 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 April JOURNAL.

AMESBURY, MASS., *Junior High School*, Mabel E. Lunt, Principal.
BATTLE CREEK, MICH., *School Number One*, Margaret Stannard, Principal; *School Number Two*, Mrs. Frances K. Martin, Principal; *School Number Three*, Margaret Ross, Principal; *School Number Four*, Ida Raine, Principal; *School Number Five*, Cornelia Derks, Principal; *School Number Six*, Emma Hubbard, Principal; *School Number Nine*, Agnes Ross, Principal; *School Number Ten*, Mrs. Lenora McBain, Principal; *School Number Eleven*, Mrs. Winifred Kirschman, Principal; *School Number Twelve*, Florence Nagle, Principal; *School Number Thirteen*, Mrs. Adelaide Decker, Principal.
BOISE, IDAHO, *Lowell School*, P. S. Doane, Principal.
BROOK HAVEN, N. Y., *Brook Haven School*, Mrs. Olivia M. Jones, Principal.
CARPENTERSVILLE, ILL., *Carpentersville Building*, Mrs. Jane Martin, Principal.
CHAMPAIGN, ILL., *Avenue School*, Mrs. Ellen Schance, Principal.
CHICO, CALIF., *Bidwell School*, Annie B. Reidel, Principal; *Nord Avenue School*, Mabel Schell, Principal; *Oakdale School*, Russel Croad, Vice Principal; *Rosedale School*, Josephine Bryan, Principal; *Sacramento Avenue School*, E. N. Cuddeback, Principal; *Salem School*, Alice M. Crum, Principal.
CHICO, WASH., *Public School*, Mrs. Iva E. Miller, Principal.
CLEVELAND, OHIO, *Case School*, Jennie A. Gleeson, Principal; *Case Woodland School*, Eva Taylor, Principal; *Washington School*, Mary C. Featherstone, Principal.
CLIMAX, GA., *Empress School*, Mary Jeter, Principal.
COLORADO SPRINGS, COLO., *Garfield School*, L. B. Grafton, Principal; *Helen Hunt School*, Louisa D. Coffin, Principal; *Lowell School*, Anna M. Ruddy, Principal; *Roswell School*, Joseph Flynn, Principal.
COLUMBUS, OHIO, *Columbus Normal School*, W. T. Heilman, Principal.
COUNCIL BLUFFS, IOWA, *Avenue B. School*, Frances Potts, Principal.
DENVER, COLO., *Valverde School*, A. J. Fynn, Principal; *Villa Park School*, W. H. Eagleton, Principal.
DEXTER, MAINE, *Pleasant Street School*, Grace E. Pooler, Principal.
DULUTH, MINN., *Congdon School*, Alice Hegdahl, Principal; *Ensign School*, Mabel Rossman, Principal; *Fond du Lac School*, Hilma Peterson, Principal; *Grant School*, J. L. Bracken, Principal; *Iroquois Junior High School*, Laura MacArthur, Principal; *Kenwood School*, Margaret Jordan, Principal; *Longfellow School*, John O. Anderson, Principal; *Merritt School*, H. Alena Wolfe, Principal; *Morgan Park Elementary School*, R. D. Chadwick, Principal; *Norton Park School*, Mrs. Ethel Kunerth, Principal; *Salter School*, Anna Meinhardt, Principal.
EAST CLEVELAND, OHIO, *Superior School*, Mrs. Belle L. Farka, Principal.
EAST ST. LOUIS, ILL., *Junior High School*, M. E. Bruce, Principal.
EL MORO, COLO., *El Moro School*, G. A. Van Buren, Principal.
ERIE, PA., *Penn School*, Annie McKean, Principal.
FAIRHAVEN, MASS., *Oxford School*, Myra D. Crowell, Principal.
FARIBAULT, MINN., *Garfield Grade School*, Mattie F. Fink, Principal.
FORT COLLINS, COLO., *Remington School*, Emma L. Hansom, Principal.
GALESBURG, ILL., *Central School*, Lillian Taylor, Principal.

GRAND RAPIDS, MICH., *The Principals Exchange Club*, Edna M. York, Secretary; *Henry School*, Edith M. Smith, Principal; *Walker School*, Ada A. Fuller, Principal.

HILO, HAWAII, *Hilo High School*, Elmer A. Brown, Principal.

IRONWOOD, MICH., *Luther L. Wright High School*, John Ruf, Principal.

KANSAS CITY, KANS., *Bancroft School*, Mary Nelson, Principal; *Bruce School*, Myrtle Young, Principal; *Cooper School*, Elizabeth S. Miller, Principal; *Greystone School*, Amanda Gillespie, Principal; *Major Hudson School*, Margaret Jones, Principal; *Maccochaque School*, Maud Clavin, Principal; *Horace Mann School*, Lucy F. McCoy, Principal; *Parker School*, George W. Phillips, Principal; *Phillips School*, Leila D. Miller, Principal; *Noble Prentiss School*, Helena Stump, Principal; *Prescott School*, C. W. Meyers, Principal; *Roosevelt School*, Grace Curry, Principal; *Snow School*, Ella Travis, Principal; *Whitmore School*, Ruth Porter, Principal.

KANSAS CITY, MO., *McCoy School*, Lucy G. Whitney, Principal.

KENNEBUNK, MAINE, *Park Street Grammar School*, Alice M. Varney, Principal.

LEXINGTON, MASS., *Parker School*, Edith Lee Neal, Principal.

LISBON, MD., *Lisbon High School*, Laura V. Spielman, Principal.

LONG BEACH, CALIF., *Burnett Elementary School*, John L. Lounsbury, Principal.

LONG ISLAND, N. Y., *Public School 80*, Queens, Henry A. Gottlieb, Principal.

MARION, OHIO, *Lincoln Building*, Elizabeth B. Dairy, Principal.

MOLINE, ILL., *Central Grammar School*, G. J. Bugbee, Principal; *Garfield School*, Alice H. Wheelock, Principal; *Grinnell School*, Mary Penney, Principal; *Lincoln School*, Hattie A. Moore, Principal; *Logan School*, Mabel E. Fuhrman, Principal; *Washington School*, Grace Putnam, Principal; *William Carr School*, Florence Donahay, Principal.

MT. PLEASANT, UTAH, *Mount Pleasant Public School*, J. F. Mower, Principal.

MT. VERNON, N. Y., *Columbus School*, A. S. Townsend, Principal; *De Witt Clinton School*, Minnie S. Graham, Principal; *Robert Fulton School*, Mary E. Gernon, Principal; *Nathan Hale School*, Margaret B. Imrie, Principal; *Hamilton School*, J. Millford McKee, Principal; *Jefferson School Number 3*, James M. Grimes, Principal; *Lincoln School*, Martin H. Traphagen, Principal; *Sophie J. Mee School*, Jasper T. Palmer, Principal; *Washington School*, Jasper T. Palmer, Principal; *William Wilson School*, Martin H. Traphagen, Principal.

NEW ORLEANS, LA., *Jefferson School*, J. E. Hildebrandt, Principal.

NOGALES, ARIZ., *Elm Street School*, Marguerite Wilkin, Principal; *Lincoln School*, Katherine Buerkin, Principal.

NORTHFIELD, WIS., *Northfield School*, Teresa Donaldson, Principal.

OMAHA, NEBR., *Highland School*, Elsie M. Smith, Principal.

PHILADELPHIA, PA., *Julia Ward Howe School*, Xenia C. Clappitt, Principal.

PUEBLO, COLO., *Public Schools District 20*, John F. Keating, Superintendent; *Bessemer School*, Linah Swanzy, Principal; *Carlisle School*, Inez J. Chase, Principal; *Central Grade School*, Blanche Swinehart, Principal; *Central High School*, D. K. Dunton, Principal; *Columbian School*, Nirma Palmer, Principal; *Corona School*, Myrtle Eyer, Principal; *Danforth School*, Caroline Strack, Principal; *Edison School*, Elizabeth Alexander, Principal; *Lake View School*, Dell Berkeley, Principal; *Lincoln School*, Lulu Graham, Principal; *Minnequa School*, Alice MacDonald, Principal; *Wilbeor School*, Nannie Walker, Principal.

ST. JOSEPH, MO., *St. Joseph City Schools*, J. W. Thalman, Superintendent; *Bartlett School*, C. W. Black, Principal; *Benton School*, Fred E. Vandersloot, Principal; *Blair School*, Julia U. Ford, Principal; *Bliss School*, May B. Peterman, Principal; *Central High School*, O. S. Wood, Principal; *Douglas School*, A. W. Reason, Principal; *Ernst School*, Mrs. Abbie C. Barnes, Principal; *Everett School*, Clara R. Byrne, Principal; *Eugene Field School*, Lillie B. Polk, Principal; *Florence School*, Belle Ashbrook, Principal; *Floyd School*, Della Nash, Principal; *Garfield School*, Eva Montgomery, Principal; *Green Valley School*, Dola M. Bear, Principal; *Hall School*, Ada Eib, Principal; *Home Little Wanderers School*, Mrs. Emma V. Bowen, Principal; *Hosea School*, Emma O. Mumm, Principal; *Humboldt School*, Alvina Schmitz, Principal; *Hyde School*, Minnie Nelson,

Principal; *Jackson School*, Frances Burris, Principal; *Krug School*, Gertrude De Voras, Principal; *Lafayette School*, R. L. Denning, Principal; *Lincoln School*, J. H. Simms, Principal; *Longfellow School*, T. D. Glaze, Principal; *Maxwell School*, Susie Hutchison, Principal; *McKinley School*, Frances Ritchie, Principal; *Musser School*, Mamie E. Miles, Principal; *Neely School*, Clarence C. Carpenter, Principal; *Noyes School*, Cecil Crawford, Principal; *Owen School*, Clara Herchenroder, Principal; *Robidoux School*, Ralph W. Polk, Principal; *Sherwood School*, Mabel A. White, Principal; *South Park School*, Bettie Bolen, Principal; *Washington School*, Margaret Quirk, Principal; *Webster School*, Fannie Brennan, Principal; *Whittier School*, Luda Bell Garret, Principal; *Wyatt School*, Mrs. Annie L. Wells, Principal; *Young School*, Mary Moore, Principal.

ST. LOUIS, MO., *Rose Fanning School*, F. M. Underwood, Principal.

SALINA, KANS., *Salina City Schools*, W. S. Heusner, Superintendent; *Salina City Teachers Association*, Genevieve Lewis, Secretary; *Dunbar School*, Powers G. Porter, Principal; *Franklin School*, Nellie Seiver, Principal; *Hawthorne School*, Maud Hunts, Principal; *Lincoln High School*, R. J. Mercer, Principal; *Longfellow School*, Ruby Hagler, Principal; *Lowell School*, Minnie Harvey, Principal; *Oakdale School*, Sadie Conover, Principal; *Phillips School*, Edith Harris, Principal; *Roosevelt School*, H. W. Jones, Principal; *South Park School*, Selma Balsmier, Principal; *Washington High School*, Willard N. Van Slyke, Principal; *Whittier School*, Bernice Mitchell, Principal.

SAN DIEGO, CALIF., *San Diego Teachers Association*, Ina Shafer, Treasurer; *Jefferson School*, Ida V. Meeks, Principal; *Sherman School*, M. D. Boucher, Principal; *Washington School*, Pete W. Ross, Principal.

SAN FRANCISCO, CALIF., *Harrison School*, Sovia A. Folsom, Principal.

SCHENECTADY, N. Y., *Fulton School*, Agnes L. Marsh, Principal.

SHERIDAN, WYO., *Custer School*, Harriett Herendeen, Principal.

STOCKTON, CALIF., *Monroe Primary School*, Maud A. Southworth, Principal.

TACOMA, WASH., *Roosevelt School*, C. A. Payne, Principal.

WARREN, OHIO, *Tod Avenue Elementary School*, Mrs. Gertrude Alderman, Principal.

WATTS, CALIF., *Fir Street School*, Jane C. Orr, Principal.

WESTBROOK, MAINE, *Forest Street School*, J. A. Tuttle, Principal.

WESTFORD, MASS., *Westford Academy*, William C. Roudenbush, Principal.

WICHITA, KANS., *Ingalls School*, Maude M. McLaughlin, Principal.

HIGH-SCHOOL RECREATIONS

The American Educational Digest has recently made a thorough study of the amusement problem in American high schools. After studying the reports from a large number of school superintendents the following are listed as the chief difficulties in the way of wholesome recreational activities:

1. Pupils steal secretly away for public dances, movies, or joy-rides.
2. Parents shift responsibility to the school, and openly oppose school regulations.
3. Sponsors and chaperones shirk duty—often dance worse than pupils.
4. Secret high-school fraternities break up dances and parties.
5. Pupils "booze" and smoke at school dances, and spon on at picture shows.
6. Alumni and outsiders interfere and set wrong standards.
7. School boards and patrons force pupils into public dance halls by refusing use of school buildings.
8. Churches, lodges, and clubs make excessive demands upon pupils.
9. Amusements for non-dancers and recreations which all pupils can enjoy are difficult to provide.
10. Teachers too heavily loaded or unfitted to supervise recreations properly.
11. Pupils refuse to attend teacher or parent-chaperoned events.
12. Lack of coöperation of citizens and city officials with school authorities.
13. Parents provide pupils with too much unearned spending money.
14. Difficult to develop a group-conscience that demands the highest standards.

The World Conference on Education

PURPOSE—To afford opportunity for educators of the various nations to agree upon principles and plans for the promotion of goodwill and mutual understanding, which are universal in their application and which can be adopted as a definite program to be carried out in the schools throughout the world.

2. **Date and place**—The Conference will be held in San Francisco, California. It will open with a plenary session on the evening of June 28, 1923, and will close with a joint session with the National Education Association of the United States on Thursday, July 5. The Sixty-first Annual Convention of the National Education Association will be in Oakland-San Francisco, July 1-6, 1923.

3. **Auspices**—The World Conference on Education is being held under the auspices of the National Education Association of the United States.

4. **Delegates**—Invitations have been issued to fifty different nations to send delegates. Each nation has been asked to send five official delegates, five alternates, and as many unofficial delegates as it wishes. If all nations respond there will be some 500 delegates and alternates. There are also a thousand professors from foreign institutions teaching in American colleges and universities and 15,000 foreign students, who are invited to sit with the delegations from their respective countries in the plenary sessions and to act as interpreters.

5. **Plans for the Conference**—The Committee on Foreign Relations of the National Education Association was instructed by the Representative Assembly at Des Moines in 1921 to work out plans for this Conference in 1923. A report of the progress was made to the Representative Assembly at Boston in 1922, and by unanimous vote the Committee was instructed to carry through the project. Dr. Augustus O. Thomas, State superintendent of public schools, Augusta, Maine, who is chairman of the Foreign Relations Committee and working in cooperation with the President, Secretary, and other officers of the Association, has been in charge of the

plans and will be responsible for seeing that they are properly carried out. President Owen has appointed a large advisory committee.

6. **Agenda**—The World Conference is called to work out a program rather than to approve one that has already been prepared. However, the Foreign Relations Committee is preparing tentative agenda, including a proposal for a world goodwill day to be observed in all schools throughout the world. These agenda are being submitted to a large advisory committee for suggestions. Supplemented by proposals from delegates from other countries they will form the basis of the deliberations of the Conference.

7. **Among the speakers**—President William B. Owen, of the National Education Association, and President W. G. Cove, of the British National Association, who spoke at the Boston meeting last summer, are among speakers already arranged for.

8. **Special features**—The great virtues which are common to civilized people everywhere and the contributions of the various nations to civilization will be visualized in a magnificent pageant, The Court of Service. One session will be devoted to a festival of folk songs and dances, given in native tongue and costume.

9. **Results expected**—This Conference is called for the purpose of working out definite objectives which can be put into practice immediately in the various educational systems of the world. Every child in every school in every country should have his work modified as a result of its deliberations. It will afford abundant opportunity for assembling facts on the educational situation in various countries, and for renewing old international friendships and for forming new ones, but its great mission will be a code of work designed to give the 5,000,000 teachers of the world a definite program for the promotion of mutual goodwill and understanding among all peoples. Arrangements will also be made at this Conference for future world conferences to be held at regular intervals.

Is Education Too Costly?

J. O. ENGLEMAN

*Field Secretary, National Education Association
Washington, D. C.*

THESE ARE DAYS when States and cities as well as individuals feel the economic pressure and financial stress. It is a time when everybody preaches and but few practice economy. At such a time it is but natural that the question is raised as to whether too much money is being spent by our public schools or not, whether they are economically administered, whether too much public money is going for the teaching of fads and frills and non-essentials.

Such questions must be faced first of all by school authorities themselves. They must be able to justify their expenditures. They should be willing, even anxious, to practice every reasonable economy.

Waste, graft, extravagance, poor business management, should not be tolerated at any time, and least of all today. But it may be safely asserted that aside from an occasional notorious exception the public funds expended for education are the most conscientiously administered of all those raised by public taxation.

And yet, even when this is admitted, we find occasional critics who seem honestly to believe that our schools cost too much; that the State cannot afford to educate its children; that the schools are less efficient today than they were in the good old days of the little red schoolhouse and the "three R's." In other words, public schools are being watched and questioned and sometimes criticised with a freedom that has not always been observed.

Those who think the schools cost too much tend to forget that the cost of everything else we have has increased proportionately. What we eat, what we wear, fuel, light, farm lands, rents, transportation, furniture, machinery—all have obeyed the same law. The teacher who gets an annual salary of \$1200 today can buy little, if any, more with it today than she could buy with half that amount ten years ago. The cost of school buildings, school equipment, fuel, janitors' services, and everything else that must be provided for in a school budget is subject to the same general economic trend.

But what of the charge that the State cannot afford the cost of educating its

children? The answer is that education at almost any price is actually cheaper and less expensive than ignorance, immorality, and crime. Our government is predicated upon the assumption that knowledge and virtue shall be generally diffused among our people. Under no other conditions is our form of government workable. Our political forefathers recognized this truth, and it inspired them to declare that religion, morality, and knowledge are essential to good government and to the happiness of mankind. Increased education results in increased values of property in any community. Indeed, property, and life itself, is made safe and secure only as schools abound and do the work for which they are established. One need go no farther than Mexico or Russia today to see the correlation that exists between ignorance and insecurity of both property and life.

But are public schools less effective today than they were a generation ago? It has become popular in many quarters to assert that they are. The reason assigned most often is that they try to do so much that they do nothing well; that they dissipate pupils' time and neglect fundamentals.

Memory is oftentimes a tricky faculty. It has a tendency with most of us to surround old institutions with which we were connected with undeserved halos. The follies and foibles and indiscretions of the youth of our day have largely been forgotten, because they never did exist for us, and according to our way of thinking did not exist then. But the flappers of today! How they do lack in seriousness, in purpose, in study, in stability, in discretion! And yet, every generation has had the same impatience with youth, and the same tendency to glorify its own earlier achievements.

Then again, most men and women fail to note that in many lines they have continued to grow with the passing of the years, and as a result they tend to measure children by their own present-day standards rather than by the standards they had when they were in school.

There was a time when many of the most valuable elements in a child's education and life were obtained while he

was going to the little red school, but not obtained in it. These elements were developed by the life he lived on the farm, and included industry, initiative, self-reliance, thrift, simple pleasures, and other virtues for which the school was little responsible.

Today, life is less simple. The home contributes less. More is demanded of the schools. These are days when the State expects all its children to remain in school, and when it is under obligation, therefore, to vary its program of instruction to the differing tastes and capacities of children. Once the pupils merely quit if they tired of the "three R's" or failed to succeed in them. Now they dare not quit. The State expects them to continue through the compulsory education period. Hence the demand for a varied curriculum, for special rooms and features that may minister to the child who is over-age, over-size, under-nourished, crippled, deaf, blind, precocious, or otherwise entitled to schooling suited to his needs.

School administrators, whether boards of education or superintendents, ought to be willing and eager indeed to face financial facts as they are, and effect every reasonable economy in school administration in times of financial stringency, but it would be a serious misfortune if schools were forced to bear the brunt of any retrenchment policies. It is not a question of whether teachers should suffer a reduction in salary or not; it is a question of whether, as a people, we are really too poor to give our children the best possible training for life, and whether lower salaries will tend to drive out the best teachers or be sufficient to attract into the schools men and women with the personality, the character, the vision, the intellectual and moral strength which we ought to look for in the teachers of our boys and girls.

We expect experts to tinker with our autos when they need attention. We want the best legal advice when we are in legal difficulty. We demand scientific training of those who experiment with our plants and animals and pave the way for a better agriculture tomorrow. Shall we not demand the best men and women our communities produce as teachers of our children? And can we get and keep that type by a retrenchment policy that sacrifices the future for the sake of the present? It was a wise man who first observed that a politician is a man who has his eye on the next election, but a statesman is one who keeps his eye on the next generation.

Education and the Movies

CHARLES H. JUDD

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Chicago, Illinois*

AT THE BOSTON meeting of the National Education Association Mr. Will Hays asked the educators of the United States to cooperate with him and the Motion Picture Producers and distributors of America, whom he represents, in improving the movies.

The production and the exhibition of moving pictures have gone through a feverish stage of the most extravagant expansion. In a little less than twenty years the industry of entertaining the American public with picture shows has become one of the most lucrative and extensive businesses of the country. Immense fortunes have been made by producers and by individual actors, and every day throngs frequent the theaters that have sprung up in every town and on almost every city street in the land.

This rapid expansion has given little occasion for deliberate study of the problems involved in the making of moving pictures. The technique of producing and the acting have improved, to be sure, but chiefly because of the stress of competition. Competition does not in general push in the direction of refinement; so it began to appear about two years ago that competition was becoming too intense even for those who had profited by the earlier enormous developments of the movies.

Furthermore, the American people began at about the same time to withdraw their support. There are various speculations as to the reason. Some attribute to hard times the falling off in attendance, which has been estimated at 30 per cent. Others believe that satiety has set in and that the people have been surfeited with the cheap and repetitious and not infrequently lewd pictures with which the producers sought to stimulate the jaded appetite of a much entertained Nation.

Whatever the cause, the fact is that the producers began to feel the disastrous effects of unbridled competition and reduced box-office receipts. So they began to study the book of moral and artistic improvement. They employed Mr. Hays, declared themselves ready to consider any formula of improvement that was offered, and united in an association which had among other purposes the checking of disastrous competition.

It was at this stage that the educators were called in. Every moral cause appeals to educators, and here was a move in the direction of genuine public reform. The call to the educators was a little vague. President Owen of the National Education Association tried to find out just what the educators can contribute. Finally, after a great deal of discussion of possibilities, he appointed a committee. This paper is prepared with a view to stimulating discussions which, it is hoped, will help this committee in formulating a policy for the association.

It is interesting and impressive to learn what the producers really think of a committee of educators. As soon as the committee took up the work of discovering its province, the emphatic suggestion came from the producers that the educators had better confine their activities at the outset to pedagogical films. A pedagogical film is one which is useful in a classroom and not likely to compete with the entertainment film commonly exhibited in theaters.

The committee is gathering material for some reports on pedagogical films, and these reports, it is hoped, will in due time throw light on the difficult problem of using moving pictures for purposes of school instruction. In the meantime, this invitation for discussion is sent out in the hope of opening up a line of inquiry which unfortunately, as it seems to the present writer, the producers prefer not to have the educators follow, at least at present. It is a deliberate effort to call the attention of educators and producers to the fact that the entertainment which is being offered to the young people of this country today as their chief amusement is essentially unsound in character and certain to produce all of the unfavorable results of intellectual dissipation if it is not radically reformed.

The teacher who thinks that the effects of the movies do not reach into her classroom unless she uses a lantern and brings in films is very short-sighted. The fact is that young people and old are getting a type of mental training at the moving-picture theater which is fixing mental habits to a degree which we have not been recognizing as we should.

Let us put as pointedly as we can the

antithesis between the ordinary moving picture and those forms of thinking which the school tries to cultivate. The school teaches the child that he must control his imagination so that the things which he builds up in his mind conform to reality. In school two and two always make four. In school the law of gravity always operates. In school one learns that a garden must always be planted before it can grow. In school one learns that skill is acquired by application. In school one learns that health depends on sound habits of life. In short, one learns in school that reality is rigid and regular.

What does one learn at the ordinary movie? One becomes accustomed to the most extravagant modes of life, to the most improbable happenings, to unearned success, and to every possible escape from natural law. Let it be noted that we are not discussing what is ordinarily spoken of as the moral aspect of the movie. The prodigality and the disregard for custom and social law are not at the moment in our minds. We are discussing the ordinary happenings.

The matter can be put in psychological terms. The human mind has the greatest freedom and flexibility in the management of its ideas. One may think of one's self as floating through the air, or as immensely rich or powerful, although one knows that all of these things are only in one's mind. The technical psychologist calls this freedom and flexibility of ideas. One can imagine anything one likes. Not only so, but there is a kind of relaxation in letting one's mind go and letting ideas fit together in kaleidoscopic variety.

Untrammelled imagination as recreation may be legitimate, but the process of education is devoted to the task of developing self-possession of one's ideas. One may fit ideas together as one will, but in the long run one's imagination will be constructive and useful only when one's imaginations issue in effects on reality. One may, if one will, imagine a utopia, but the constructive erection of a new plan of housing the people of a city requires a higher type of trained imagination.

The school takes advantage of the flexibility of ideas. In the biology class the mind follows the migration of the birds and builds up a life cycle that no eye has seen in its entirety. In chemistry the school carries the imagination into the play of atoms. In history the imagination sweeps over vast periods of time. In each instance, however, the combina-

tions of ideas must fit the facts. The train of ideas is not a succession of extravagant happenings; it is a train of steady, coherent occurrences.

With this kind of goal before classroom teaching, is it not strange that teachers have not seen their perfectly obvious relation to the movies? The fact is that while the school is trying to train pupils to be critical and exacting in their own minds, the movie in 80 per cent of the cases is pulling in the other direction. The movie has almost all of the freedom and flexibility of the human imagination. The hero can climb up the side of a building. He can ride the wildest horse without any preliminary training. He drives at speeds that would be ruinous to any ordinary automobile. He goes through buildings. This we could all imagine, too, but we do not do so ordinarily. Yet every night a very large percentage of the American people go to a wonderland where the constructive imagination is switched off. There is there no law of probability, no danger of unfavorable mishap.

This is legitimate recreation, rest for the mind, someone will say. Certainly, it will have to be admitted that there is pleasure not to be denied to human kind in the utter abandon of an untrammelled imagination. How often can one go on this kind of an intellectual spree and come back to truly constructive imagining? This is the question which one is forced ultimately to ask. If one has to do business in a world full of keen competition where success depends on foresight, which is a form of imagination, does one get the best training for constructive business thinking in the midst of daily extravaganzas?

The question may arise in the mind of some reader, Is the gist of this article a plea for less frequent attendance on the movies? Not at all. This article is intended to suggest a program through which the educators may help the producers.

The reason why the American people have so long put up with weak and often utterly stupid movies is that they have no training in the intelligent appreciation of movies. This new form of art with its infinite possibilities has come upon us with a rush, and we are ignorant and unappreciative of its possibilities.

Let us think of some of the advantages of this new form of art. The scenery in an ordinary theater is meager and flat and rigid. The moving picture has

all outdoors and indoors for its background and for its scenes of action. It can shift scenes in an instant. It is responsible for the achievement of some of the highest effects of art because of this advantage. Special attention is called to the word "responsible."

The ordinary theater cannot emphasize a single point. It cannot throw in a close-up and for the moment concentrate the attention of the whole audience on a single minute point in the world of happenings.

The ordinary theater cannot command many actors for a single play. The new silent drama can introduce as many players as there are in the visible world.

An instructive contrast can be drawn between the moving picture and the story that one reads from the printed page. There is a richness of detail and a subtlety of expression in the picture which pass in concreteness anything that language can convey.

What has the school done to make young people intelligent about this new form of art? What, indeed, is there anywhere in our literature that discusses soberly even for adults the possibilities of artistic use of this new instrument of entertainment? Do our people know that a close-up which is intended to show some overwhelming emotion is in reality very often screamingly funny as it slowly exhibits a distorted face wholly unlike the natural exhibition of an emotion? Do our people ever stop to think that lack of fidelity to nature is an artistic offense here as it would be in any other form of art?

What educators ought to begin to do is to help the next generation acquire what we do not now have, taste in this new form of art. Do not let anyone make the mistake of thinking that the only salutary reform to be advocated lies in the direction of abstinence. People are going to go to moving-picture shows. Making pictures moral means making them more worth going to. This means raising the level of their correspondence to the highest types of imagination. Do not let the producers get the impression that the educators are not going to have a hand in training taste. Let us overcome the shortcomings of the past by developing a vigorous interest in the artistic side of moving pictures and by training young people to demand truly artistic effects.

The method of doing this is not far to seek. Provide a time in the school for discussion of movies. Ask the pupils

to analyze the plot with a view to discovering its probabilities. How likely is that to happen which is portrayed? Then ask how well the pantomime expressed the idea, and what artificial pantomime had to be introduced in order to shorten the story. Ask how far the dress of the actors was appropriate. Ask how far the facial expressions were appropriate.

In the high school there could be developed a group of art critics who would do more to elevate community taste than any board of censors that could be set up. There is material here for composition, for science, and for training in straight thinking which will be helpful to the general school program.

The committee of the National Education Association, which has been instructed to report on moving pictures, will be aided in the preparation of its report if teachers will study the problem suggested in this paper and contribute discussions. It is planned to print several other papers on the general problem which is here introduced. Will some teachers begin constructive experimentation and help the committee? The full list of members of the committee is as follows: Leonard P. Ayers, Cleveland Trust Company, Cleveland, Ohio; Elizabeth Breckinridge, Louisville Normal School, Louisville, Kentucky; Ernest L. Crandall, 157 East 67th Street, New York City; Susan M. Dorsey, superintendent of schools, Los Angeles, California; Elizabeth Hall, assistant superintendent of schools, Minneapolis, Minnesota; Payson Smith, State commissioner of education, Boston, Massachusetts; Charles H. Judd, chairman, University of Chicago, Chicago, Illinois.—*The School Review*, March, 1923.

WHILE A BOY is taking in facts, facts not allowed to be twisted by any fancy or carelessness, he is all the time to be made to feel that these facts offer him a field for critical and constructive action. If they leave him inactive, docile, and plodding, there is something wrong with the teaching. Facts are pernicious when they subjugate and do not quicken the mind that grasps them. Education should unfold us and truth together; and to enable it to do so the learner must never be allowed to sink into a mere recipient. He should be called on to think, to observe, to form his own judgments, even at the risk of error and crudity. Temporary one-sidedness is not too high a price to pay for originality.—From Palmer's *Ideal Teacher*.

Dr. Pritchett and the Cost of Education

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THE ONE THING educational foundations have taught us in the past fifteen years is to substitute evidence for opinion in the treatment of educational questions. The Carnegie Foundation early adopted the principle that "a thorough and painstaking study based upon full evidence and fairly and honestly interpreted, is worth more than any number of superficial and partial reports," and that, accordingly, no reports were to be published "until the subject has been, to the best of our knowledge and ability, worked out."¹

What, then, are we to say to the section on "The Rising Cost of Education" in the Seventeenth Annual Report of the President, just published, which begins with the statement—itself a misstatement—that there are no adequate statistics for education, and then proceeds to set forth a policy of public education without any basis of evidence and quite at variance with such evidence as could easily have been obtained?

To realize with what complete disregard for supporting evidence the section is compiled one must read it through carefully. We can consider here only one or two of the more fundamental points. Dr. Pritchett's theses are two: (1) That the cost of education has become overwhelmingly burdensome; (2) that the chief causes for increased cost are that we are educating large numbers of children who ought to be in industry instead of in school, and that there is too much vocational training and "enrichment." Let us consider these two theses and the evidence back of them.

No one can read these pages of Dr. Pritchett's without getting an impression that expenditures for education have become so huge as to be literally back-breaking. "The cost . . . has grown enormously." "The ability of the public . . . has been sorely taxed." "The financial inability of society to pay

the costs will in a measurable time bring about radical curtailments." "In no distant day . . . we shall see public education endangered." "Under the enormous load of taxation that society carries today, communities will rise against the burdensome cost of public education." These and many similar expressions are sprinkled throughout the article. Intelligent persons to whom I have read them have invariably received the impression that our schools must be costing us a very large part of our current income—a third or a fourth at least. It is quite possible that Dr. Pritchett himself thinks of some such proportion as this, though his own sources of information carry the answer. The current income of the people of the United States for 1920 was \$70,000,000,000.² The total cost of education for the same year was slightly over \$1,000,000,000. In other words, this "enormous" expenditure of which Dr. Pritchett speaks is enormous only when one does not know the total from which it is taken. It is barely one and a half per cent of the total annual income. Its relative insignificance is evident when it is compared to other annual expenditures out of our annual income—\$22,000,000,000 for luxuries, as evidenced by payment of luxury taxes to the United States Treasury, for example, or \$8,884,000,000 for Government expenditures other than education. Does this one and one half per cent that we pay out of our annual income for education look like the back-breaking burden Dr. Pritchett pictures in his striking phrases?

Even more curious is Dr. Pritchett's analysis of recent increases in cost of education as compared with previous increases. In the last decade, he says, the cost of the schools has risen "by leaps and bounds." Let us see. The Research Division of the National Education Association, using the sources already mentioned, finds that the per cent of annual income spent upon education was 1.36 in 1910 and 1.48 in 1920. The figure for 1912 was 1.46; for 1914 it was 1.67, for 1916 1.41, for 1918 1.25, so that the rate has not been

steadily increasing. Assuming, however, that the actual increase is as much as appears, and applying a little of the "simple arithmetic" referred to approvingly elsewhere in the Carnegie report, we find that at this rate—9 per cent every ten years—it will be at least another century before we double the present per cent and reach the amazing total of 3 per cent of our total income for education!

Dr. Pritchett seems to have left wholly out of consideration the change in the value of money, which is the one simple explanation of the "huge" increase in school expenditures since 1915. The same phenomenon that makes the National Bureau of Economic Research translate the \$66,000,000,000 annual income for 1919 into the equivalent of \$38,000,000,000, on the basis of the 1914 dollar, wipes out practically all of the advance in expenditure except for the slight increase just indicated. How Dr. Pritchett can therefore seriously maintain that the "rise in the cost of education has been largely due to the conception of education upon which our school system has been built up," meaning, as he explains it, too much vocational training in the high school and too much attention to what he calls "enrichment," remains an interesting statistical puzzle. Such a conservative observer as the *London Times Educational Supplement* evidently sees little sign of expensive enrichment, for the editor says of the Carnegie statement in his issue of March 10: "When a system has to deal with 22,000,000 children in the public elementary schools and 2,000,000 in the secondary schools, an expenditure of £200,000,000 (or £8 per head) does not seem excessive."

The charge that we are spending too much for vocational education, especially in high schools, is the result of a queer bit of popular psychology. When the Smith-Hughes Act was passed by Congress in 1917 it was in response to a clearly demonstrated need based on the ascertained fact that we were doing comparatively little in this field. Now, because the Act is in operation, and some stir is being made about it, the impression gets abroad that we are bending all our energies in the direction of vocational education. The statistical evidence is all the other way. The 1921 report of the Federal Board for Vocational Education gives a total of less than \$10,000,000, spent in that year by all the States for vocational agriculture, trade and industrial training, home economics, and part-time continuation

¹ "The Carnegie Foundation for the Advancement of Teaching" [pamphlet, reprint], 1919, p. 12.

² Dr. Pritchett gives \$66,000,000,000 for 1920, but he is probably thinking of the figures of the National Bureau of Economic Research for 1919. The 1920 figure here given is furnished by J. K. Norton, of the Division of Research of the National Education Association. It is \$2,000,000,000 less than the estimate of the National Industrial Conference Board.

Beautiful Youth

Louis Burton Woodward

State Normal School, Gorham, Maine

It's the face of Youth I behold each day
That makes the day seem bright.
"Have I led Youth safely along the way?"
I will ask myself at night.
Shall I look for beauty or faces fair?
No, rather I'll look for truth;
And if truth is found then beauty is there,
In the beautiful face of Youth.

It's the hope of the world that listens to me.
God grant that my words ring true,
That they are to Youth what I'd have them be,
And that when the day is through
May the sense of duty fittingly done
Be present my spirit to soothe.
Then a tribute high I'll know I've won
In the beautiful eyes of Youth.

Oh, why should I care for creed or race
Or birth, in a land of the free?
Let me look in the eyes of a youthful face
And read there the pedigree.
Let me learn, through those windows of the soul,
Which is fitting of rigor or ruth;
And always remember, immortal and whole
Is the beautiful soul of Youth.

For when all is said and done in the world
And the ends of all things come;
When the banner of God, at last unfurled,
Calls all of His children home;
If there's one thing endures to the end of all
And proves to be ultimate truth,
I know it now, and it's what I call
The beautiful faith of Youth.

[Written for The Journal of the National Education Association]

schooling. This is one per cent of the total bill for education, and scarcely justifies Dr. Pritchett's claim that it is a major item in increase in costs.

It was suggested in the beginning of this article that Dr. Pritchett's opening statement was itself a misstatement. What he actually says is: "It is one of the anomalies of our educational situation that there are no adequate statistics. We do not even know how many colleges and universities there are, or how many students there are in them. We know only approximately the cost of

the public-school system and of the colleges and universities, and we know only roughly the sources from which the support of the schools and the colleges is drawn."

Dr. Pritchett disregards well-known sources of educational statistics which—although no one contends that they are adequate—would have yielded facts that would have saved him from many of his unsupported misstatements. Both the figures of the Research Division of the National Education Association and of the United States Bureau of Education contain evidence in direct contradiction of the conclusions drawn in the Carnegie Report.³

It is this fundamental neglect of the

most important sources of information about public education that makes Dr. Pritchett's memorandum dangerous. The whole tradition of scientific investigation for which the Carnegie Foundation stands is violated in this apparently casual document. Search for the truth, no matter where it led, has been one of the cardinal principles of the Foundation, adhered to even when, as in the pension investigation, it made necessary the confession of serious error and the abandonment of a cherished plan.

I have refrained thus far in this article from discussing the unfortunate philosophy that appears to underlie "The Rising Cost of Education," in order to concentrate attention on the method, which at the present seems to me of most concern. It is not easy, however, to pass lightly over the really horrible suggestion that we ought to abolish our child labor laws—it amounts to that—and put most of our children into industry. Still less easy is it to refrain from commenting upon the statement that "In no country in the world does so large a proportion of the energy of the teaching profession devote itself to the tedious task of lifting ill-prepared children and youths through courses of study from which they gain little or no good." Yes, I believe the statistics bear out this charge, if charge it be, but could any finer compliment be paid to America and American teachers than that we do try to teach all boys and girls to the best of our and their ability? It is the glory of the American school system that it has saved youth, or at least a larger portion of it than has been done in other countries, for education beyond elementary school.

Perhaps the real tragedy in an article like this in the Seventeenth Annual Report is that it defeats its own ends. I have no doubt Dr. Pritchett wished to arouse us to the need of studying the educational plan to the end that we might improve it. Heaven knows there is need! There is much to do in the direction of the simplifying and resynthesizing that Dr. Pritchett suggests. But can he not see that the result of such an attack as he makes is simply to force educational leaders back upon the breastworks—to make them abandon their efforts for internal improvement in order to ward off the enemies of public education who are ever ready to seize upon statements like those in the Carnegie Report as an excuse for opposing the progress and advancement of Education?

³ Dr. Leonard Ayres points out in his "An Index Number for State School System" (p. 9), that there are "few, if any other governmental activities for which so many significant facts have been gathered, by uniform methods, over so long a period of time," as education.

America's Summer School Army

RAYMOND WALTERS

Dean of Swarthmore College, Swarthmore, Pennsylvania

DURING the coming summer attendance records at university and college and normal summer schools of the United States seem certain to rise higher than ever before. Reports just received from typical institutions in all parts of the country definitely forecast this. In nine cases out of ten directors of summer sessions declare, upon the basis of inquiries and correspondence with prospective students, that 1923 will exceed 1922. And as 1922 exceeded 1921, when there were 253,111 students in 410 schools, it is conservative to estimate that *more than 300,000 persons will be in attendance* at all types of schools this coming summer.

Of these 300,000 a large percentage will be secondary school teachers—a consideration of striking significance. Motives that impel summer study are doubtless as mixed as other human motives. The incitement is unquestionably due in many instances to State laws and to local-school-board action. That professional ambition and the professional spirit are more potent and more widespread is surely a reasonable generalization.

Whatever the motive, the fact remains that a vast army of school teachers will this summer march out again for another six weeks of intensive training—a preparedness campaign that means much for the boys and girls of our secondary schools of tomorrow.

In 1921 the present writer made a study for the United States Bureau of Education of summer school attendance at 410 institutions. Of these, 241 were universities and degree-granting colleges; 47 were normal colleges; and 122 were normal schools. For the present study enrolment figures were obtained directly, or in the course of the annual *School and Society* statistical inquiry, from more than a hundred larger colleges and universities and the larger normal colleges.

Table I shows the 1922 and 1921 summer-school enrolments of the fifty largest colleges and universities reporting. The increase of 1922 over 1921 for 49 of these institutions was 13,678, or 14 per cent. The 1921 increase over 1920 for 48 of these institutions was 29 per cent.

Columbia University led the country in 1922 with 12,567 summer school students and Director John J. Coss reports

that prospects are that the coming summer will see this stupendous total exceeded. Columbia will doubtless have three times as many summer-school students as it had in 1913 (4539) and as many as were in attendance at twenty typical university summer sessions ten years ago.

That Lochinvar of the West, the University of California, which had the largest number of full-time regular students in the United States on November 1, 1922 (14,061 students), has forged to second place in summer-school enrolment, as compared with fourth place in 1921.

The University of Chicago, although

Table I.—First 50 Universities and Colleges in Size of Summer-School Enrolment

	1922	1921
Columbia University	12567	11809
University of California	9697	4430
University of Chicago	6463	6000
University of Wisconsin	4725	4547
University of Colorado	3233	3264
University of Minnesota	3181	2687
University of Virginia	2977	2429
Ohio University	2973	2043
University of Texas	2953	2584
University of Michigan	2803	2815
Pennsylvania State College	2688	1905
Harvard University	2380	2022
University of Nebraska	2366	1589
Iowa State College	2180	2107
Cornell University	2148	2739
University of Oklahoma	2130	1660
University of Illinois	2116	1958
State University of Iowa	2083	1750
College of City of New York	2026	3300
New York University	1986	2076
University of Pennsylvania	1977	1758
University of Washington	1964	1929
Indiana University	1949	1670
Ohio State University	1942	1543
University of Georgia	1908	1127
University of Pittsburgh	1737	1392
Tulane University of Louisiana	1723	1464
University of Kansas	1656	1276
A. and M. College of Texas	1625	1500
Univer. of Southern California	1500	998
Northwestern University	1497	538
Mass. Institute of Technology	1419	1599
University of Utah	1369	1330
University of North Carolina	1348	1090
University of Missouri	1262	1138
Oklahoma A. and M. College	1236	841
George Washington University	1208	1318
University of Tennessee	1184	895
West Virginia University	1120	1049
Boston University	1099	673
Temple University	1034	1000
N. C. College for Women	997	903
University of Cincinnati	941	934
Leland Stanford University	914	1134
Florida State University	890	789
University of Oregon	830	...
Hunter College of New York	812	650
Miami University	792	763
Johns Hopkins University	787	949
Rutgers College	785	625

Table II.—Summer-School Enrolment in Normal Colleges

	1922	1921
Iowa State Teachers College	5028	2721
Kent (Ohio) State Normal College	3653	3020
Illinois State Normal University	2835	2915
Kansas State Teachers College	2760	2504
North Texas State Normal College	2653	2736
Michigan State Normal College	2487	2347
Central State (Okla.) Teachers College	2081	1908
George Peabody College for Teachers	1967	2069
Southwest Texas State Normal	1781	1930

having no very accurate basis for estimate as yet, expects a larger attendance than in 1922.

Director S. H. Goodnight, of the University of Wisconsin Summer School, puts the prospects for 1923 attendance at 4800 to 4900.

The University of Colorado enrolment for the 1922 summer first term, June 19 to July 26, was 2716 and for the second term, July 27 to September 1, was 1550. The number of individual students attending the summer quarter was 3233.

Minnesota expects an attendance "probably larger" than 1922. The outlook at the University of Texas is for 3500 summer-school students. The University of Michigan 1922 attendance of 2803 included 1123 in the college of literature, science and the arts, 530 in engineering and architecture, 486 in the graduate school, 229 in the school of education and 184 in the law school. Michigan expects an increased 1923 attendance, as does Harvard.

The State law of Pennsylvania, requiring certain professional preparation by all public-school teachers by 1927, has produced large increases at Pennsylvania State College (40 per cent over 1921), at the University of Pennsylvania, at the University of Pittsburgh, at Temple University, and at other colleges and normal schools. An inspection of the attendance figures of Table I reveals interesting evidences of growth in the summer sessions of many institutions.

The rate of increase in normal colleges for 1922 summer attendance as compared with 1921 was not so high as that of universities and academic colleges. The prospects for 1923 at normal colleges, while favorable, do not indicate a large increase.

With the State Legislatures

IN addition to the legislation listed in the April number of *THE JOURNAL* the following State laws have been passed:

Montana—While Montana failed in its efforts to secure any material support for public education from the State, it has the principle well established that State support is needed and without doubt as soon as the general funds of the State are in better condition increased State revenues for the schools will be forthcoming. On the whole the results of this session of Montana's legislature have been satisfactory. The following bills have been passed and signed by the governor:

1. Empowering boards of trustees to establish endowment funds.
2. Providing for 50 per cent of inheritance tax for schools.
3. Amendment providing for establishment of a State permanent revenue fund to be derived from gifts, donations, etc., for the benefit of the public schools, the University of Montana, and other worthy purposes.
4. Amendment providing that qualifications of county superintendents may be established by law.
5. Providing for distribution to schools of half the funds derived from oil and gas royalties on basis of number of teachers employed for four months.
6. Amending and codifying laws for certification of teachers giving certain powers to Boards of Educational Examiners regarding State and life certificates instead of the State Board of Education; provides that after 1924 the minimum requirements for issuance of any certificate shall be high-school graduation plus 12 quarter credits of professional training; after 1926 high-school graduation plus 24 quarters credits of professional training; after 1929 high-school graduation plus 48 quarter credits of professional training. This does not prevent the renewal of any certificates now in effect. Provision is also made for articulation with neighboring States having similar types of certificates.
7. Amending duties of sub-district trustees, and better defining duties of sub-district trustees and county board.

Nevada—Considerable school legislation was passed at the recent session of the Nevada legislature. Among the more important acts passed and approved by the governor are the following:

1. Authorizing evening schools to give instruction subsequent to the close of the regular school session to foreign women for the purposes of Americanization.
2. Providing for the appointment of two additional members of the State Board for Vocational Education by the State Board of Education, one to represent agriculture and one to represent trades and industries, the latter including home economics.
3. Authorizing the State Board of Education to issue special rural education certificates to teachers who are trained to meet

the special problems of rural schools and communities.

4. Providing for recognition of the junior high school and for the issuance of junior high-school certificates. Also makes other revisions in the certification laws of the State.

5. Providing county aid to small high schools under certain conditions.

6. Providing for a teacher-placement bureau in the office of the superintendent of public instruction.

7. Providing means of securing school supplies at reasonable cost for school districts; the State Board of Education securing State contracts with reputable supply houses that guarantee prices and quality. The State Board does not act as purchasing agent, only secures prices of supplies, etc., furnishing them to local members for their information and use.

8. Providing that public-school administration costs shall be carried on the State general fund rather than on the State distributive school fund.

9. Urging Nevada congressmen and senators to cooperate in securing the passage by Congress of the Towner-Sterling Bill. This resolution was passed unanimously by both houses of the Nevada legislature.

New Mexico—This State has just passed a school code for elementary and high schools which includes a number of forward educational steps, the most important of which is a provision for the appointment rather than the election of county superintendents, fixing their qualifications, and providing for increased salaries.

Washington—Of 506 bills introduced in both houses of the Washington legislature, 51 or 9 per cent were educational. The four measures especially sponsored by the Washington Education Association passed both houses. No seriously harmful educational legislation was enacted. Among the more important measures are the following:

1. A certification bill which puts Washington abreast of other progressive States in standards of teacher qualifications. This passed almost without opposition and by 1927 will mean a teacher with at least two years of training beyond high school in every school in the State.
2. A State-wide teachers' retirement law, which, however, does not include State aid or guarantee.

EDUCATION PAYS—It is becoming more and more evident that the cost of good schools should be regarded not in the light of a tax but of insurance against the ills of ignorance; of protection against its consequences; of the regular operating expenses of the best welfare organization in existence; as the best dividend paying investment any community can make.

Russia has demonstrated for the enlightenment of the entire world the inevitable consequences of a country attempting to operate with eighty per cent of its people illiterate. A diagnosis of the pathetic collapse of that unhappy country indicates that ignorance of one kind or another is at the root of all her troubles. She has attempted to think, to work, and to govern herself in violation of those laws of life which

centuries of bitter experience and consequent wisdom have taught. There are two ways for men and nations to learn. One is easy. The other is hard. The easy way is to study and to voluntarily accept the rules laid down by experience with the actual facts of life.

The hard way is to try to proceed in violation of the rules; to then suffer the penalty and learn better by bitter experience.

It is the function of schools to teach the easier and better way. It is easier, cheaper, and better to teach children than to reform adults. No individual or community or nation is forced to learn from such pitiable examples. But every individual, every community, and every nation which pursues the same course will inevitably suffer the same consequences. The Statute of Liberty not only holds a light in one hand but also a book in the other. Education is Liberty's method of enlightening the world. However costly light may be it is infinitely cheaper and more satisfactory than darkness.—From the report of Secretary G. W. Gerwig to the Pittsburgh (Pennsylvania) Board of Public Education.

FIVE-FOOT SHELF to educate toilers. Federation of Labor and Workers' Bureau Map Extensive Plan for U. S. Books to be sold cheap. Adults to get instruction in history, economics, and other branches. The American Federation of Labor and the Workers' Education Bureau of America agreed yesterday upon a program of adult workers' education. Such subjects as history, economics, government, labor law, and public speaking will be taught in labor temples, public schools, and public libraries throughout the country.

The plan includes a workers' "five foot shelf." The Workers' Education Bureau is preparing a series of textbooks to be sold in paper covers at a price within the means of all working men and women. According to the prospectus:

"The books will not seek to indicate short cuts to material success. The reasons which will finally determine the selection of the titles will be because they enrich life, illuminate human experience, and deepen man's understanding."

The first of the series, entitled "Joining in Public Discussion," has been printed and is in its second edition.

The Workers' Education Bureau issued a statement in which it said:

"The enthusiasm with which this movement is being pushed by the labor movement suggests a real revival of learning. Competent observers have predicted that the movement will become a mighty influence in the future public policy of the Nation."

"President Gompers of the A. F. of L. has well said that the future of the labor movement is in education. We may now look forward not merely to an educated working class but to a working class educated in a sense or manner which will influence all other forms of education."

A general appeal will be made to all members of labor unions in America to establish trade union colleges and workers' study classes, with the purpose of enabling workers to better understand their relation to industry, labor, and the community.—From the *New York Herald*.

The Pennsylvania Survey

JAMES H. KELLEY

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THE teachers of Pennsylvania, through their State Association, have just made a comprehensive survey of the State's educational program. They brought into the State a small body of five recognized administrators in public education and gave them this problem: (1) Is our State program of education a good one and adequate to meet the needs of the State? (2) Is our State Department of Public Instruction properly organized and manned? (3) Is our State program costing too much? (4) Are we paying too much or too little for public education? (5) Can we afford not to raise the money requisite to carry out our State program of education?

The survey committee was composed as follows: (1) John W. Withers, dean, School of Education, New York University, New York City; formerly head of the Harris Teachers' College, St. Louis, Missouri, and also formerly superintendent of public schools of that city; (2) Frank Cody, superintendent, public schools, Detroit, Michigan, and member of the Michigan State Board of Education; (3) Thomas E. Johnson, State superintendent of public instruction, Lansing, Michigan, and vice-president of the Michigan State Board of Education; (4) Payson Smith, State commissioner of education, Boston, Massachusetts; new president of the Department of Superintendence of the National Education Association; formerly State Superintendent of the public schools of the State of Maine; and (5) Charl O. Williams, field secretary, National Education Association; formerly county superintendent of schools of Shelby County, Tennessee, and president of the National Education Association in 1922; Dean Withers, chairman of the survey committee, presented, March 5, the survey report to the Executive Council of the Pennsylvania State Education Association. In brief, the conclusions of the survey are, as follows: The State program is an excellent one and is adequate to meet the educational needs of the State. It is not, however, a perfect program, nor is it complete, but it is fundamentally sound, adapted to changing conditions and needs, attempts to equalize the burden of public education between the State and local communities and is getting results.

Our relative position—Pennsylvania had fallen rapidly behind many other States in the Union in the progress of education. In 1890 we held 10th place, in 1900, 15th, in 1910, 16th, and in 1918, 21st. Our attendance law of 1911 was so poorly enforced that in 1919 one child in every four who should have been in school was absent every day throughout the school year, and of the total enrolment of 1,800,000, at least 450,000 were continually out of school—a number more than equal to the total enrolment of Pittsburgh and Philadelphia combined.

The school year—The school term in many districts was only seven months. This fact,

combined with poor attendance, brought about the unfortunate result that the children of Pennsylvania from 6 to 12 years of age were spending less than 10 per cent of their total waking time in school, and those from 12 to 16 slightly more than 8 per cent. The average daily attendance of children from 6 to 12 years of age was less than 109 days and those from 12 to 16, only 89 days!

Standards for teachers—Approximately 175,000 children representing a total population of more than 1,000,000 people, living for the most part in rural districts, were taught in 1918 by teachers with only an 8th grade education. Nearly 600,000 were taught by teachers with only a high-school education. Practically one half of the teachers had had no professional training. The annual turnover was approximately 6000.

Teachers' salaries—Prior to 1919, the average salary of teachers was lower than the average for the United States as a whole. For men, the average was 8 per cent lower in 1888 and 24 per cent lower in 1916. For women, this average was 13 per cent below in 1888 and 32 per cent below in 1916. In the year 1918 the average annual salary of all teachers in the elementary schools in the State was only \$388. In salaries of teachers and superintendents in both large and small cities, Pennsylvania ranked 39th among the States.

The State normal schools—From 1911 until the present program was adopted the normal schools were poorly supported and their buildings were uninviting and unsanitary.

Meeting the conditions—Here, then, were the primary problems of the new program of education. This program recognized, as an indispensable requirement of any school, an adequately equipped teacher in every classroom and for every child and also that such teachers cannot be secured in sufficient number without providing salaries sufficient to command their services. Either the salaries paid must be higher than those of other States to rob them of a sufficient number of well-qualified teachers, or what is really more economical and certainly more ethical, the State must provide adequate facilities for the training of teachers.

Another indispensable requirement of a good school system is competent leadership. Without this even a well-trained teaching staff will be relatively inefficient. Such leadership cannot be supplied unless the salaries of superintendents, supervisors, and principals are high enough to secure and hold such leadership. It has been said that Pennsylvania had been securing in her school system just what she had been paying for. This is hardly true, for the overhead expense of a large school system is the same whether the staff employed is competent or incompetent. The saving of money by not spending it for necessary expert service in the classroom or in administrative and

supervisory positions is not economy but actual extravagance.

To meet these conditions the school laws of 1921 were so framed as to provide: (1) for raising the standard of qualifications of teachers, (2) for establishing a higher schedule of salaries, (3) for increasing the support and facilities of normal schools, (4) for increasing the length of the school term, (5) for enforcing the compulsory attendance law of 1911, (6) for providing State support to local communities to assist them in reaching the minimum standards, basing such aid upon the principle that those districts least able to bear the burden should be most generously supported (7) for establishing a budget system in every school district, (8) for encouraging, but not requiring the consolidation of rural schools, (9) for centralizing and unifying State school administration by abolishing the State Board of Education and the College and University Council, and creating in their place the State Council of Education.

The effective administration of those laws is rapidly restoring Pennsylvania to its proper place in the front rank of American States in public education.

The teachers have responded to the challenge for better qualifications. In 1922, over 25,000 teachers attended summer schools. Fully one third of the 47,000 are now taking extension courses. Nothing at all approximating this has ever occurred before in State education. It cannot be too highly commended or too greatly appreciated by the people of the State.

The fact that the teachers of the State, through their professional organization, to which more than 99 per cent belong, should order at their own expense a survey of the present State program of education that they may know whether their efforts in behalf of the children are being wisely directed, also sets a new professional standard in State education and among teacher's organizations.

It is inconceivable that the people of Pennsylvania will fail to give cordial support to the leadership and to the program of education that has called forth such a response when they fully understand what is being accomplished for the children of the State.

Is the State Department of Education properly organized and manned?—The committee's answer to this question is affirmative. The present organization is a good one. It is, however, capable of improvement. It provides not only for effective administration but also for the supervision and improvement of instruction. The subject directors are not commonly found as a part of the State organization elsewhere, but are provided for in harmony with the new conception of the function of State departments of education. The department renders three types of service: (1) The definition of policies for the improvement of the schools and the presentation of these policies to the legislature for the legal authority to put them into effect, (2) the administrative enforcement of school legislation, (3) the rendering of expert professional service in the supervision of school work where such service is needed and requested by local school authorities.

In all these respects there is abundant

evidence that the department is rendering unusually efficient service. It is extremely fortunate in those of its staff who have been chosen for each type of service. In all cases, men and women have been selected because of their fitness for their particular kind of work and because of their achievement in these lines. They are in almost every case men and women of such outstanding ability and professional equipment as to command the respect and confidence of teachers and school officials. The department has not, however, been able to hold many of its strongest members because of the call to higher positions and better salaries elsewhere. During the last three years 14 per cent of its members have been lost in this way.

The various bureaus are rendering highly efficient service to the schools and in many instances they have saved the State in actual money value many times their cost of operation.

Is the State Department costing too much?—From the standpoint of the type of service which the department is rendering and the cost of State departments elsewhere, the answer to this question must be negative. The present number of staff officers, in proportion to the number of pupils enrolled, is near the average for eleven representative northern States. The salaries of these officers are higher than the average for other States for two reasons: (1) The salaries in most of the other States were decided upon at a time when salaries of all kinds were low, consequently it is very difficult to secure high-grade service in these States at the present time. (2) It is very properly regarded in the Pennsylvania department as a distinct economy to pay for the highest type of service that can be secured. As already pointed out, the present salaries have not proved high enough to retain some of the best men and women that have been brought into the department. They are certainly no higher than they must be to secure the qualifications that are needed.

The entire cost of the State Department of Education in Pennsylvania was 5.1 cents per capita in 1922. This was somewhat higher than the corresponding costs in Ohio, Illinois, Indiana, and Michigan, but less than in Massachusetts, Wisconsin, Minnesota, New York, and New Jersey, and was 1.6 cents below the average of the States named. The administration cost per pupil in Pennsylvania was 27.5 cents. This was higher than in Ohio, Indiana, Illinois, and Michigan, but lower than in Connecticut, Massachusetts, Wisconsin, Minnesota, New York, and New Jersey, and was 8.3 cents less per pupil than the average of these States. These facts indicate that administration costs in Pennsylvania are probably below the average among northern States and considerably below those of Massachusetts, Connecticut, New York, and New Jersey.

Is the State paying too much for public education?—This question should be considered from three points of view: (1) Is the State paying more or less than it should in view of its financial ability to support public education? (2) Is the State as compared with the local communities bearing

a larger share of the financial burden of education than it should? (3) Is the ratio of the State's expenditures for education to its total expenditures for all purposes larger than it should be?

The annual income per inhabitant for Pennsylvania in 1919 was \$683. This is 9 per cent higher than for the United States as a whole. It follows, therefore, that Pennsylvania is financially more able to support public education than the average State of the Union. Compared with other States, Pennsylvania in 1920 spent twenty-seven per cent less than the average of the North Central States and forty-one per cent less than the average of the Western States. For fifty years Pennsylvania has put relatively less money per capita both of total population and of total school attendance into the education of her children than the North Atlantic, the North Central, and the Western States. Prior to the adoption of the Edmonds law the State stood near the bottom of all Northern States and even in 1921-22 teachers' salaries, except those of Pittsburgh and Philadelphia, were less than the average for the United States.

On all counts the evidence clearly shows that in view of the State's ability to finance education, it is not spending more, but considerably less than it should spend if what is being done in other northern States is to be accepted as a proper standard. In per capita amount spent for education Pennsylvania stood thirty-second in 1920 and twenty-second in 1921. Twelve States paid more than twice as much per capita in 1920 and two, Nevada and Vermont, paid more than four times as much.

These facts indicate clearly that the State is not bearing a larger percentage of the total burden of education than it should. Variation in per capita wealth and in the interests, occupations, and racial characteristics of the people is much greater in Pennsylvania than in other States, except New York, and very properly calls upon the State to bear a larger part of the financial burden than otherwise would be required.

In 1918-19 Pennsylvania was devoting 27 per cent of its total expenditures to the support of education, the average for the United States that year was 34 per cent. Pennsylvania ranked 39th. The expenditures of the several States in 1922 are not accessible. In that year, however, Pennsylvania greatly increased her State appropriation, but if the percentage of expenditures for education in the other States had remained the same in 1922 as in 1919, Pennsylvania would have occupied 30th place among the States. The total expenditures of the State on education are not only justified but could be considerably increased without exceeding the average for the United States.

On all counts, therefore, the question, Is Pennsylvania spending too much money for public education? must be answered in the negative.

The present moment is a very critical one in the educational history of the State. A great battle has been fought and won, but the war itself is by no means over. It is now necessary to consolidate the splendid gains that have been made. To lose the splendid fight for better schools in this State

would be a serious loss not only to Pennsylvania, but to every other State in the Union.

There can be no doubt that Pennsylvania in its present program has taken the position of distinct leadership among the States in the improvement of public education. It should be the ambition of every school man and every citizen of the State to see to it that it does not lose this splendid position.—*From the Pennsylvania School Journal.*

HIGH-SCHOOL BETTER FILMS COMMITTEE IS SUGGESTED—English classes asked to study silent drama and review current offerings with recommendations to fellows—It is admitted by nearly everybody that moving pictures have as great an influence in the lives of the boys and girls of today as the books and magazines they read. Notwithstanding this fact but little time, if any, is devoted in teaching English to that silent drama—the motion picture.

With an abiding faith in education as a corrective force over all social evils, we submit for your consideration the following:

Organize in each high school a High-School Better Films Committee to review and report upon motion pictures showing in your local theaters. Each week a reviewing committee from one of the English classes will visit the downtown theaters and on the following morning submit a report. Senior, junior, sophomore, and freshman classes will be called upon to do this reviewing in turn. All reports before being posted on the bulletin board must be approved by one of the English teachers, thus making the review serve the double purpose of English composition and visual education.

Attend only recommended movies—The entire student body should be urged to confine their movie attendance to pictures recommended by the reviewers.

Once each month or oftener the English classes will devote a special period to motion picture study, discussing the month's films from an artistic and dramatic standpoint and hearing the report of the reviewing committees.

In furnishing a criticism on films viewed the following topics are suggested:

1. The theme should be fundamental to the picture and it should involve that which is of social interest in a constructive sense. Wholesomeness is a major consideration.

2. The main problem should be vital and interesting. The secondary problem should complicate, be relevant to, and build up the main problem. The solution should bring in the elements of suspense and climax. It should satisfactorily solve the minor problem and should solve completely the main problem.

3. The cast should be well chosen. The players should possess the qualities of appearance, ability, and dramatic art to interpret properly the characters they represent.

4. The photography should be good. The lighting should be properly focused. The settings should give the proper atmosphere to the story. Novel, artistic, magnificent settings should not detract from the story.—*From Better School Bulletin of the Ohio State Department of Education.*

GUIDE TO BOOKS

Select List

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

ADAMS, JOHN. Modern developments in educational practice. N. Y., Harcourt; London, Univ. of London, 1922. 302p. \$2.

The author, former professor of education in the University of London, tells of the recent changes in education and the work of modern specialists, relating them to present-day psychology. He brings together, explains, and discusses mental tests, the Dalton plan, the Gary System, the play way, and the project method. Interestingly and clearly written.

AMERICAN INSTITUTE OF ARCHITECTS. Committee on education. The significance of the fine arts. Bost., Jones, 1923. 483p. illus. \$3.50.

A group of ten articles by representative artists furnishing those who have taken little interest in the arts with a general introduction to the subject. More than half the book is devoted to architecture and there are shorter articles on sculpture, painting, landscape design, the industrial arts, and music. Could be used for a college text or for general reading and study. Chapter bibliographies.

BEARD, CHARLES AUSTIN. Cross currents in Europe to-day (Dartmouth alumni lectureships on the Guernsey Center Moore foundation, 1922). Bost., Jones, 1922. 278p. \$2.50.

An admirable and open-minded consideration of the situation in Europe today, its causes and possible effects. Much research has gone into the analysis and comparison of the revealed secret documents by which the author tells the story of how the war came. He writes, too, of the economic collapse of Europe, its political reorganization, the effect of the war on social thought, and the reaction of the European situation on the United States.

— Our old world background, by Charles A. Beard and William C. Bagley. N. Y., Macmillan, 1922. 504p. illus. maps. \$1.20.

Completes the series of which *First book in American history* (Booklist, 18:56, N. 21) and *History of the American people* were first and second, tracing the influence of the old world up to the colonial period and through the different tides of immigration to this country. Primarily a textbook for fifth and sixth grade children, but contains material that makes it valuable for reference.

BURRITT, MAURICE CHASE. The county agent and the farm bureau (Farmer's bookshelf). N. Y., Harcourt, 1922. 269p. illus. \$1.50.

Describes in detail the organization and working of two important agencies in the extension of agricultural education with a brief sketch of the history of each. A working guide for county farm agents and of interest to farmers and workers in agricultural communities.

CAPPER, ARTHUR. The agricultural bloc (Farmer's bookshelf). N. Y., Harcourt, 1922. 171 p. \$1.50.

Senator Capper, of Kansas, who has been identified from its beginning with the group of Congressmen organized to obtain legislation for relief of the farmers, here outlines the causes which lead to that organization, its accomplishments, and its program for the future.

DOLE, CHARLES FLETCHER. The young citizen. Rev. & enl. Bost., Heath, 1922. 213p. illus. 76c.

Parts have been rewritten and brought up to date, two chapters, "What we are here for" and "How to get on with people," have been added, and one chapter, "Our army and navy," omitted. Better print and illustrations than in old edition.

HOOVER, HERBERT CLARK. American individualism. Garden City, N. Y., Doubleday, 1922. 72p. \$1.

The war has served to confirm Hoover in his individualistic creed. His message is that American individualism, that is, a basic social philosophy which stimulates the initiative of the individual, is the only avenue to progress, spiritual, economic, and political.

JOHNSTON, MARY. 1492. Bost., Little, 1922. 315p. \$2.50.

A romantic tale which brings vividly before the reader the Spain of Ferdinand and Isabella and the new world as first found by the white man. The story is told by Jayme de Marchena, a Spanish gentleman, who to escape persecution at home ships with Columbus on his first voyage and is closely associated with him from that time until his death. Lacks any complication of plot, but abounds in dramatic interest; and the people, real and fancied, who move against its colorful background are strikingly portrayed.

A SCHOOL in action; with introduction by F. M. McMurray. N. Y., Dutton, 1922. 344p. illus. music. \$2.50.

The story of the "Bird school," a voluntary summer school for children in Peterborough, N. H., which included among its instructors teachers of high standing and such men as Padraic Colum and Ernest Bloch. Gives full reports of the methods and achievements in different branches and the results of the application of educational and psychological tests. A valuable account for those interested in child study and instruction.

SHACKLETON, ROBERT. The book of Washington. Phila., Pa., 1922. 375p. illus. \$3.50.

Out of pleasing anecdote, bits of history, a dash of humor, photographs, and attractive pen-and-ink sketches Mr. Shackleton has made a guide-book which pictures Washington as "a city of livable loveliness." Uniform with the books on Boston, New York, Philadelphia, and Chicago.

STONE, CLARENCE R. Silent and oral reading (Riverside textbooks in education). Bost., Houghton, 1922. 306p. illus. \$2.

A handbook for teachers. Lays especial emphasis on the teaching of reading in intermediate and upper grades and on silent reading. Takes up the problem of individual differences and devotes considerable space to reading tests and their use. Contains concrete material for classroom drill. Bibliography.

Comprehensive List

THIS LIST aims to mention all important new educational books published in the United States. It is based on books received at THE JOURNAL office, supplemented by information from the *Monthly Catalogue* of U. S. Public Documents, No. 335 for November, 1922, and from the various publishing houses represented.

ABEL, J. F. *School funds.* State aid to weak schools. Rural school leaflet 7, Sept., 1922. U. S. Bur. of Educ., Wash., D. C. 12p. Free.

AGEE, ALVA. *First steps in farming.* N. Y., Harper. \$1.50.

ASHBAUGH, ERNEST JAMES. *The Iowa spelling scales; their derivation, uses and limitations.* (Jour. of Educa'l Research Monographs, no. 3, June, 1922.) Bloomington, Ill., Public School Pub. Co., 1922. 144p. \$1.25.

ATKINSON, W. PATTERSON. *The short-story.* Boston, Allyn & Bacon, 1922. 317p. 80c.

BAWDEN, WILLIAM T. *Contribution of correspondence instruction methods to industrial education.* Ind. Ed. Cir. No. 9, Jan., 1922. Supt. of Docs., Gov. Print. Off., Washington, D. C. 11p. Paper, 5c.

— *Helping the shop teacher through supervision.* Ind. Ed. Cir., No. 10, Feb., 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 11p. Paper, 5c.

— *Higher standards for teachers of industrial subjects.* Ind. Ed. Cir., No. 7, Supt. of Docs., Gov. Print. Off., Wash., D. C. 22p. Paper, 5c.

— *Manual arts in the larger high school.* Ind. Ed. Cir., No. 15, Nov., 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 28p. Paper, 5c.

— *Measuring students' progress in shop work.* Ind. Ed. Cir., No. 14, Oct., 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 8p. Paper, 5c.

— *Organization of instructional material in individual units.* Ind. Ed. Cir., No. 8, Jan., 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 8p. Paper, 5c.

— *Public school supervision of employed boys and girls.* Ind. Ed. Cir., No. 13, Nov., 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 11p. Paper, 5c.

BEMAN, LAMAR T. *Ship subsidies.* (The Reference Shelf, Vol. 1, No. 8) N. Y., H. W. Wilson Co., 1923. 112p. Paper, 75c.

— *The Townner-Sterling bill.* (The Reference Shelf; vol. 1, no. 5.) N. Y., H. W. Wilson Co., 1922. 102p. Paper, 75c.

BENSON, CHARLES EMILE. *The output of professional schools for teachers.* Bako., Warwick & York, 1922. 88p. \$1.50.

BERKELEY, CALIFORNIA, PUBLIC SCHOOLS. *English, history, science, mathematics, foreign languages.* Course of Study Monographs, Junior High Schools, No. 1. Berkeley, Calif., Author, 1922. 132p. \$1.

— *History and civics.* Course of Study Monographs, Elementary Schools, No. 6. Berkeley, Calif., Author, 1922. 103p. 90c.

— *Visual Instruction.* Course of Study Monographs, Elementary Schools, No. 7. Berkeley, Calif., Author, 1923. 119p. \$1.

BRENNAN, GEORGE A. *The wonders of the dunes.* Illus. Indianapolis, Ind., Bobbs-Merrill Co., 1923. 326p. \$2.50.

BROOKS, ELISHA. *A pioneer mother of California.* San Francisco, Calif., Harr Wagner Pub. Co., 1922. 61p. \$1.

BROWN, HON. CHARLES L. *The child and the court; address before the civics teachers of the Phila. Public Schools.* Phila., Author, c/o Municipal Court of Phila., 1922. 16p. Paper.

- BROWN, PHILIP MARSHALL. *International society; its nature and interests*. N. Y., Macmillan, 1913p. \$1.50.
- BRYNER, EDNA. *Dressmaking and millinery*. Cleveland, Ohio, Cleveland Education Survey, 1916. 133p. 35c.
- BULKLEY, M. E. *Bibliographical survey of contemporary sources for the economic and social history of the war*. N. Y., Oxford Univ. Press, 1922. 334p. \$3.
- BUNDY, ELIZABETH R. *Anatomy and physiology for training schools and other educational institutions*. Illus. Phila., P. Blakiston's Son & Co., 1923. 442p. \$2.50.
- BURNS, ALLEN T. *American Americanization*. Phila., Educ. Dept. of the Municipal Court, 1922. 35p. Paper.
- BUTLER, H. E. *Apuleius—Cupid and Psyche*. N. Y., Oxford University Press, American Branch, 1922. 128p. \$1.20.
- CALVIN, MRS. HENRIETTA W. *Home economics*. Home economics circular 14. Oct., 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 16p. Paper, 5c.
- *Home Economics*. Home economics circular 15, Oct. 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 6p. Paper, 5c.
- CAMPBELL, LEROY B. *The true function of relaxation in piano playing; a treatise on the psycho-physical aspect of piano playing with exercises for acquiring relaxation*. Illus. St. Louis, Mo., Art Pub. Soc., 1922. 97p. \$1.60.
- CARNEGIE (THE) FOUNDATION FOR THE ADVANCEMENT OF TEACHING. *17th annual report of the president and of the treasurer*. N. Y., Carnegie Foundation, 1922. 211p. Free.
- CHARTERS, W. W. *Curriculum construction*. N. Y., Macmillan, 1923. 352p. \$2.
- CHIESA, CAROL DELLA. *The three of Salu; around the year in Northern Italy*. Yonkers, N. Y., World Bk. Co., 1923. 179p. \$1.
- CHU, JENNINGS PINKWEI. *Chinese students in America; qualities associated with their success*. (Contribs. to education, no. 127) N. Y., Teachers College, Columbia Univ., 1922. 55p. \$1.50. Paper, 80c.
- CLAPP, FRANK LESLIE. *Standard tests as aids in school supervision*. (Univ. of Wis. Studies in the Social Sciences and History; no. 8) Madison, Wis., University of Wis., 1922. 56p. Paper, 50c.
- CONNOLLY, LOUISE. *Tibet; the country, climate, people, customs, religion, resources*. Illus. Newark, N. J., Newark Mus. Assn., 1922. 37p. Paper, 50c.
- CONWAY, R. S. *The Making of Latin; an Introduction to Latin, Greek and English Etymology*. William Clowes & Son, Agents, N. Y., Macmillan, 1923. 146p. \$1.60.
- COULTER, EDITH M. *The university librarian, his preparation, position and relation to the academic department of the university*. Chicago, Amer. Lib. Assn., 1922. 7p. Paper, Free.
- CROSS, CECIL MERNE PUTNAM. *The development of self-government in India, 1858-1914*. Chicago, Univ. of Chicago Press, 1922. 248p. Paper, \$2.
- DAVIDSON, ISOBEL. *The Lincoln Readers. Fifth reader*. Chicago, Laurel Bk. Co., 1923. 320p. 92c.
- DAVIS, E. E., and GRAY, C. T. *A study of rural schools in Karnes County*. (Univ. of Texas bull., no. 2246; Dec., 1922) Austin, Tex., Univ. of Texas Publications, 1922. 68p. 10c.
- DAVIS, EDWARD EVERETT, and GRAY, C. T. *A study of rural schools in Wichita County*. (Univ. of Texas bull., no. 2243) Austin, Texas, University of Texas Publications, 1922. 60p. Paper, 10c.
- DAVIS, EDWARD EVERETT, and SHELBY, T. H. *County unit of school administration in Texas*. (Univ. of Texas bull., no. 2226) Austin, Texas, Univ. of Texas Publications, 1922. 63p. 15c.
- DENDY, ARTHUR. *Problems of modern science; a series of lectures delivered at King's College, University of London*. N. Y., Holt, 1922. 236p. \$3.50.
- DUBOIS, FLORENCE, and BONNER, H. R. *Public schools*. Statistics of State school systems. U. S. Bur. of Educ., bull. 29, 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 68p. Paper, 10c.
- DUGGAR, JOHN FREDERICK. *Agriculture for Southern schools*. Illus. N. Y., Macmillan, 1923. 369p. \$1.20.
- Elementary science, nature study and practical work in preparatory schools and the lower forms of secondary schools; being a report on the Sub-Committee appointed by the Science Master's Association*. N. Y., Oxford Univ. Press, 1922. 20p. 35c.
- ELLINGFORD, HERBERT FREDERICK. *The art of transcribing for the organ; a complete textbook for the organist in arranging choral and instrumental music*. N. Y., H. W. Gray Co. 158p. \$6. Bds., \$5.
- ELSON, HENRY WILLIAM. *History of the United States of America*. N. Y., Macmillan, 1923. 998p. \$3.
- EVANS, HENRY R. *Educational boards and foundations, 1920-22*. U. S. Bur. of Educ., bull. no. 38, 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C., 1922. 11p. Paper, 5c.
- FISH, JOHN C. L. *Engineering economics; 2nd ed.* Illus. N. Y., McGraw-Hill, 1923. 311p. \$3.
- FLOWERS, MONTAVILLE, and BONNER, H. R. *The menace of morphine, heroin, and cocaine*. Bull. no. 2, March, 1923. Pasadena, Calif., Narcotic Education Association, 1923. 47p. 25c.
- FORD, WALTER BURTON, and AMMERMAN, CHARLES. *Plane and solid geometry*. Revised ed. N. Y., Macmillan, 1923. 356p. \$1.60.
- FRANK, TENNEY. *A History of Rome*. N. Y., Holt, 1923. 613p. Library edition, \$4.50. Educational edition, \$3.50.
- FURMAN, LUCY. *The quare women; a story of the Kentucky mountains*. Boston, Atlantic Monthly Press, 1923. 219p. \$1.75.
- GORDY, WILBUR FISK. *American beginnings in Europe*. Illus. N. Y., Scribner, 1922. 364p. \$1.12.
- HALLOCK, GRACE T. *A school health program for parent-teacher associations and women's clubs*. Illus. 370 7th Ave., N. Y., Child Health Org., 1922. 36p. Paper, 10c.
- HARNED, WILLIAM E. *Typewriting studies*. Boston, Ginn & Co., 1923. 128p. \$1.40.
- HAWKES, HERBERT E., LUBY, WILLIAM A., and TOUTON, FRANK C. *Plane and solid geometry*. Boston, Ginn & Co., 1923. 496p. \$1.60.
- HETHERINGTON, CLARK W. *School program in physical education*. World Bk. Co. 132p. Kraft paper, \$1.
- HOKE, ROY EDWARD. *The improvement of speed and accuracy in typewriting*. (Johns Hopkins Univ. Studies in Educ., no. 7). Balto., Johns Hopkins Press, 1923. 42p. 75c.
- HOKE, ELMER RHODES. *The measurement of achievement in shorthand*. (Johns Hopkins Studies in Educ., no. 6). Balto., Johns Hopkins Press, 1923. 118p. 2 folders. \$1.50.
- HOLT, W. STULL. *The Federal board for vocational education; its history, activities, and organization*. Baltimore, Md., Johns Hopkins Press, 1922. 74p. \$1.
- INDIANA DEPARTMENT 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. Paper, Postage.
- JACKSON, W. C. *A boy's life of Booker T. Washington*. N. Y., Macmillan, 1923. 147p. \$1.25.
- JESSUP, ELON H. *Roughing it smoothly; how to avoid vacation pitfalls*. Illus. N. Y., Putnam, 247p. \$2.50.
- JEUDWINE, J. W. *Studies in empire and trade*. N. Y., Longmans, Green, 1923. 463p. \$7.50.
- JOHNSEN, JULIA E. *Kansas court of industrial relations*. (The Reference Shelf, vol. 1, no. 4.) N. Y., H. W. Wilson Co., 1922. 71p. 75c.
- JOHNSTONE, EDWARD RANSOM. *Dear Robinson; some letters on getting along with folks*. Vineland, N. J., Author, 1923. 139p. \$1.50.
- JUDD, CHARLES H., and others. *Rural school survey of New York State; administration and supervision*. Ithaca, N. Y., Author, 1923. 629p. \$1.
- KAUFFMAN, TREVA E., and FURNEY, OAKLEY. *The organization and teaching of industrial and homemaking subjects in part-time or continuation schools*. Albany, N. Y., C. F. Williams & Son, 1922. 45p. Paper, 80c.
- KELLEY, TRUMAN L., and others. *Stanford achievement test; test form A and B; primary and advanced examinations with keys and manual*. Yonkers, N. Y., World Bk. Co., 1922. Prim. \$1.40 per 25; Adv. \$2 per 25; Manual 30c; Specimen 50c.
- KINDERMANN, HENRY. *Lola; or the thought and speech of animals*. N. Y., Dutton, 188p. \$2.50.
- KRAUSE, FRANK. *Master and mate; questions and answers for examinations; with lectures on geography, astronomy, compensation of compass, charts, ship construction, officers' duties, law of storms and great circle sailing*. 150 Lafayette St., N. Y., International Press, 1922. 195p. \$2.50.
- LATHROP, EDITH A. *School funds: Legislation affecting consolidation*. Rural school leaflet 5, Aug., 1922. U. S. Bur. of Educ., Wash., D. C. 4p. Free.
- LEE, ALBERT SHERMAN. *The new English grammar*. Parkersburg, W. Va., Condensed Textbook Co., 1922. 197p. \$1.35.
- LIU, HERMAN CHAN-EN. *Non-verbal intelligence tests for use in China*. N. Y., Teachers College, Columbia Univ., 1922. 84p. \$1.60. Paper, \$1.25.
- LONG, JOSEPH RAGLAND. *Government and the people*. Illus. N. Y., Scribner, 1922. 464p. \$1.60.
- LOVE, CLYDE E. *Analytic geometry*. N. Y., Macmillan, 1923. 306p. \$2.25.
- LOVEJOY, OWEN R. *Children and reconstruction; address delivered by author, under the auspices of the Educ'l Dept. of the Municipal Court*. (Public Service Addresses; ser. 1919-1920, no. 6). Phila., Educ'l. Dept. of the Municipal Court, 1922. 28p. Paper.
- LUTZ, R. R. *The metal trades*. Cleveland, Ohio, Cleveland Education Survey, 1916. 129p. 35c.
- MACLEAN, ANNIE MARION. *Our neighbors*. N. Y., Macmillan, 1923. 288p. \$1.75.
- MCCULLOUGH, JAMES F. *Looking to our foundations*. Geneva, Ill., The Economic Press, 1922. 374p. \$3.
- McKENZIE, ROBERT TAIT. *Exercise in education and medicine; 3d ed.* Illus. Phila., Saunders, 601p. \$5.
- McKNIGHT, GEORGE H. *English words and their background*. N. Y., D. Appleton & Co., 1923. 449p. \$2.50.

- MAHONEY, ROBERT H. *The federal government and education; an examination of the federalization movement in the light of the educational demands of a democracy.* Washington, D. C., Catholic University, 1922. 80p. Paper, 75c.
- MANUEL, JUAN. *El conde lucanor.* Boston, Allyn & Bacon, 1922. 195p. 80c.
- MEANWELL, WALTER E. *Basket ball.* Madison, Wis., Democrat Pr. Co., 1922. 200p. \$3.
- MERGANTHALER LINOTYPE COMPANY. *The linotype's big scheme of simple operation.* Brooklyn, N. Y., Mergenthaler Linotype Co., 1923. 73p. Gratis to school officials and instructors in printing, publishing, and allied lines.
- MILLS, CLIFFORD NEWTON. *Introduction to plane analytical geometry and differential calculus.* Illus. 1012 Walnut St., Phila., P. Blakiston's Son & Co., 1922. 131p. \$1.50.
- MINER, MAUDE E. *The community's responsibility for safeguarding girls.* (Public Service Address series 1919-20, no. 5.) Phila., Educ'l. Dept. of the Municipal Court, 1922. 20p. Paper.
- MITCHELL, THOMAS WALKER. *Medical psychology and psychical research.* Illus. N. Y., Dutton, 1923. 244p. \$3.
- MUILENBURG, JAMES. *Specimens of biblical literature.* N. Y., T. Y. Crowell Co., 1923. 413p. Net, \$2.50.
- MYERS, BERNARD. *Practical handbook on the diseases of children.* Illus. Phila., B. Blakiston's Son & Co., 1923. 548p. \$5.
- NATIONAL HONESTY BUREAU. *The honesty book; a handbook for teachers, parents, and other friends of children.* 115 Broadway, N. Y., Author, 1923. 56p. Free.
- NEWELL, LYMAN CHURCHILL. *Practical chemistry* (1st year). Illus. Boston, Heath, 1922. 543p. \$1.90.
- NEWMAN, MINNIE M. *Handbook on racial and nationality backgrounds.* Section 1, *Peoples of the Near East.* Section 2, *Southern and Central Europeans.* Section 4, *The Far East.* 600 Lexington Ave., N. Y., The Woman's Press, 1923. 23p., 43p., 48p. 50c. each.
- NEWTN, GEORGE S. *A textbook of inorganic chemistry; new and enl. ed.* N. Y., Longman, Green, 1923. 772p. \$2.50.
- ODELL, CHARLES W. *The use of intelligence tests as a basis of school organization and instruction.* (Univ. of Ill., Bull., Vol. 20, No. 17; Bur. of Educ. Research; Bull. No. 12.) Urbana, Ill., Univ. of Ill. Press, 1922. 78p. Paper, 50c.
- O'LEARY, IRIS PROUTZ. *Department store occupations.* Cleveland, Ohio, Cleveland Education Survey, 1916. 127p. 35c.
- OXFORD UNIVERSITY. *General information concerning admission, residence, entrance scholarships, and the examinations leading to the degree of Bachelor of Arts, etc.* N. Y., Oxford Univ. Press, 1922. 16p. Paper, 20c.
- PACK, CHARLES LATHROP. *The school book of forestry.* 1214 16th St., Washington, D. C., Am. Tree Assn., 1923. 160p. \$1.
- *Trees as good citizens.* Illus. 1214 16th St., Washington, D. C., Am. Tree Assn., 1923. 260p. \$2.
- PARGMENT, M. S. *Exercices francais; cours preparatoire.* N. Y., Macmillan, 1923. 320p. \$1.
- PARKER, SAMUEL CHESTER. *Types of elementary teaching and learning.* Boston, Ginn & Co., 1923. 585p. \$2.
- PEPPER, GEORGE WHARTON. *Democracy and service.* (Public Service Addresses; ser. 1921-1922, no. 8.) Phila., Municipal Court of Phila., 1922. 14p. Paper.
- PETERSON, MAUDE GRIDLEY. *How to know wild fruits; a guide to plants when not in flower by means of fruit and leaf.* Illus. N. Y., Macmillan, 1923. 340p. \$2.
- PILSBURY, E. H. *Latin prose composition for Middle and Upper Forms.* N. Y., Oxford Univ. Press, 1922. 202p. \$1.20.
- PITTSBURGH PUBLIC SCHOOLS. *Vocational Guidance Department Vocational guidance bulletin.* Pittsburgh, Pa., Author, 1923. 158p. Paper, 60c.
- PLATT, CHARLES. *The psychological basis for social endeavor.* (Public service addresses; ser. 1920-1921, no. 7.) Phila., Municipal Court of Phila., 1922. Paper.
- PLUNKET, IERNE L. *Europe in the Middle Ages.* N. Y., Oxford Univ. Press, 1922. 392p. \$1.85.
- PROCTOR, WILLIAM MARTIN. *Psychological tests and guidance of high-school pupils.* (Journal of Educational Research Monograph, No. 1, June, 1921.) Bloomington, Ill., Public School Pub. Co., 1921. 70p. Paper, 75c.
- RICH, FRANK P. *Elementary printing; a series of lessons on correct type composition for the instructor, pupil, and apprentice; especially adapted for part-time school classes.* Boston, Author, 1922. 54p. \$1.50.
- RIPMAN, WALTER. *Good speech; an introduction to English phonetics.* N. Y., Dutton, 1922. 88p. \$1.40.
- RODGERS, ROBERT H., and FURNEY, OAKLEY. *Unit instruction sheets and individual instruction in vocational classes.* Albany, N. Y., C. F. Williams & Son, 1922. 62p. Paper, 80c.
- ROSE, MARY SWARTZ. *Food lessons for nutrition classes.* Illus. N. Y., Teachers Coll., Columbia Univ., 1922. 26p. Paper, 15c.
- RUCKER, AUGUSTA. *Ten talks to girls on health.* N. Y., The Woman's Press, 1921. 99p. \$1.
- SHAW, FRANK L. *The printing trades.* Illus. Cleveland, Ohio, Cleveland Education Survey, 1916. 95p. 35c.
- *The building trades.* Illus. Cleveland, Ohio, Cleveland Education Survey, 1916. 107p. 35c.
- SMITH, E. EHRLICH. *Teaching geography by problems.* Garden City, N. Y., Doubleday, Page, 1921. 306p. \$1.50.
- SNEDDEN, GENEVRA. *Leif and Thorkel, two Norse boys of long ago.* Yonkers-on-Hudson, N. Y., World Bk. Co. 214p. \$1.
- STEVENS, BERTHA M. *Boys and girls in commercial work.* Cleveland, Ohio, Cleveland Education Survey, 1916. 181p. 35c.
- Studies in secondary education; 1; Univ. High School; Univ. of Chicago.* (Supplementary Educ. Monographs; no. 24.) Chicago, Univ. of Chic., Dept. of Educ., 1923. 150p. Paper, \$1.50.
- SWIFT, CHARLOTTE B. *A plan for teaching beginners to read.* St. Louis, Mo. Author, 1922. 31p. 50c.
- SWIFT, FLETCHER HARPER. *Studies in public school finance; the West-California and Colorado.* Minneapolis, Minn., University of Minnesota Press, 1922. 221p. Paper, \$3.
- SWIGGETT, GLEN LEVIN. *Business education.* Commercial educ. leaflet No. 2. Supt. of Docs., Govt. Print., Wash., D. C., 1922. 14p. Paper, 5c.
- TANSLEY, A. G. *Elements of plant biology.* Illus. N. Y., Dodd, Mead. 410p. \$4.
- TAYLOR, ALBERT LEROY, and BLAKE, A. HAROLD. *Automotive manual for laboratory and repair shop.* N. Y., Macmillan, 1923. 178p. \$2.
- TILLEY, ARTHUR. *Studies in the French Renaissance.* Illus. Cambridge University Press, Agents. N. Y., Macmillan, 1922. 331p. \$8.
- THOMAS, H. *Shakespeare and Spain.* N. Y., Oxford Univ. Press, 1922. 32p. 70c.
- THWING, CHARLES F. *Colleges and universities: Higher education in Australia and New Zealand.* U. S. Bur. of Educ. Bull. 25, 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 8p. Paper, 15c.
- TUCKER, S. MARION. *Plays for amateurs; a selected list.* N. Y., H. W. Wilson Co., 1923. 34p. 60c.
- U. S. BUREAU OF EDUCATION. *High-school buildings and grounds; report of Commission of Reorganization of Secondary Education, appointed by N. E. A.* U. S. Bur. of Educ. Bull. 23, 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 49p. Paper, 15c.
- U. S. BUREAU OF EDUCATION. *Public schools: statistics of city school systems.* U. S. Bur. of Educ. Bull. 17, 1922. Supt. of Docs., Gov. Print. Off., Wash., D. C. 173p. Paper, 20c.
- U. S. BUREAU OF EDUCATION. *Reorganization of mathematics in secondary education.* U. S. Bur. of Ed. Bull. 32, 1921. U. S. Bur. of Educ., Wash., D. C., 1922. 73p. Paper, 10c.
- WALTERS, R. G. *High school commercial education.* N. Y., Pitman. 261p. \$1.25.
- WATERS, HENRY JACKSON. *Elementary agriculture.* Illus. Boston, Ginn, 1923. 349p. \$1.
- WELLS, H. G. *A short history of the world.* N. Y., Macmillan, 1923. 455p. \$4.
- WEST VIRGINIA STATE BOARD OF EDUCATION. *Manual of physical education prescribed by the State Board of Education, State of West Virginia.* Illus. Charleston, W. Va., Tribune Ptg. Co., 1922. 141p. 50c.
- WHIPPLE, GEORGE CHANDLER. *Vital statistics; 2d ed. rev. and enl.; introd. to the science of demography.* N. Y., Wiley, 1923. 579p. \$4.
- WHITEHEAD, A. N. *The principle of relativity with applications to physical science.* Cambridge University Press, Agents. N. Y., Macmillan, 1922. 190p. \$3.50.
- WICKSON, E. J. *Rural California.* Illus. N. Y., Macmillan, 1922. 399p. \$2.50.
- WILLIS, CLARENCE ADDISON. *Plane geometry; experiment, classification, discovery, application.* Illus. Phila., P. Blakiston's Son & Co., 1922. 301p. \$1.32.
- WISSLER, CLARK. *Man and culture.* N. Y., T. Y. Crowell Co., 1923. 371p. \$2.75.
- WORLD PEACE FOUNDATION. *Reparation: Pt. 1. Damage and payments; Pt. 2. Politics and economics of payments; Pt. 3. Financial aspects.* In a League of Nations. vol. 5, nos. 1-3. Boston, World Peace Foundation, 1922. 209p. Paper, 15c. or 5c. each part.

Books on California

THIS JULY many of the educators who attend the Oakland-San Francisco meeting, will tarry as long as they can in California. The great numbers of interesting places to be seen makes it advisable to select with care as many as can be visited in the time at hand. The following list of books was prepared for THE JOURNAL by Mr. Milton J. Ferguson, State librarian, Sacramento. These books may be borrowed from town libraries or from secretaries of the State Library Commissions.

History

CHAPMAN, CHARLES EDWARD. *History of California: the Spanish period.* N. Y. Macmillan, 1921.

The author having spent many years in research work in Spain and other countries where original material on Spanish-California is to be found has given us in this the latest history on the subject a popular and at the same time an authentic work on the Spanish period.

CLELAND, ROBERT GLASS. *History of California: the American period.* N. Y. Macmillan, 1922.

This work on the American period is a complement to the preceding volume. In it Dr. Cleland gives a vivid picture of the California, whose dramatic entry into the Union, feverish days of the gold excitement, and later importance as an integral part of our Great Commonwealth, have given it an appeal that cannot be resisted.

ROYCE, JOSEPH. *California from the Conquest in 1846 to the Second Vigilance Committee in San Francisco, 1856: a study of American character.* Bost. Houghton, 1886.

A valuable authority on the history of California's most exciting and formative period.

PUTNAM, RUTH. *California; the name.* 1917. University of California publication in history. v. 4, no. 4.

SAUNDERS, CHARLES FRANCIS, and CHASE, JOSEPH SMEATON. *The California padres and their missions.* Bost. Houghton, 1915. One of the later works on the missions.

JAMES, GEORGE WHARTON. *In and out of the old missions of California, a historical and pictorial history of the Franciscan missions.* Bost. Little, 1905.

One of the most popular books on this phase of California history.

Description

DANA, RICHARD HENRY, JR. *Two years before the mast: a personal narrative of life at sea.* N. Y. Harpers, 1840.

A California classic. The author spent most of the years 1835 and 1836 in California, and a most fascinating account is

given of the life of the time, together with vivid descriptions of places and events. This work has passed through many editions.

TAYLOR, BAYARD. *El Dorado; or adventures in the path of empire; comprising a voyage to California via Panama; life in San Francisco and Monterey; pictures of the gold region and experiences of Mexican travel; with illustrations by the author.* London. Bently, 1850.

One of the best accounts of life in California during the great gold rush of 1849. Many editions have appeared since the first. Some of the reprints omit the illustrations.

MARKHAM, EDWIN. *California the wonderful; her romantic history, her picturesque people, her wild shores, her desert mystery, her valley loveliness, her mountain glory, including her varied resources, her commercial greatness, her intellectual achievements, her expanding hopes, with glimpses of Oregon and Washington, her northern neighbors.* N. Y. Hearst's International Library Co., 1914.

The glories of California portrayed by one who loves her, and who knows how to express his admiration.

MURPHY, THOMAS DOWLER. *On sunset highways; a book of motor rambles in California; new and revised edition, with eighteen illustrations in color from original paintings, mainly by California artists, and forty duogravures from photographs; also new road map covering entire State.* Bost. Page, 1921.

WILSON, HERBERT EARL. *The lore and the lure of the Yosemite; the Indians, their customs, legends, and beliefs, and the story of Yosemite with illustrations from photographs by H. C. Pillsbury.* S. F. Robertson, 1922.

One of the latest books on the Valley.

HALL, ANSEL F. *Guide to Yosemite; a handbook of the trails and roads of Yosemite Valley and the adjacent region.* S. F. Sunset Publishing House, 1920.

A valuable guide for those who wish to visit the Yosemite Valley and the wonderland surrounding it.

JAMES, GEORGE WHARTON. *The lake of the sky, Lake Tahoe, in the High Sierras of California and Nevada; its history, Indians, discovery by Fremont, legendary lore, various namings, physical characteristics, glacial phenomena, geology, etc., etc.* Pasadena. Author, 1915.

San Francisco

ELDRIDGE, ZOETH SKINNER. *The beginnings of San Francisco from the expedition of Anza, 1774, to the city charter, April 15, 1850; with biographical and other notes.* S. F. Author, 1912. 2v.

Includes much of general interest as well as the early history of San Francisco.

IRWIN, WILLIAM HENRY. *Old Chinatown—a book of pictures by Arnold Genthe with text by Will Irwin.* N. Y. Kennerley, 1913.

Most fascinating pictures of Chinatown before the earthquake and fire. Fortunately Mr. Genthe saved the plates, although at the sacrifice of other personal property.

POTTER, ELIZABETH GRAY, and GRAY, MABEL THAYER. *The lure of San Francisco; a romance amid old landmarks.* S. F. Elder, 1915.

A charming description of San Francisco's historical landmarks combined with a New England romance.

HUTCHINSON, WILLIAM E. *Byways around San Francisco Bay.* N. Y. The Abingdon Press, 1915.

By one who sees the trail, the woods, and all nature through the eyes of a poet.

TODD, FRANK MORTON. *The Chamber of commerce handbook for San Francisco, historical and descriptive; a guide for visitors.* S. F. San Francisco Chamber of Commerce, under direction of the publicity committee, 1914.

SLOSSON, EDWIN EMERY. *Great American universities.* N. Y. Macmillan, 1910.

University of California, p.148-171. Leland Stanford Junior University, p.110-147.

Up-to-date statistics can be obtained by writing to the universities.

American association for the advancement of science. Nature and science of the Pacific Coast; a guidebook for scientific travelers in the West. S. F. Elder, 1915.

A valuable handbook for those interested in nature and science.

Historic Fiction

ATHERTON, MRS. GERTRUDE FRANKLIN (HARN). *The splendid idle forties; stories of old California, with illustrations by Harrison Fisher.* N. Y. Macmillan, 1902.

Thirteen stories of California life just prior to and at the time of the American conquest. Most of the tales are founded upon tradition; several upon historical facts. It is an enlarged and revised edition of "Before the Gringo came."

JACKSON, MRS. HELEN MARIA (FISKE) HUNT. *Ramona; a story.* Bost. Little, 1908.

The story was written to expose the injustice of United States Government policy toward the Indians. The scene is southern California. The author takes one of the Mission Indians for her hero, while picturing old-fashioned life on a Spanish rancho, the household, the pastoral occupations, and the religious observances. A tragic love story.

CANFIELD, CHAUNCEY LEON. *The diary of a forty-niner.* N. Y. Shepard, 1906.

A faithful, accurate, and vivid story, from the miner's point of view, of foot-hill mining life. Purports to be the diary of Alfred T. Jackson. Nevada county is the foothill country in which the stirring events took place.

IRWIN, WALLACE ADMAH. *Seed of the sun*. N. Y. Doran, 1921.

The story deals with the present-day Japanese situation.

Free literature can be obtained from the following sources:

California Development Association. Ferry Bldg., San Francisco, Calif.

Californians Incorporated. 509 Hutton Bldg., San Francisco, Calif.

Chamber of Commerce of Los Angeles, Los Angeles, Calif.

Chamber of Commerce, Oakland, Calif.

PLANS FOR THE SUMMER MEETINGS

IN THE following letter, Mr. Fred M. Hunter, superintendent of schools, Oakland, California, and chairman of the Joint Oakland-San Francisco Executive Committee of the N. E. A. Convention, extends to the members of the Association the greetings of the Convention cities:

"At the last convention of the National Education Association the joint invitation of Oakland and San Francisco to be the hosts of the Association at its 1923 convention was extended and accepted. The purpose of this open letter is to remind the membership of the National Association of this fact, with particular emphasis on the acceptance of the invitation.

"The host cities are going ahead with the plans based on this acceptance. Civic leaders have joined with the educational forces of the two cities in building up an organization that assures a convention which from the standpoint of hospitality and entertainment will afford a life-long memory for those attending.

"A Vacation Convention in California's Wonderland! This is the slogan that the host cities are broadcasting to teachers everywhere. Many members of the teaching profession have longed for an opportunity to visit California and other parts of the Pacific Coast.

"With the low rail and steamer rates that will prevail, the number of scenic attractions than can be visited enroute, and the value to be obtained not only from the National convention but the World Conference we believe that this is indeed an offer that seldom comes.

"The present indications are that these two great gatherings of educators will start westward one of the greatest pilgrimages in the convention history of our organization. The plans of San Francisco and Oakland are on a generous scale to accommodate all those that desire to come. We want to assure all of every possible comfort and convenience and an open-hearted western welcome.

"The time, however, has now arrived when the individual teacher, the local, and the State association should be making a definite decision to attend. The time between now and the opening of the two conventions will slip by only too quickly. Although we have every assurance of all necessary accommodations the local committee will appreciate whatever cooperation can be given in the matter of making early reservations. And in making your reservations allow ample time for seeing California.

The entire State is bidding for the favor of being your host. Within a few hours of both Oakland and San Francisco are some of the West's greatest scenic attractions, such as the Yosemite, Tahoe, the Big Trees, and numerous other points of interest. The local committee on arrangements is prepared to supply information regarding travel opportunities, and also to organize special excursions for groups desiring to visit some one or more points in a body. So in closing let us urge upon you again the advantages of 'The Vacation-Convention in California's Wonderland.'

IN addition to the letter of welcome from Chairman Hunter we publish the following from Orton E. Lucas, chairman of the Convention Publicity Committee, a statement showing the splendid program which is being prepared for the entertainment of the Nation's educators:

"Although San Francisco and Oakland nominally are to be the hosts of the National Education Association convention and the World Conference on Education all California is to be associated in extending hospitality to the visitors. Neither is this function of host to be restricted to members of the teaching profession, but men and women in all groups, civic and professional have been willingly drafted to serve.

"Under the able leadership of Mr. Fred M. Hunter, past president of the National Education Association and a veteran of many conventions, the 1923 convention cities have made rapid strides in the organization of that part of the convention machinery to be set up by the local committees. As a matter of fact the convention cities feel that the advanced state of preparation for the conventions is due to the experience and understanding that the general chairman has been able to bring to bear on the task in hand.

"The convention organization as far as possible has been equally distributed between San Francisco and Oakland. Each committee has its two sections, one for each city. In this way the work in every department is being urged forward in both communities with equal precision and understanding of the problem as a whole. Although it is the province of each of the main committees to make its independent report to the members of the National Association through the pages of THE JOURNAL it will not be amiss to say here a few things in a general way as to the provision that is to be made for the comfort and entertainment of the visitors.

"California has always been proud of its reputation for western hospitality. San Francisco and Oakland through the joint hospitality committee are determined that this reputation shall be made doubly secure in their welcome to the National Education Association. Many unique features are to characterize the reception accorded the visiting educators. The housing committee reports that there will be a wide variety of hotel and lodging accommodations for all. The convention cities are noted not only for the modernness of their hotels but the economy that can be practiced where economy is essential. The entertainment committee is pledged to see that there are no dull hours and excursions; sight-seeing trips, and other events are to be scheduled in such variety as to make sure that everyone who desires to make the most of the travel opportunity while in California will not be disappointed. The auditing committee is being pressed for all possible funds, not utilized elsewhere, to swell the appropriation necessary to show everyone a good time.

"The convention cities make only one specific request of their prospective guests and that is that all make as liberal provisions as possible in the matter of time in arranging their stop-over in Oakland and San Francisco. It will be the purpose of the local committee to distract the attention of the visitors as little as possible from the serious work of the two conventions. In return the convention hosts are asking that their visitors arrive early and stay as long as possible that none of the important trips in and around the city may have to be foregone because of time limitations."

ELECT DELEGATES IMMEDIATELY—Members of the Secretary's office wish to render the greatest possible assistance to delegates at the Oakland-San Francisco meeting. Local and State affiliated associations are especially requested to send promptly to headquarters the names and addresses of delegates, so that the card index may be complete before time to leave for the meeting. This will be a tremendous aid, in that delegates will be saved much time and confusion in securing their official credentials, badges, and supplies. **HAVE YOUR DELEGATES BEEN REPORTED TO WASHINGTON HEAD-QUARTERS?** If not, see to it that they are elected at once and their names sent in. Call a special meeting if necessary. Every association should send its quota of delegates. Business of unusual importance will be transacted at this meeting. There will be differences of opinion on many questions submitted to the Assembly for consideration. Every association should have a voice in deciding these questions of policy and these points of fundamental importance.

TAKE YOUR OVERCOATS—Persons who plan to attend the summer meeting of the Association and The World Conference and who are not familiar with the climate of Oakland-San Francisco are reminded that they should take light overcoats and other suitable wraps.

Additional notes and announcements relating to hotels and other essential information will be found on pages 208 and 209 of this number of THE JOURNAL.

Better Salaries—Better Citizens¹

THE PAYMENT of salaries to teachers can be justified on but one basis—they perform a valuable public service. The only sound justification for a change in a salary schedule is that it promises to improve the quality of service rendered by the teachers of the Nation to the children of the Nation.

Over a long period of time no other factor exerts so strong a determining effect upon the service rendered by the teaching profession as the salary schedules maintained by the Nation. In every large profession the number of recruits that will be available is vitally affected by the economic return which that profession promises. Opportunities for trained and competent young men and women to render genuine service at a reasonable return are not difficult to obtain today. It is too much to expect that people with vision and power will offer themselves for service in any profession that promises perpetual financial anxiety, thwarted ambitions, and bitter old age. If such people do enter a field of service offering so little in return for their best efforts, they may be expected to prepare themselves for an escape at the first favorable opportunity.

The quality of service rendered by those already in the profession is likewise largely determined by the salary schedule. The buoyancy of mind so necessary to successful teaching cannot be an accompaniment of a disparity between income and necessary outgo. Nor must the income be only just sufficient to cover the necessities of life. The teacher who is unable to continue her study and to gain some contact outside of her community through travel soon drops into a rut from which only the exception escapes. The day is past when our future citizens can be taught by people of limited training and narrow contacts. The foundation for successful citizenship in the greatest democracy of the world—a democracy, perplexed by class, race, and religious prejudices inherited from the old world—can be laid only by teachers of sound training, broad contacts, and growing vision. Realizing, then, that those who fix sal-

ary schedules are in a very real way determining the quality of human material that will be available for the profession and the efficiency of those already in the profession, let us ask and answer some questions that have a vital bearing on this subject.

First, have salary schedules in the past provided an adequate supply of qualified teachers? Coffman in 1910 completed a study which revealed that tens of thousands of our teachers were but sixteen, seventeen, and eighteen years of age, that but one fifth of all teachers "had met the standard of preparation recognized in all civilized countries as constituting the barest minimum for elementary teaching," and that one half of the Nation's children were "being taught by teachers who have not served sufficiently long to let the discipline of experience compensate, in any marked degree, for the deficiencies in their training."² These findings were not out of agreement with a number of city surveys, which revealed that a considerable percentage of teachers in cities, where conditions were the best, had not "graduated from any institution, not even an elementary school."³

The effect of the war on the teaching profession is well known. In many communities schools were closed completely for lack of teachers of any kind. Other districts completely let down the bars and placed the training of the children in the hands of wholly untrained transients who were willing to go through the motions of "keeping school" for a few weeks. Such a condition was to have been expected since, as a careful study recently completed by the Russell Sage Foundation tells us, in 1920 the teachers of the Nation were in a less advantageous economic position "than at any time since the Civil War period." Not until this year have some State superintendents been able to make the questionable boast that their States have returned to "prewar standards" in the certification requirements for teaching. Surely the salary schedules in the past have failed miserably in recruiting a sufficient number of trained teachers to conduct the Nation's schools.

Second, are present salary schedules providing an adequate supply of properly qualified teachers? Two studies recently issued agree that approximately three teachers in every five have less than the amount of training accepted as the

minimum standard for teacher preparation—high-school and normal-school graduation.⁴ Of 700,000 teachers, 400,000 now do not have the amount of training "recognized in all civilized countries as constituting the barest minimum for elementary-school teaching." In but seven States have eighty per cent of the teachers had normal-school training or the equivalent. In at least twelve States over three fourths of the teachers have had less than this amount of training.

The present situation in the rural schools of the country is now being revealed by an inquiry sent out by Dr. E. S. Evenden, chairman of the Salary Committee of the National Education Association. A preliminary tabulation of random returns from seventy-one county superintendents scattered through twenty-seven States indicates that in 1922-23 fifteen per cent of the rural teachers of the country have less than one year's training beyond the eighth grade, seventeen per cent are teaching their first year and twenty-five per cent are less than twenty-one years of age. Many superintendents report that a sufficient supply of properly qualified teachers cannot be obtained. This means that millions of the Nation's children are being taught by teachers with practically no training or experience and so immature that we would not think of granting them the ballot. Yet, with

POPPIES FOR MEMORIAL DAY

William Bishop Owen

President of the National Education Association

THE proposal made by the American Legion that on Memorial Day the American people wear poppies is very fitting. The flower carries us back to the days when we watched with unexampled interest the great struggle in Europe. It is a symbol of our hope and our prayers that victory might come to the soldiers of liberty in Flanders Fields. It is a subtle reminder of the spirit of self-sacrifice in which our own brave American boys entered the great conflict to tip the scales to the side of victory. It serves as a pledge that we shall not cynically forget what our soldiers, living and dead, did in foreign fields for America and the world. I appeal to the teachers of our country to unite in this simple ritual of flowers and with the children thus to honor our heroic dead.

¹ Prepared for THE JOURNAL by the Division of Research.

² The Social Composition of the Teaching Population (Coffman, L. D.), p.219-221.

³ Examination of the Public School System of the City of Buffalo, 1916, p.54.

⁴ National Education Association, Washington, D. C. Research Bulletin, Vol. I, No. 1, p.40-43. Also, Seventeenth Annual Report of the Carnegie Foundation for the Advancement of Teaching, p. 56 to 59, New York City.

hardly a thought we give into their hands a far greater responsibility than that of the ballot—the training of the children who are citizens of tomorrow.

Third, is there promise of any general improvement of the situation under present salary schedules? The accompanying table gives the average salaries paid teachers in the country as a whole since 1913. The figures of column two are probably indicative of the salaries paid in the best rural schools of the country. The average yearly salary rose from \$515 to \$1020 in 1923.

This at first glance appears to be a substantial increase. The index numbers on the cost of living indicate, however, that where one hundred cents in 1913 were required to purchase a set amount of certain commodities, one hundred and seventy-two cents are necessary in 1923. The \$1020 of 1923 were therefore really worth \$593 in 1913 dollars, or a real increase of 15.1 per cent over the average salary of 1913. The depreciation of the dollar has taken away most of the apparent increases. The figures in columns six to nine, presenting similar figures for a typical large city, tell us that in spite of substantial dollar increases in the average salary paid in this city, there was really a decrease in the purchasing power of teachers' salaries. The \$1143 salary of 1913 was replaced in 1923 by a salary with a purchasing power of 94.5 per cent of what it was 1913. If there had been no changes in the purchasing power of the dollar between 1913 and 1923, and if the average salary paid in this city had remained at \$1143 throughout these years, the teachers would have been better off than they actually are.

The question probably arises, will not decreases in the cost of living give teachers' salaries an increasing purchasing power following 1923. Indications at present are to the contrary. Between March, 1922, and December, 1922, this was an increase of three points in the cost of living figures of the United States Department of Labor. The leading article in the *Literary Digest* of March 24, 1923, gives figures showing that there has been a rapid rise of prices during the first months of 1923 and quotes a statement that "during the last twenty-one months this country has experienced the sharpest advance in prices that has ever taken place during peace times and on a gold basis." The cost of living will probably rise rather than fall during 1923-24.

Another factor is also entering into

Purchasing Power of Teachers' Salaries

Year	Average salary of teachers in the U. S.	Index of cost of living	Purchasing power of average salary	Index of purchasing power of average salary	Average salary in a large city	Index of cost of living	Purchasing power of average salary in city	Index of purchasing power of city salary
1	2	3	4	5	6	7	8	9
1913	\$515	100	\$515	100.0	\$1,143	100	\$1,143	100.0
1914	525	103	510	99.0	1,160	103	1,126	98.5
1915	543	105	517	100.4	1,167	105	1,111	97.2
1916	563	118	477	92.6	1,204	118	1,056	92.4
1917	599	142	422	81.9	1,257	142	955	83.5
1918	635	174	365	70.8	1,327	174	762	66.6
1919	736	199	370	71.8	1,483	199	745	65.2
1920	837	200	418	81.1	1,703	200	851	74.4
1921	987	174	567	110.1	1,809	174	1,039	90.9
1922	1,017	170	598	116.1	1,848	170	1,087	95.1
1923	1,020	172	593	115.1	1,860	172	1,081	94.5

Read the figures of this table as follows: The average salary of teachers between 1913 and 1920, for example, increased from \$515 to \$837. It took 200 cents in 1920 to purchase what 100 cents bought in 1913 (column 3). Therefore, the \$837 salary of 1920 had a purchasing power of \$418 (column 4) on the 1913 basis. Since this \$418 is but 81.1 per cent (column 5) of \$515, the 1913 average, the purchasing power of teachers' salaries in 1920 was 81.1 per cent of what it was in 1913. Similarly read the figures for the other years and for the large city.

The average salary figures are based on those of the U. S. Bureau of Education, except for 1921 on, which are estimated. The index figures on the cost of living are those of the U. S. Department of Labor, except for 1923, which is estimated on the basis of present indications. See Bulletin I of the Research Division, June, 1922, page 44, for a full statement of the sources of information and methods of calculation used in this table.

this situation. The time was when few fields were open to women for remunerative service. Teaching was the one great, and about the only, opportunity for women to earn an independent livelihood. The condition is different now. Less than eight per cent of the 8,549,000 women listed by the last Census as gainfully employed were teachers. Against the 658,000 in teaching we find 400,000 in other forms of "professional service," 900,000 in trade and transportation, 1,000,000 in agricultural and animal husbandry, 1,400,000 in clerical occupations and 2,000,000 in manufacturing and mechanical industries. Opportunities aplenty at good compensation are available for capable women today which involve a much less rigorous training than the better-paid teachers of today must undergo. Since over eighty-six per cent of all teachers are women, and the percentage is increasing, it is apparent the teaching profession now suffers keen competition from other fields. No longer can the Nation trade upon the fact that the teaching profession is the only remunerative opportunity open to women.

Briefly then, this is the situation. The United States has not in the past and is not now maintaining salary sched-

ules necessary to provide even a major fraction of the classrooms of the country with qualified teachers. Millions of children are today being taught by teachers wholly unfitted for a duty so vital to the Nation's welfare. Due to the depreciation of the dollar, present salary schedules have little more drawing power than they had before the war. The higher salaries paid in the large cities which are the most influential in attracting recruits into the profession, generally have less purchasing power than before the war.

What should these facts mean to those charged with the fixing of salary schedules? They should mean that salary schedules must be revised so as to give real salary increases. Only by so doing can an adequate supply of trained teachers be provided for the children of the Nation. They mean that little real improvement in the quality of service being rendered by the teachers can be expected until real increases have made it possible for all teachers to be growing teachers. The salary schedules of 1923-24 should be an answer to this question: Does the Nation wish to place the responsibility for the training of its future citizens in the hands of untrained and incompetent teachers?

NOTES and ANNOUNCEMENTS

OAKLAND-SAN FRANCISCO—All inquiries relating to local arrangements, including hotel reservations, should be addressed to Executive Secretary O. E. Lucas, Chamber of Commerce, Oakland, California. 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. Every one is urged to make pullman reservations as far in advance as possible.

MISS EFFIE MACGREGOR, president of the Department of Classroom Teachers, announces that a strong program will be presented by the Department at Oakland-San Francisco. The general subject, "The Contribution of the Classroom Teacher Toward Progress in Education," will be treated from the viewpoints of the Nation, labor, agriculture, business, the National Education Association, and the classroom teacher. The president of Mills College has offered to throw open the college dormitories for the housing of teachers during the convention and the remainder of the summer for those who desire reasonable accommodations. A letter giving full particulars concerning this offer has been sent to every affiliated local organization of classroom teachers.

THE MINNEAPOLIS TEACHERS' LEAGUE will pay the expenses of its delegates to the Oakland meeting of the Representative Assembly out of the proceeds derived from cooperation with a Minneapolis motion picture theatre in the presentation of the play, *Adam and Eva*. The *Minneapolis Journal* will give \$200 to the teacher who sells the most tickets. The grade teachers' division will give \$100 to the teacher who sells the second largest number. Fifteen cents from every ticket sold goes to the teachers for this special fund.

PROPOSED AMENDMENT to the Constitution of the Department of Classroom Teachers. Article 5, Sec. 1, to be amended by adding the words "the vice-president," as shown in italics in the section as here printed—"Section 1. The president, *the vice-president*, the secretary, and three members of the Department who shall represent three different sections of the country to be elected in the manner hereinafter provided, shall constitute the executive committee."

THE VIRGINIA DELEGATION to the summer meeting will leave Richmond June 13 in order to be in Oakland-San Francisco by June 28. The party will make stop-overs at Chicago, Denver, Colorado Springs, Pikes Peak, Grand Canyon, Los Angeles, Catalina Island, and Santa Barbara. The estimated

cost of the trip, exclusive of meals, is about three hundred dollars. The party is in charge of Miss Cornelia S. Adair, Bainbridge School, and Miss Nannie W. Thompson, Springfield School, Richmond, Virginia.

NEW YORK expects to send a banner delegation to the summer meeting, according to a report received from Mr. Ambrose Cort, New York State Director, who is organizing several delegations from New York City and State. Tours are planned which offer visits to the Colorado Rockies, Yellowstone, Yosemite, Southern California, Portland, Seattle, Vancouver, the Canadian Rockies, the Great Lakes, Toronto, Montreal, and many other places of interest.

THE MEMBERS of the Los Angeles City Teachers' Club have presented their president, Miss Ida Christine Iversen, with a life membership in the Association. This is the first local classroom teachers' organization to honor its president in this way.

MR. VAUGHAN MACCAUGHEY, superintendent of public instruction for the Territory of Hawaii, and N. E. A. State Director for Hawaii, is now on the Pacific coast, where he will make arrangements for the large Hawaiian delegation to the summer meetings. Hawaii has a larger percentage of its teachers enrolled in the N. E. A. than any other Territory or State.

FREE PUBLIC CAMPING GROUNDS with fire-places for cooking are provided by the Department of the Interior for persons who wish to camp in the National Parks. This information will be of special interest to those who wish to drive to the summer meeting in their own automobiles.

THE AMERICAN ASSOCIATION of University Women will meet in Portland, Oregon, July 17 to 23, 1923.

FIELD SECRETARY J. O. ENGLEMAN sends accounts of increasing enthusiasm among the teachers of the country for the professional program of the National Education Association and for the annual meeting in Oakland-San Francisco. Since taking up his duties last November, Mr. Engleman has spoken in fifteen different States. Among cities visited from March 15 to April 15 are La Crosse and Racine, Wisconsin; Winona, Bemidje, Moorehead, and St. Paul, Minnesota; Valley City, North Dakota; Tacoma, Spokane, and Bellingham, Washington; Portland, Oregon; Boise, Idaho. Mr. Engleman has appeared before Rotary, Kiwanis, and other civic clubs, students and faculties of normal schools, and city teachers. He was one of the principal speakers on the general program of the Inland-Empire Association, which met in Spokane, Washington, during the first week in April. During this single trip Mr. Engleman has traveled six thousand miles and has delivered forty-two addresses in seventeen cities.

AN INTERNATIONAL CONGRESS OF HIGH-SCHOOL PROFESSORS will be held at Prague, Czechoslovakia, during the last week of August, 1923. The Congress will consider the following problems: (1) moral education, (2) examinations at the termination of high-school courses, (3) the relation between the family and the school, (4) reorganization of high-school education, (5) education of women, (6) international exchange of correspondence, (7) reciprocity of diplomas, (8) federation of intellectual workers, (9) international codification. Further details may be obtained from the Ministry of Public Schools and Education, Prague, Czechoslovakia.

TEN LIFE MEMBERSHIPS in the National Education Association in the form of prizes for the best essay on Thrift Education and Home Administration have been provided by Mr. Frederick Patterson, president of the National Cash Register Company, Dayton, Ohio. Mrs. Edith McClure Patterson, well-known in connection with her work for the improvement of the American home, will announce complete plans for the contest at the meeting in Oakland-San Francisco next July.

LIFE MEMBERSHIPS have recently been taken out by the following: Mrs. Seymour Cromwell, New York City; Elizabeth R. McCormick, Superior, Wisconsin; Mrs. Joseph R. Swan, New York City; and Mrs. Edith McClure Patterson, Dayton, Ohio.

A LIFE MEMBERSHIP in the Association was recently presented to Superintendent James N. Muir, of Bethlehem, Pennsylvania, by the Teachers' Association of that city.

RESPONSIBILITY OF MEMBERSHIP

MEMBERS, as a rule, understand and appreciate the privileges and responsibilities of membership in the Association. Occasionally one has not fully understood this relationship. Much more has been said about the privileges than about the responsibilities of membership. Both should be definitely understood by all members.

Membership in the Association is continuous. According to the By-laws, it does not lapse for one year beyond the time covered by the payment of dues. Membership, therefore, can only be terminated on request of the member or by being permitted to lapse.

When membership is discontinued on request or for the non-payment of dues, the member is under obligation to pay dues to the date of such discontinuance. One cannot become a member under the provisions of the By-laws, without assuming that obligation. A failure to meet this responsibility should be considered highly unprofessional.

Those who solicit new members should call particular attention to both the responsibilities and the privileges of membership.

Tentative schedule of meetings—For the guidance of persons making hotel reservations, the following tentative schedule of meetings has been prepared:

The World Conference on Education—June 28-July 6—will hold its general meetings, plenary sessions, and group meetings in San Francisco, with Conference headquarters at Hotel Fairmont, San Francisco.

The National Education Association—July 1-6—will hold its Representative Assembly in the Oakland auditorium; its general evening sessions in the San Francisco auditorium; headquarters and registration in the Oakland auditorium; commercial exhibits in the Oakland auditorium; and educational exhibits in San Francisco. State headquarters will be in Hotel Oakland, Oakland, California.

The Fourth of July pageant and civic celebration will be held in San Francisco.

The National Council of Education will hold its meetings in San Francisco.

The Department of Business Education will hold its meetings in San Francisco.

The Department of Child Hygiene will merge its sessions with the International Health Education Conference. Their meetings will be in San Francisco.

The Department of Classroom Teachers will hold its sessions in Oakland.

The Department of the Deans of Women will hold a luncheon in San Francisco.

The Department of Educational Publications will meet in San Francisco.

The Department of Elementary-School Principals will meet in Oakland.

The Department of Elementary Education will hold its meetings in Oakland.

The Department of Higher Education will hold its meetings in San Francisco.

The Department of Immigrant Education will meet in San Francisco.

The Department of Kindergarten Education will hold its meetings in Oakland.

The Library Department will hold its meetings in Oakland.

The Department of Music Education will hold its meetings in Oakland.

The Department of Normal Schools will meet in San Francisco.

The Department of Physical Education will merge its sessions with the International Health Education Conference. These meetings will be held in San Francisco.

The Department of Rural Education will hold its meetings in Oakland.

The Department of Secondary Education will meet in San Francisco.

The Department of School Administration will meet in San Francisco.

The Department of Science Instruction will meet in Oakland.

The Department of Vocational Education and Practical Arts will meet in San Francisco.

The Department of the Wider Use of School-houses will meet in San Francisco.

The American Home Economics Association will hold its meetings in Oakland.

The Boy Scouts will meet in San Francisco.

The Camp Fire Girls will meet in San Francisco.

The Children's Bureau Conference will be held in San Francisco.

The Junior Red Cross will meet in San Francisco.

The Illiteracy Conference will be held in Oakland.

The National Federation of Modern Language Teachers will meet in San Francisco.

The National Council of Teachers of English will hold its sessions in Oakland.

The National Conference on Educational Method will be held in Oakland.

The National League of Teachers' Associations will meet in San Francisco.

The Visual Education Conference will be held in Oakland.

The National Council of Administrative Women in Education will hold a luncheon in Oakland.

Additional meetings will be listed in the June JOURNAL.

HOTELS—Oakland-San Francisco

HOTEL RESERVATIONS—Because of the crowds expected and the large number of meetings to be held, the Oakland-San Francisco Executive Committee is making unusual efforts to render complete and satisfactory service and wishes **THE JOURNAL** to announce that all requests for rooms will be handled by one central agency. Requests which are addressed directly to hotels will be referred to this central agency for action. The local committee points out that this plan will best satisfy applicants and provide for the maximum use of housing resources in both cities. A similar plan proved effective at the recent Cleveland meeting.

Rates—(A) The minimum price for a small room, with or without bath, for one person is one dollar in the smaller hotels and in desirable homes.

(B) Average prices of rooms in the first-class hotels are two dollars for a single room, for one person without private bath; three dollars for a double room, for two persons without private bath; three dollars for a single room, for one person with private bath; four dollars for a double room, for two persons with bath.

(C) Single and double rooms in the largest hotels will slightly exceed these rates.

Cots and additional beds may be added in both single and double rooms in the higher-priced hotels at a cost of two dollars for each additional person. In the lower-priced hotels the rate for additional cots will be proportionately lower.

In some hotels large rooms are available in which beds or cots may be placed to accommodate eight or ten persons, with provision for attached bath, and in some cases, sitting-room and dressing-room. Accommodations in suites, two rooms with connecting bath suitable for four or more persons, average from six to ten dollars per suite.

Make reservations immediately—Address all requests to Mr. O. E. Lucas, Executive Secretary, Chamber of Commerce, Oakland, California, at the earliest possible date. Use the form printed below and add special requirements if any. Be sure to indicate: (1) number of persons in party for whom reservations are requested, giving the names of each. (2) Whether accommodations are desired in Oakland or San Francisco. Choice will be made with reference to the location of the meetings in which you are especially interested. The location of meetings is shown elsewhere in this number of **THE JOURNAL**. (3) Unless otherwise specified all reservations will be made in hotels. Tell the Committee your wishes and trust it fully.

Apply now—Assignment of rooms will be forwarded to you by the local committee.

Cut Out and Mail this Coupon

REQUEST FOR HOTEL ACCOMMODATIONS

To O. E. Lucas, *Executive Secretary*
Chamber of Commerce, Oakland, California

[Cross out words or lines not applicable to your desires]

Reserve _____ rooms in (hotel apartment house) with (private detached) bath to be located in (Oakland San Francisco) private home

This reservation is for party of _____ persons.
(give number)

Reservation to begin _____ and to continue until _____
(give date) (give date)

Price not to exceed \$ _____ per day for (one person party as above)

(I shall be alone and prefer separate room.
(I shall be alone and am willing to share room with _____ others.)

Name (Mr. Mrs. Miss) _____

Position _____

Address _____

Give names and addresses of all others in party. MAIL NOW.

A PROTEST

To the Editor of the Journal of the National Education Association:

We, members of the National Education Association, wish to enter a protest against the spirit and implications of the cartoon labelled "A Dangerous Byway" and published in the American School Board Journal for March, 1923. The cartoon depicts States' Rights and Education being induced to turn from "the road of progress" to the path marked "to politics and perdition" by a "politician" from whose pocket protrudes a "Sterling-Towner Bill."

It is right and proper for people to think for themselves and to oppose the Towner-Sterling Bill if they see fit so to do. But, to seek to discredit the men and women who favor the Towner-Sterling Bill by depicting them as leaving the road to progress and entering upon the path to politics and perdition at the behest of a politician is more than crass bad taste—it is maliciously vicious. The cartoon in question is not a pictured argument, but is, instead, a downright slur.—John A. H. Keith; Matthew J. Walsh; Indiana, Pennsylvania, April 11, 1923.

SUPERINTENDENT W. H. SIMCOX, of Park River, North Dakota, reports a new grade and high-school building constructed at a cost of \$135,000 to seat five hundred pupils.

SUMMER COURSES AT FRENCH UNIVERSITIES—Vacation courses will be held this year at the following French universities: University of Besançon, July 1 to November 1; University of Clermont-Ferrand, July 20 to September 20; University of Dijon, July 1 to November 1; University of Grenoble, July 1 to November 1; University of Nancy, July 18 to September 5; University of Paris, July 1 to November 1; Alliance française, Paris, July 1 to November 1; University of Poitiers-Tours, July 1 to November 1; University of Strasbourg, July 2 to September 22; University of Toulouse-Bagüeres de Bigorre, July 1 to November 1.

Courses will be given in philosophy, history, and æsthetics at the Sorbonne. Applied geology, electrotechnics, and pharmacy will be studied at the University of Nancy in addition to French literature, language, and phonetics. Further information may be obtained from the Office National des Universités et Ecoles françaises, Room 902, 1819 Broadway, New York City.

SCHOOL PROGRAM IN PHYSICAL EDUCATION is a 132-page book recently published by the World-Book Company to be sold at one dollar per copy, bound in Kraft paper. It was prepared by Mr. Clark W. Hetherington as a subcommittee report to the Commission on Revision of Elementary Education of the National Education Association. Mr. Hetherington's successful experience as teacher and supervisor of physical education in California and at Columbia University accounts for the practical nature of the report. From a brief review of the history of physical education in the public schools the author shows how European methods of physical education failed when applied to

American schools. Part II is devoted to the objectives of physical education and Part III, which is divided into four sections, to the program in physical education. These four sections should be of great practical benefit to teachers and supervisors of physical education.—J. M. R.

A GUIDE TO AUTHORS is the title of an attractive general reading list for high-school

NEW YORK'S MEMBERSHIP CAMPAIGN

DR. WILLIAM L. ETTINGER, superintendent of schools, New York City, has sent the following circular to district superintendents and principals concerning membership in the National Education Association:

"During the recent visit of Dr. William B. Owen, President of the National Education Association, and Miss Charl O. Williams, Legislative Secretary of the Association, they pointed out the necessity of increasing the present membership, which amounts to 135,000 teachers out of a total of 700,000. State Director Ambrose Cort, principal of Public School 73, Brooklyn, informs me that last year over 10,000 of the 50,000 New York State teachers became members, 7000 of them being teachers in our own system. In other words, 28 per cent of our 25,000 teachers became members, but 72 per cent failed to do so.

"I think we have done well, but I hope we will do better. We should not allow the excellent advantages we now enjoy with reference to salary, tenure, and pension, blind us to the necessity of concerted action to secure such advantages for the teachers throughout the country. Education is under fire. Curtailment of educational service is seriously advocated, despite the fact that in many States education is at a very low level and childhood is degraded to promote a transient industrial prosperity.

"Education countrywide needs a well-equipped, strongly organized, adequately financed, far-visioned organization, such as the National Education Association, in order that the teachers, rather than the Carnegie Foundation or the United States Chamber of Commerce, shall decide far-reaching educational policies affecting not only the teachers but the children of our country. Let not a selfish complacency prevent us from shouldering a burden which is National in scope.

"I therefore bespeak your interested co-operation in the efforts made by the leaders of the National Education Association to secure an enlarged membership, in order that the Association may be a means of assuring increased professional consciousness and solidarity among our teachers and a better, more adequate, and more intelligent support for the educational service to which we have devoted our lives."

grades recently issued by the printing class in the Maury High School, of Norfolk, Va.

USEFUL INFORMATION about birds, including colored plates, may be had by writing to the National Association of Audubon Societies, 1974 Broadway, New York City. Ask for information on how to form Junior Audubon Clubs.

THE HAWAII NATIONAL PARK is featured in a sixteen-page illustrated leaflet which may be had free by addressing the National Park Service, Department of the Interior, Washington, D. C.

THE JUNIOR COMMUNITY LEAGUE PAGEANT presented at the last Virginia Educational Conference may be had free by writing to the Coöperative Education Association, Box 1667, Richmond, Virginia.

THE PENNSYLVANIA Association of Teachers of English in Normal Schools was organized in Westchester, Pennsylvania, March 27, 1923, with Mr. Thomas W. Trembath, of the State Normal School at Lock Haven, as president.

LANTERN SLIDES showing the equipment and operation of the deepest mine in the world, located in Minas Geraes, Brazil, may be borrowed from the Department of the Interior, Bureau of Mines, Pittsburgh, Pennsylvania.

THE EDUCATION BILL

THE Towner-Sterling Bill was framed by the Legislative Commission of the National Education Association after consultation with educational leaders throughout the country. In the Sixty-sixth Congress it was known as the Smith-Towner Bill and in the Sixty-seventh Congress as the Towner-Sterling Bill. It will be reintroduced in the Sixty-eighth Congress in its present form, and will be referred to as the Education Bill. It proposes three things—First, the creation of a Department of Education with a Secretary in the President's Cabinet; Second, the creation of a National Council of one hundred representative educators and laymen which will meet annually at the call of the Secretary; Third, Federal aid to encourage the States in the solution of five educational problems fundamental alike to worthy citizenship in both State and Nation.

Although the Bill has been before Congress less than five years it has gained such wide favor that it would have been acted upon before this had it not been necessary to wait for Congressional action on President Harding's proposal for the reorganization of the Executive Departments. The President's suggested plan was laid before Congress and the country during the closing days of the Sixty-seventh Congress and will probably receive immediate consideration when the Sixty-eighth Congress convenes. No one familiar with the situation expects the reorganization bill to pass without modification, and we have good reason to believe that when the reorganization measure is before the House and Senate it will be modified to meet the provisions of the Education Bill.

Meanwhile only one course is open to the friends of education. Recognizing that the reorganization plan is still in a provisional form, they should renew their campaign to acquaint the country with the provisions of the Education Bill so that it may be clearly before the people when the subject comes up for consideration in Congress. The Bill thrives on light. There has been no serious opposition anywhere when the Bill itself has been carefully studied. Have you done your part?