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# Do Good Schools Pay?

WILLIAM C. BAGLEY[1]

IT is the purpose of the present paper to bring together the outstanding facts from several sources in an effort to determine through a comparison of American commonwealths whether an investment in education actually pays dividends that can be spread on a balance-sheet. It is proposed to check the relative efficiency of public schools a generation ago against the intelligence and efficiency of present-day adult populations that are presumably the products of these schools.

The difficulties and dangers that such a comparison involves are obvious enough. A few of them may be briefly referred to here at the outset. The results of the Army intelligence tests form one source of our data. It may be objected that these are tests of "native" or "inborn" intelligence and that the results of the tests have in no way been affected by schooling. My reply is, first, that the inference that the test-scores were not affected by schooling is open to very serious question as I shall demonstrate presently; and, secondly, that, if the scores should turn out to reflect native intelligence uninfluenced by schooling, then the results must certainly be considered in projecting an educational program for the Nation. Another difficulty in any attempt to trace present conditions back to the schooling provided in the past lies in the very mobile and otherwise unstable character of our population. Not only do large numbers of our people migrate from State to State, but a substantial proportion of the population in many States is of alien birth and breeding. Certainly neither the virtues nor the shortcomings of migrant adults can be attributed to the schools of the States in which they happen now to live. This source of error I have attempted to correct in a way that will be described later. A third difficulty lies in determining the educative influence of agencies other than public schools, but this, as I shall point out, is not an entirely insuperable obstacle. A fourth difficulty is the possible influence of climatic conditions on intelligence, character, and efficiency, and this in the main I shall have to disregard.

Let us start, then, with a comparison of the several States on the basis of their present levels of general intelligence as indicated by the results of the Army tests. Mr. H. B. Alexander, in *School and Society* for September 30, 1922, presented a ranking of forty-one States according to the median scores made by their contingents of *white* troops on the Alpha tests—that is the tests given to the white soldiers who could read and write English. Seven States were omitted by Mr. Alexander because of the relatively small number of recruits from these States in the camps where the tests were given.[2] Except for West Virginia and Florida, these omitted States are those of relatively small population. Table I shows the distribution. Of the forty-one States considered, Oregon stands first with a median score of 79.9; Mississippi has the lowest rank with a median score of 41.2.

TABLE I—Comparison of forty-one States as to median scores made by white recruits in "Army Alpha," with the ranks of the same States in school efficiency in 1900 (Ayres' Ratings, all ten Components).

| *State* | Median Alpha score | Rank in intelligence (1918) | Rank in school efficiency (Ayres, 1900) |
|---|---|---|---|
| Oregon | 79.9 | 1 | 26 |
| Washington | 79.2 | 2 | 12 |
| California | 78.1 | 3 | 3 |
| Connecticut | 73.6 | 4 | 4 |
| Idaho | 73.5 | 5 | 29 |
| *Utah | 72.2 | 6 | 9 |
| *Massachusetts | 71.6 | 7 | 1 |
| Colorado | 69.7 | 8 | 6 |
| Montana | 68.5 | 9 | 8 |
| *Vermont | 67.5 | 10 | 18 |
| *Ohio | 67.3 | 11 | 10 |
| *Maine | 67.0 | 12 | 25 |
| Nebraska | 66.2 | 13 | 15 |
| *Pennsylvania | 65.1 | 14 | 13 |
| *New York | 64.5 | 15 | 2 |
| *Iowa | 64.4 | 16 | 21 |
| Minnesota | 64.0 | 17 | 19 |
| Kansas | 63.9 | 18 | 28 |
| *Illinois | 63.8 | 19 | 11 |
| *Michigan | 63.3 | 20 | 16 |
| Rhode sland | 62.9 | 21 | 5 |
| *New Hampshire | 61.9 | 22 | 24 |
| *Missouri | 59.5 | 23 | 27 |
| South Dakota | 58.3 | 24 | 23 |
| North Dakota | 57.1 | 25 | 20 |
| *Wisconsin | 56.5 | 26 | 22 |
| *Virginia | 56.3 | 27 | 34 |
| *Maryland | 56.2 | 28 | 17 |
| *Indiana | 56.1 | 29 | 14 |
| Oklahoma | 52.5 | 30 | 32 |
| *Texas | 50.9 | 31 | 31 |
| New Jersey | 48.7 | 32 | 7 |
| *South Carolina | 47.4 | 33 | 39 |
| *Tennessee | 47.2 | 34 | 33 |
| *Alabama | 46.3 | 35 | 40 |
| *Louisiana | 45.2 | 36 | 35 |
| *North Carolina | 43.2 | 37 | 41 |
| *Georgia | 42.2 | 38 | 36 |
| *Arkansas | 41.6 | 39 | 37 |
| *Kentucky | 41.5 | 40 | 30 |
| *Mississippi | 41.2 | 41 | 38 |

For the 41 States:

Correlation coefficient, r +.72
Probable error, .05

*For 26 States with 55 per cent or more of population native to State in 1910:

Correlation coefficient, r +.818
Probable error, .045

This is by no means an inconsiderable difference. If the Army draft of white soldiers be considered as a typical cross-section of the adult white population, the median white citizen of Oregon has an intelligence approximately equal to that of the average person engaged in clerical occupations, while the median white citizen of Mississippi is on the intelligence-level of the average unskilled laborer. Or, to put it in another way, if the Army tests are reliable measures of native intelligence, the median white citizen of Oregon has better than a normal adult mind, while the median white citizen of Mississippi ranks far below the accepted norm. *From the standpoint of a Federal democracy made up of equal commonwealths, this difference is not a gap; it is a chasm.* It becomes of the very greatest importance, then, to know whether this difference is due solely to native or inherited factors, or whether, in part at least, it is explicable in terms of educational opportunity and other forms of environmental stimulus. If the former is the case, then the outlook for the future is pretty black; if the latter is the case, then there is still some hope, for we may be able to take some of the energy that has been so freely expressed in bemoaning the "low intelligence" of the American people

[1] This paper is presented by the writer, not in his official capacity as editor-in-chief of THE JOURNAL, but as an individual contributor. It scarcely needs to be said that no commitment of the Association to the conclusions here presented is implied.

[2] Only States for which data for at least five hundred soldiers were available were used in Mr. Alexander's comparisons.

and direct it toward the improvement of the public schools.

In order to gain some light on the crucial question as to whether the Alpha scores are affected by schooling, Mr. Alexander took the rank-order of these forty-one States as to their median Alpha scores and compared it with the rank-order of the same States as represented by the Ayres school-ratings for 1900, a year when most of the men who took the Alpha tests were in the elementary school. He found between these two rankings a general agreement represented by the Pearson coefficient[1] .72, with a probable error[2] of .05. He also made other distributions representing the operation of environmental factors other than schooling, and reached the conclusion that "in so far as it applies to such large social groups as the American States, Army Alpha appears as a test of what *has* been learned rather than of what *can* be learned."

An even stronger conclusion is, I think, justified by these comparisons. An examination of Table I will show that the resemblance between the intelligence-rankings and the school-rankings, while impressive, might be even closer if we could account for the migrant population. The two States that stand highest—Oregon and Washington—did much better in the Army tests than their school ratings in 1900 would lead one to expect. They are both States that have had large influxes of new population during the past twenty-five years. It is possible that these newcomers migrated from other States and from foreign countries which were much better off educationally a generation ago than were the States in question, and that the superior standing of the two States is due in part to this fact. There are certain States, also, that make a relatively poor showing on the tests; they fall below the expectancy that their school-ratings of 1900 seem to justify. The most notable examples are Rhode Island and New Jersey. These States also have been receiving large accessions of population within the past generation. It is possible that the newcomers here grew up in States and foreign countries that were educationally less well-circumstanced in 1900 than were Rhode Island and New Jersey.

An examination of the census report for 1910 confirms our prediction almost to the letter. Oregon and Washington (and Idaho as well, which also greatly surpasses its "expectancy") received their new population in an overwhelming measure from States that stood relatively high on the school-scale for 1900, and from English-speaking foreign countries in which the schools a generation ago were comparable with those of the best American States—notably England, Scotland, and the English-speaking provinces of Canada. Rhode Island and New Jersey, on the other hand, had large influxes of population from States less well-circumstanced a generation ago than they, and especially from non-English-speaking foreign countries which had the added disadvantage of very meagre school facilities.

In the light of these facts, it would be safe to predict that, if we took only those States in which a clear majority of the total population is native to the State, we should find the resemblance between the intelligence of the adult population and school conditions a generation ago very much closer than was revealed in the forty-one States that Mr. Alexander studied. Of these forty-one States, there are twenty-six, in each of which, according to the census of 1910, at least 55 per cent of the total population was born in the State. Now when we compare the median Alpha scores of these States with their school-ratings for 1900 we find that our prediction is notably fulfilled. In spite of the reduction in the number of cases, which ordinarily operates to reduce such resemblances, we find the correlation increased by ten points,—from .72 to .82, or twice the probable error.[3]

In taking only the States in which a clear majority of the adult population is native to the State, then, we have given the schools of a generation ago a chance to show what their influence has been. All that we can conclude at present, however, is that the States which had good schools in 1900 and thereabout made good records in the Army tests in 1918, while the States that had poor schools in the former years made poor records. A causal connection between the two is strongly suggested by the increase in resemblance of the two rankings with a reduction in the number of cases. This causal connection, however, is not as yet demonstrated. Although we have no reason to doubt that a majority of the white soldiers from these States tested by Alpha in 1918 were products of the schools of the States, it is also true that they were children of the citizens who were responsible for these schools. If people tend to support schools for their children in direct proportion to their own native intelligence, and if they also tend to have children with intelligence proportionate to their own, then our results so far might reasonably be used to support a strictly hereditarian hypothesis.

The force of this objection, however, is completely nullified by reference to another set of Army scores. Heretofore we have been concerned only with the white recruits; but a fair number of negroes also took the Alpha tests, and the Army report gives us the distribution of these negroes by States.[4] The scores of the negroes are lower than those of the whites as one would expect either from the hereditarian or from the environmentalist point of view; but the median negro scores when distributed by States *show a closer resemblance to school conditions in those States in 1900 than do the white scores.* Now these negroes were *not* the children of the people who determined public-school facilities a generation ago, hence the factor of heredity seems to be pretty completely ruled out here. There is left, of course, the hypothesis that the intelligent negroes distributed themselves among the States in direct proportion to the native intelligence of the white population and to the favorable environmental conditions (including good schools) which this white intelligence brought about. One can readily understand that the north has attracted many of the brighter southern negroes since the Civil War, but that they should have been drawn to States whose school systems coincided almost precisely with their degree of intelligence, and that those who remained in the South should have also picked States to live in that had schools consistent with their own intelligence—this truly seems to be carrying the hereditarian theory to the breaking point.

I shall now pass to further evidence confirming our hypothesis that the scores made on the Army Alpha tests were profoundly influenced by school opportunities and consequently that the results

[1] A perfect agreement would be represented by the coefficient 1.00; the lack of any resemblance whatsoever by the coefficient, 0; a perfect disagreement, or "inverse" correlation by the coefficient, —1.00. Correlations of .70 and above are usually rated as high. The physical resemblance between twins, for example, is, in the average of cases, about .80.

[2] The "probable error" represents the range within which the coefficient would be likely to fall if a very large number of cases were considered. A coefficient should be at least four times its probable error to be considered significant.

[3] The correlations in both cases were computed by the "Foot-rule" formula. They are lower than the corresponding figures in Table II, which were computed by the more accurate "Product-moment" formula.

[4] *Memoirs of the National Academy of Sciences*, vol. xv, p. 721, Table 248.

of the tests, when we consider the States with relatively stable populations, may be looked upon, in part at least, as tests of school efficiency a generation ago.

In the first place, it should be noted that the Beta tests, given to soldiers who could not read and write English, show a much lower correlation with school efficiency and *with the other tests presumably affected by schooling,* than do the Alpha tests. If all of these resemblances were conditioned by innate intelligence unaffected by environmental influences, then clearly the Beta scores, if they are accurate measures of intelligence, ought to "fall into line," and this they signally fail to do.

In the second place, two general considerations concerning the construction and validation of intelligence tests: It is well known that every so-called test of native intelligence actually and directly measures, not *native* intelligence, but *acquired* intelligence, and the inference that native abilities are revealed by the tests is valid only in comparing individuals whose educational opportunities have been equal. It is a very difficult task to find any large group of people who represent such an equivalence of educational opportunity and experience. It is possible, however, through a statistical device, to account in an approximate fashion for the operation of certain factors. Suppose I have a group of individuals who vary in their native intelligence, their age, and their schooling. I give them two intelligence tests and get for each two scores representing his intelligence. I find how much schooling each has had and so obtain a "schooling" score. I learn the age of each and so have a "general experience" score. I can then by the process of "partial" correlations, "cancel out" one factor after another and approximate the probable influence that schooling and general experience have had on the two intelligence scores. If, after this canceling process is completed, there is a residue that neither schooling nor general experience has accounted for, one may assume that this residue is the contribution of *native* or *inherited* intelligence to the total that the so-called intelligence scores represent. If a high degree of residual resemblance remains, I may assume that, for the group tested, the tests actually reveal native intelligence.

This is a most beautiful procedure and secures almost uncanny results. The only drawback is one that all statistical methods labor under: the reliability of the findings depends on the reliability of the original data; and in the case of the particular process referred to this is true in an unusual degree, *for the procedure itself compounds the original errors.* Thus, when the effect of schooling on intelligence scores is measured by this process of "partial correlations," one is almost certain to load the dice against schooling. The intelligence scores are immediate products of the tests and can be recorded with relative accuracy, but in estimating the effect of schooling one can usually do little except find how many years a person has been in school and then assume that three years' or four years' schooling for one person means the same as three years' or four years' schooling for every person whose record enters into the comparison.

I mention this rather technical matter, first, because I understand that the Army tests were validated as tests of native intelligence by this process, hence the fatalistic inference from the results of the tests to the effect that we are a Nation of morons *stands or falls with the fairness of this validation.* In the second place, I mention this process because the only thoroughgoing attempt that I am acquainted with actually to determine what schooling contributes to intelligence as measured by tests has employed the method of partial correlations but with an unusual degree of care that the data representing schooling be as accurate as are the data measured as intelligence. I refer to the investigation by Cyril Burt, of London, published in 1921, in which he found that to the complete score of adolescent children measured by the Binet tests, native intelligence contributed thirty-three per cent; general experience or the informal education of everyday life, eleven per cent; and *formal schooling, fifty-four per cent.*[1]

Nor are Burt's conclusions without striking confirmation from other sources.

[1] Cyril Burt: *Mental and Scholastic Tests,* London, 1921, pp. 20 ff.

## "Let's Put Our Stake on the Youngsters"

BY action of its leaders, the National Education Association has for the fifth time indorsed the Towner-Sterling Bill for Federal aid and guidance in the schools. Despite the efforts of Washington and his successors, our National Government has never done anything like its fair share of the American work of education. So long as we spend three-quarters or more of every tax dollar on war, past, present, or to come, just so long we shall be unable to do as we wish by our schools. For three hundred years statecraft has robbed the future for the sake of present armament. The one big job for our Nation's leaders today is to take the money out of war and put it into the schools. Quit betting on gunpowder and bet on the kids. That is a plain and simple program, and it can be carried out. It will do more than we can dream to establish a better and happier human life here in our country.

The citizen whom this educational statesmanship must enlist on its side is everybody old enough to know what the teachers are trying to do. Government aid and leadership do not mean more government schools, but better local schools. The real idea of model public instruction and a Federal Department of Education at Washington, D. C., is merely to improve what's being done in the grades at Rumpus Ridge, Arkansas, and Rough Gap, Montana. The States and, even more, the districts themselves must shoulder the work for better schooling. They will not deserve or get the right results unless they do. The immense field to be tilled cannot be covered from Washington, but Washington can and should take the lead. The Towner-Sterling Bill ought to be urged persistently on the next Congress, beginning now, so as to keep the school issue to the front in our battle for a better civilization.—An editorial in Collier's, The National Weekly, for April 14, 1923.

D. W. Willard,[1] in testing adolescent children in Seattle by two different series of the Terman group tests, found equally convincing evidence that schooling independently of native intelligence contributed approximately one half to the complete score. Again, Wendell White[2] has reported an experiment in which he measured the effect of training in silent reading on the scores made on the Otis group tests, concluding that such scores vary very widely according to the kind of instruction and training that children have had in reading.

In view of the fact that the Army Alpha tests belong to the same general type or genus as do the tests that have thus been conclusively proved to be profoundly affected by educational opportunity and stimulus, it is reasonable to infer that they too are tests of education as well as of intelligence, and that, in respect of groups so large as those represented by State contingents of troops, and groups so diverse in their educational opportunities, the proportion that schooling contributes to the median score is probably not less than one half.

With this inference as a basis, let us proceed to a further consideration of the twenty-six States which have populations sufficiently stable to permit the influence of schools to be measured over at least a generation. (Table II.)

For these twenty-six States, I have used a simplified form of the Ayres index-numbers. It will be recalled that Dr. Ayres combined ten different items or components in his effort to get an index-number that would represent the efficiency of a State school system. Three of these components had to do with such factors as the per cent of all children of school age who attended school daily, the average number of days attended by each child of school age, and the average number of days the schools were kept open during the year. Thus both the "reach" and the "holding power" of the schools are represented with a fair degree of accuracy. Two other items had to do with the high-school enrolment, and the remaining five were concerned with the financial support given to the schools. Ayres's ratings have been criticized because half of their weight fell on the five financial factors. In order to obviate any injustice that this might involve, I used the first three educational components which reflect the "reach" and the "holding power" of the elementary schools particularly, the first of the high-school components, and only one of the financial components (the seventh, which is based on the expenditure for schools *per capita* of the school population).[3] The revised Ayres ratings were worked out for the years 1880,[4] 1890, 1900, 1910, and 1918.

In order to have other ratings with which to compare the median Alpha scores and the school scores, the following sources were drawn upon:

(1) Professor P. Sandiford, in the *Journal of Educational Research* for November, 1923, presented a distribution of the States according to the A, B, C, and D scores that were made by their white soldiers. Reasoning from our assumption that education vitally affected the scores, we inferred that, in general, the higher scores would be made by the men who had had the longer schooling. Thus by increasing the school's opportunity to show what it has done, the resemblance between intelligence and schooling would become even closer than when the median scores were considered. This prediction was not confirmed; the correlations with schooling are very high in both cases, and for the two most significant years (1900 and 1910) are almost equal.

(2) From the census report for 1920 it was a simple matter to secure comparative ratings for our twenty-six States with reference to their literacy. To eliminate the factor presented by the high per cent of illiteracy both among the southern negroes and among the foreign-born whites, I have considered only the native-born whites; and to eliminate the influence of school conditions in recent years, I have included only the native whites twenty-one years of age or older.

(3) In its issue of November 18th, 1922, the *Literary Digest* published a distribution of its subscribers by States. As a matter of curiosity, I correlated the rank-order of the forty-one States on Army Alpha as determined by Mr. Alexander with the ranking of the same States according to the proportion of their several populations that subscribed for this journal. The resemblance was very high—well over .90—and in view of the wide circulation of this journal and its recognized appeal to a substantial and intelligent clientele, I have ventured to use these data as a check on the Army tests.

(4) Following an ancient and honored precedent in studies of this kind, I have also used the data furnished by *Who's Who in America*[5] which inform us of the States where the notables listed in that volume were born. In each case, the number was proportioned to the population of the State averaged for the census years 1850, 1860, 1870, and 1880, with a double value given to the 1870 figures inasmuch as the years 1865-75 represent the most frequent birth-years of present-day leaders.

(5) As an index of the relative economic productivity of the several States, I took for each the total value of its agricultural and manufactured products as reported for the year 1919, and proportioned this to the total number of people engaged in agriculture and manufacturing according to the census of 1920. Inasmuch as most of those engaged in productive pursuits are in either farming or manufacturing, this gives us a rough index of the average productive efficiency.

The high degree of correlation among these twenty-six States with reference to all of these measures of intelligence and efficiency is obvious from an inspection of the ratings. By taking the median rank of each State we can readily work out a combined intelligence and efficiency rating, which is shown in the second column of Table II. The first column is a similarly combined rating of school efficiency for the years 1880, 1890, 1900, and 1910. Underneath each column are the correlation-coefficients which show the resemblance of each ranking to the school ranking for each of these four decades and for 1918. Of particular significance are not only the uniformly high correlations that we find, but also the fact that, *without exception, the higher correlations fall where they should if our theory of the influence of schooling is correct.* The Army tests show the closest resemblance to school conditions in 1900 and 1910, as they should. The distribution of present-day leaders coincides almost perfectly with the distribution of school facilities in 1880. Recent school conditions have not affected the present dominant generations, but school conditions twenty, thirty, and forty years ago did have a profound effect if our figures tell the truth.

[1] *School and Society*, Dec. 30, 1922.

[2] *Educational Administration and Supervision*, March, 1923.

[3] Ayres made his final index-number by averaging the ten components. In the accompanying tables, the index-number was not employed, but the "Sigma positions" reflected in the rank-order of the twenty-six States in respect of each of the five components were combined algebraically to obtain a combined rank-order. The results differ only slightly from what they would be were the five components averaged; nor would the results be markedly different if all ten components were used according to Ayres's original index-numbers.

[4] The data for 1880 are not complete for two of the States in one or two of the components. Estimates were made in these cases.

[5] Volume for 1922-23.

Let us now consider some of these States in detail. Most of them, it will be noted, show a fairly consistent position in every rating, or almost every rating. If our theory is correct, *most of them fall almost unerringly into the niches that their schools of a generation ago prepared for them.* Some of them do not. These I shall refer to presently. Let us first consider one or two of those that do.

I turn to the first State on the list—Massachusetts. I call attention to the uniformly high ratings that it has to its credit. It is not first in everything, but it never wanders far from the leading place. "The old New England stock," I hear the hereditarian say. I admit that there is something of "old New England" in the position that Massachusetts holds on this list; but it is not the "old New England stock" in my opinion; it is rather the old New England schools and the New England ideal of education. Massachusetts just "squeezed" into our list; in 1910, just fifty-five per cent of its population was native to the State. Nor is this all; even of that fifty-five per cent a substantial proportion was *not* of old New England stock. They were second-generation and third-generation descendants of immigrants from countries whose native sons when tested by Army Alpha made tolerably low median scores. As long ago as 1900, less than forty per cent of the people of Massachusetts represented old New England stock—not more than thirty-eight per cent, indeed, of the census figures for 1900 is to be trusted. The proportion in 1920 was certainly not more than one third. *And yet, with the handicap of what the hereditarian would classify as an unpromising immigrant population of really overwhelming proportions, Massachusetts, among these twenty-six States, has held an unquestioned leadership.* No one can examine the school statistics of Massachusetts for the three decades between 1880 and 1910 and then in the light of her present status doubt that her schools have fundamentally influenced a population quite different from her original stock.

New Hampshire tells the same story, although less emphatically. This, too, is one of the States that comes just within our list; it has a large proportion of foreign-born among its inhabitants. Connecticut is not included in our list. If it were, it would be seen to rival Massachusetts in the measure in which it has overcome the handicap of an unfavorable immigrant population. Rhode Island, on the other hand, with a very heavy immigration from southern Europe, has not been so successful. Vermont and Maine have not had by any means so heavy a handicap and so far have more than held their own *in spite of a continuous emigration westward of what the hereditarian would regard as the stronger native stock.*

I now pass to the State that shows the most marked inconsistency between its apparent school conditions thirty and forty years ago and its present high station. Utah, it will be noted, stands consistently high in all of the intelligence ratings, and in the combined rating is second only to Massachusetts; yet thirty years ago its educational status according to our ratings was not high. The fact, however, need not disconcert us. Before 1890 Utah was educating its children, and educating them well, but it was not educating them in public schools to any great extent. The Mormon Church from the time of the great "trek" laid a heavy emphasis upon education. Schools for children were in operation indeed on the long overland journey. Church and home and school were unified in the early pioneer life. In 1880, Utah among our twenty-six States stood second in the proportion of its children in *private* secondary schools.

TABLE 2.—Twenty-six States, each with 55 per cent or more of its population native to the State (1910), ranked according to school efficiency (1880, 1890, 1900, and 1910) and according to certain measures of present intelligence and efficiency.

| States | Median school ratings '80, '90, '00, '10 | Median of six intelligence and efficiency ratings | Adult white literacy (1920) | Per cent A & B scores Alpha (whites) (1918) | Median Alpha scores (whites (1918) | Literary Digest circulation (1922) | Birthplace present-day leaders | Average productive efficiency (1919) |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| **Massachusetts** | 1 | 1 | 1.5 | 1 | 2 | 6 | 1 | 7 |
| **New York** | 2 | 7 | 3.5 | 9 | 7 | 12 | 6 | 5 |
| **Iowa** | 3 | 8.5 | 3.5 | 7 | 8 | 7 | 9 | 9 |
| **New Hampshire** | 4 | 6 | 7.5 | 5 | 11 | 2 | 2 | 10 |
| **Ohio** | 5 | 4 | 9 | 2 | 4 | 4 | 7 | 6 |
| **Vermont** | 6 | 3 | 13 | 3 | 3 | 5 | 3 | 15 |
| **Michigan** | 7.5 | 11 | 5.5 | 11 | 10 | 10 | 10 | 2 |
| **Illinois** | 7.5 | 11 | 10 | 10 | 9 | 11 | 12 | 3 |
| **Maine** | 9 | 5 | 12 | 6 | 5 | 3 | 5 | 14 |
| **Wisconsin** | 10 | 11 | 5.5 | 12 | 13 | 13 | 8 | 1 |
| **Indiana** | 11.5[1] | 13 | 11 | 15 | 16 | 8 | 14 | 8 |
| **Pennsylvania** | 11.5 | 8.5 | 7.5 | 8 | 6 | 9 | 13 | 4 |
| **Utah** | 13 | 2 | 1.5[1] | 4 | 1 | 1 | 4 | 13 |
| **Maryland** | 14 | 14.5 | [1]14 | 16 | 15 | 14 | 11 | 11 |
| **Missouri** | 15 | 14.5 | 15 | 13 | 12 | 16 | 16 | 12 |
| **Kentucky** | 16 | 24 | 23 | 23 | 25 | 21 | 17 | 23 |
| **Tennessee** | 17.5 | 18 | 24 | 17 | 19 | 20 | 20 | 20 |
| **Texas** | 17.5 | 17 | 16 | 18 | 17 | 15 | 22 | 18 |
| **Virginia** | 19 | 16 | 20 | 14 | 14 | 17 | 15 | 19 |
| **Georgia** | 20 | 23 | 19 | 20 | 23 | 23 | 23 | 22 |
| **Mississippi** | 21 | 26 | 17 | 25 | 26 | 26 | 24 | 26 |
| **Louisiana** | 22 | 20.5 | 26 | 21 | 21 | 18 | 25 | 17 |
| **Alabama** | 23.5 | 20.5 | 21 | 19 | 20 | 24 | 21 | 24 |
| **South Carolina** | 23.5 | 22 | 22 | 22 | 18 | 25 | 19 | 21 |
| **Arkansas** | 25 | 25 | 18 | 26 | 24 | 22 | 26 | 25 |
| **North Carolina** | 26 | 19 | 25 | 24 | 22 | 19 | 18 | 16 |

| Correlations[1] with school efficiency: | | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. | r. | P.E. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1880 | .89 | .028 | .70 | .067 | .83 | .042 | .83 | .041 | .80 | .048 | .91 | .023 | .65 | .076 |
| | 1890 | .87 | .032 | .80 | .048 | .83 | .042 | .82 | .043 | .71 | .065 | .84 | .038 | .67 | .073 |
| | 1900 | .84 | .038 | .89 | .028 | .88 | .030 | .89 | .028 | .81 | .045 | .85 | .036 | .76 | .056 |
| | 1910 | .80 | .048 | .89 | .028 | .87 | .032 | .87 | .032 | .80 | .048 | .83 | .042 | .79 | .050 |
| | 1918 | .84 | .038 | .82 | .043 | .82 | .043 | .83 | .041 | .82 | .040 | .67 | .072 | .69 | .069 |
| With distribution of public libraries:[2] | 1875 | | | .63 | | | | | | .82 | | .88 | | .69 | |
| | 1885 | | | .72 | | | | | | .82 | | .91 | | .76 | |
| | 1900 | | | .68 | | .82 | | .80 | | .83 | | .94 | | .77 | |
| With ratio urban to rural population, 1900:[2] | | | | .72 | | .81 | | .78 | | .80 | | .80 | | .85 | |

NOTE: [1] Coefficients of correlation computed by Product-moment formula, except in column 2, where the Rho formula was used.

[2] Coefficients of correlation computed by the Spearman Foot-rule formula and transmuted into Pearson's *r's*.

The census reports for 1880 and 1890, which consider both public and private school attendance, fully substantiate my statement that the children of Utah were not being neglected. Our figures, however, are figures for *public-school* attendance taken from the reports of the U. S. Bureau of Education, and for this reason the position of Utah on this list is misleading. *If we allowed in a moderate measure for this single wide discrepancy, the correlations between the intelligence ratings today and the school ratings of a generation ago would be well above .90.*

But there is something else about Utah's distinguished position on the intelligence ratings that merits attention. The leaders of the Mormon Church who laid the firm foundation of education in Utah came chiefly from New England. They brought with them the New England ideal of schools and schooling. I have been credibly informed that the rank and file of the Mormon population did *not* represent a group that was highly selected in the sense in which the hereditarian uses this term. Large segments of the population came from southern States that do not show up well on our list. Other segments were proselyted by missionaries who worked through the highways and by-ways of the eastern States and western Europe. And yet what was the result? Just as Massachusetts and Connecticut have clearly succeeded in counteracting through their schools the heavy dilution of their sturdy native stock, so Utah has apparently succeeded in taking a heterogeneous and generally unselected population and transforming it into one of the most intelligent and progressive American commonwealths.

We now come to what is perhaps the most important lesson to be drawn from these comparisons. Whatever may be the explanation, it cannot be doubted that *schooling, intelligence, and (to some extent, at least) productive efficiency go together.* But it is also clear that school advantages are commonly tied up closely with other environmental advantages, and particularly with those advantages that are represented by urban as contrasted with the rural life. Not only do the agricultural States as a rule rank lower than comparable industrial States both in schooling and in intelligence, but wherever they have exceptionally good school ratings, their intelligence and efficiency ratings are likely to be somewhat lower than their school conditions would lead one to predict.

Iowa illustrates this condition very clearly. In so far as the items included in our school ratings are concerned, Iowa ranks third on the list; but her rank on practically all of the other counts, while more than respectable, is still lower than her attention to schools a generation ago would seem to warrant.

Nor has Iowa apparently been handicapped by an unfavorable immigrant population. She is usually considered, indeed, as quite fortunate in this respect. *Iowa's handicap is the handicap of rural schools.* Of all the northern States on our list she has the smallest proportion of her population living in towns and cities and the largest proportion living in the open country. The apparent superiority of her schools to those of otherwise comparable States is largely offset by this condition.

The consistently low status of Mississippi on the intelligence ratings is due partly, and probably chiefly, to the same cause. Of all these twenty-six States, Mississippi has the largest proportion of her people living in the open country; hence while she has apparently surpassed some of her southern neighbors in making provision for schools, she has not been able to overcome the open-country handicap. In fact, only one predominantly rural State has been able to do this—namely Vermont—but here the handicap, while considerable, has not been comparable with that of Iowa, and in no sense comparable with that of Mississippi.

It is interesting to speculate as to the future. Will New England, with this heavy dilution of her old Puritan stock, continue to retain her leadership? Is it not a plausible hypothesis that the answer depends very largely on the extent to which her ideals of public education are retained and strengthened? In other words, *it is a dilution of ideals that is the significant danger.* There are apparently forces at work now in Massachusetts leading toward relatively lower standards. Massachusetts has had so long an educational "lead" that these forces have not yet had a chance to work much mischief. And yet Massachusetts, as compared with the far-western States, has not made much educational progress during the past twenty years, as her statistics show. Indeed, in some important items she has fallen slightly backward. So far, the momentum of her initial "lead" has kept her well to the front; her tradition has been sufficient to counteract the dilution of her native stock. But if the dilution reaches the point where it destroys the tradition, another generation will tell a different story. In the meantime, the lesson of Massachusetts seems clear and incontestable: good public schools, even with the handicap of a large immigrant population, can and do insure a relatively high level of trained and informed intelligence. There is no reason to believe that the level can not be sustained *if the ideals are kept alive.*

It is most unfortunate that the results of the Army tests should have been used so exclusively to justify pessimism, despair, and reaction—unfortunate because unnecessary. Rightly interpreted, the results of the tests speak with compelling force, not for educational restriction, but for educational expansion. They tell us convincingly that the level of *trained and informed* intelligence in the Nation as a whole could be substantially raised within a generation. They tell us that where schools have been neglected, there is relative weakness; where schools have been cherished there is relative strength. They tell us that teachers of the past have not done their work in vain, however little we of the present may regard their methods and materials. These teachers could not turn morons into geniuses, nor can we; but they did something and we can do something to lift every mind a little higher—and every gain, no matter how slight, is a gain for the Nation.

**AMERICAN EDUCATION WEEK**

**AMERICAN EDUCATION WEEK will this year be observed beginning Sunday, November 18, and ending Saturday, November 24. As in previous years the program for the Week has been arranged by the American Legion in coöperation with the National Education Association and the U. S. Bureau of Education. The date has been changed from the first week in December to the one here indicated and is announced early in order that the hundreds of organizations which coöperated in the enterprise may at once begin to make plans. There will be special proclamations setting aside the Week by the President, by the governors of the various States, and by the mayors of cities. A full program will be published in an early fall number of THE JOURNAL.**

# The American School Citizenship League[1]

THE AMERICAN School Citizenship League dates back to 1908, when, as an outgrowth of the National Peace Congress, which met in New York in 1907, the American School Peace League was organized. Its object, as stated in the Constitution, was "to promote, through the schools and the educational public of America, the interests of international justice and fraternity."

The years from 1908 to the present register a crucial period of the world's history, and the League, keeping always true to its aim, has pursued its activities consistent with the varying conditions characteristic of the period. Organized a year after the Second Hague Peace Conference, when it seemed as if the Hague Conferences had ushered in a new era, the League witnessed two movements which ran parallel to each other — one for war, the other for peace—until the conflagration broke out in 1914.

The World War created new obligations, and the period directly following, with its confusions and contradictions, called for a new assessment of National duties. It was to emphasize the obligation of the citizen in what we envisaged as the new world order that the name of the American School Peace League was changed to American School Citizenship League, whose first and foremost duty was "to develop an American citizenship which will promote a responsible world democracy and a real coöperation among the nations."

In its reconstruction program, the League made its first aim, "to define the meaning of American citizenship." After a re-examination of the *Course in Citizenship and Patriotism,* published in 1914 and revised in 1918, the officers of the League were gratified to see that the course not only defined citizenship in all its aspects, but laid stress on the new responsibility of the United States to promote not only liberty and freedom in America, but liberty and freedom in the world—the motive of the American people in entering the World War.

The past year has registered a largely increased use of the course in the American public schools, and in response to appeals for information on the teaching of citizenship and international relations, the book has been sent to organizations and individuals in several different countries. The principles underlying the definition of citizenship, as stated by the League, are universal, a fact obviously emphasized by the use of an American citizenship course beyond our own borders.

The second aim, as expressed in the reconstruction program—"to stimulate the teaching of American citizenship in the schools of the United States"—has been furthered during the past year not only through the *Course in Citizenship and Patriotism,* but through the publication of *An American Citizenship Course in United States History,* which consists of a series of five books prepared for the elementary schools.

The course starts with the general idea that the aim of history teaching is the training for citizenship in its broadest sense. The program for the first three years, through stories of primitive life and stories associated with the lives of the world's heroes, appeals to the child's sense of the long ago and helps him to feel that that long ago has a real meaning. Through the biographical method of the fourth and fifth grades, the child understands what was achieved under the direction of American leaders and becomes able thereby to determine what forms of action at the present time will be conducive to the best interests of the United States.

The aim in the sixth grade is to show the intimate relation which we as a Nation sustain with the rest of the world. The work in this grade gives a comprehensive outlook upon the past, which is necessary to understand the situation of today. For Grade VII, typical facts have been selected which symbolize and exemplify the dramatic story of the United States from the first settlement at Jamestown to the adoption of that great document of constructive statesmanship, the Constitution of the United States.

The eighth grade covers the period from the adoption of the Constitution, and culminates in the present period in which the United States finds itself a World Power with corresponding rights and responsibilities. The Course is constructed in accord with present-day methods and purposes and meets current demands for the socialization of instruction in history by a program of Type Studies developed to the greatest possible efficiency through project and problem methods.

The third object of the League—"to coöperate in promoting international understanding"—is accomplished through the annual World Essay Contest, by which a study of world relationships is encouraged. Since the first year of its organization, the League has conducted an essay contest open to the seniors of high and normal schools in the United States. For a few years previous to the World War, and since the War, this contest has been open to the students of all countries. Two sets of prizes, know as the Seabury Prizes, are offered to normal schools and teachers' colleges and to secondary schools. The subjects of the essays for the present year are: For normal schools and teachers' colleges—"A World Educational Association to Promote International Goodwill;" for secondary schools—"The Achievements of Civilization and How to Organize Them for World Comity." Practically every State in the Union is represented in the contest each year, and essays are sent in from several foreign countries. Two prizes were awarded last year to foreign students—one to an English and one to a German—and honorable mention was given to an Austrian student.

Through the World Essay Contest and the system of correspondence between the school children of this and other countries, a basis of mutual understanding is laid, through which a spirit of good-will may be disseminated throughout the world and the old order of selfishness gradually abolished. This basis must be laid in the schools; we must begin with the children whose minds are free from the heritage of the past, who are receptive to the new ideas of world coöperation.

The work of the American School Citizenship League has been strengthened by the coöperation of outside organizations. The Committee to cooperate with the American School Citizenship League, appointed in 1921 by the National Education Association at Des Moines, will report to the Oakland-San Francisco Convention. This Committee comprises leading educational people representing all parts of the United States.

[1] Prepared for THE JOURNAL by Mrs. Fannie Fern Andrews, secretary of The American School Citizenship League, Boston, Massachusetts.

# Book Postage and Popular Education

ALFRED L. SPENSER

*Principal of the Savona Union High School*
*Savona, New York*

THE RISE of the public library to a position second only to the school contrasts sharply with the failure of that movement adequately to reach the rural population of some forty million. Granting the excellent work of school libraries in this field, whose work is special and somewhat out of this consideration, and despite inspiring examples of rural library extension, rural America, so far as the public library is concerned, is relatively unbooked and that fine motto, *Books for everybody*, has but a hollow ring.

That this relatively unreached population is equal to that of all the cities of the United States combined which have a population of 20,000 does not fully express this failure. It is not in the city with its concourse of humanity, its play, photo-play, pageant, club, lecture, bookstore, and newsstand that the most essential field of the public library lies, but rather in the isolated homes and tiny hamlets of rural America, where it is the printed page alone that ordinarily brings culture. Therefore, this is the most pressing problem of educational extension, and to present a diagnosis of the difficulty is the first step.

We have to deal, not with deep and mysterious factors but with the simple, the elementary, the obvious. As has been so long recognized in the rural-school problem, the rural library problem consists mainly in overcoming the physical barrier of distance in order that efficient plans of administration and the work of the trained specialist may be brought to bear on his special work rather than to exhaust itself in the mere physical problem of isolation. There is, however, a wide difference between the work of the school and that of the library. The work of both deals with the book, but the school has its special public brought to it by law. It has quite a monopoly, moreover, of its special work. With the library the book goes to the home, there to be read. If possible the reader comes personally to borrow and return it, but that is not essential. The book has a much larger relative value as compared with the personal element than with the school. In contrast to the monopoly of the school the library deals with reading that may be bought otherwise and must attract the public to its superior class, variety, and system of reading, in competition with that commercially furnished. For this reason, no one makes much use of a public library either in city or country unless he may conveniently and inexpensively get and return what he wants when he wants it.

It is idle to elaborate expensive indirect or infrequent means of library circulation for the country as it would be for the city. Too much of charity or paternalism may be fatal in dealing with our better class of independent American farmers. By use of the mail service Augusta, Maine, is probably furnishing more reading matter to the farmers of the northeastern part of the United States than all public libraries combined. Nor is this without significance, as there is no other agency than the mail sufficiently frequent, regular, and comprehensive to carry the book between library and reader when a personal call is rendered inconvenient by a distance of one, five, ten, or twenty miles.

Especially useful is the rural mail service. The daily trip of 43,000 carriers past a total of some 8,000,000 homes covering twelve hundred thousand miles of road may not be the only way of rural book transportation, but it is infinitely the most important one. It is equally needed by the local, county, district, or State library systems. All have their advantages; their plans of administration and support are well worked out, but they have failed to establish vital and direct connection with the isolated farm home.

If, then, the mail service is the omnipresent aid for bridging this chasm of inaccessibility between library and farm home, why is it not used? Simply because of the inadvertent working of the parcel-post rate. Since normal and desirable library book circulation is largely by single volumes, the average book weighing slightly more than one pound, this carriage is almost entirely on the initial pound rate. Thus it costs five cents a pound in the local, the first, and the second zones, six cents in the third zone, and eight cents in the fourth zone, thus making for the round trip ten to sixteen cents respectively.

What we are asking of the postal authorities is simply that this prohibitive tax on educational matter be reduced to a reasonable rate that will attract the free passage of this great class of desirable parcels and at the same time be self-paying. Are these conditions possible? Absolutely yes. In the first place, the book is the most inexpensive of all parcels for transportation because of its convenience of size, uniformity, and convenience of shape. Uniformity of mailing is another factor. It is probably carried at not more than one half the cost of the average of heterogeneous, ill-shaped parcels. Furthermore, the need is here largely a localized one, with no cross country hauls such as cause the loss in second-class-mail transportation. They are thus well adapted to classification as parcel post but not to the principle of a high initial pound rate.

Finally the need of the service is greatest in the country where the rural delivery service is piling up its annual deficit of tens of millions because of lack of cargo, the difference between its present average load of twenty-five pounds and a normal cargo of ten times as much representing dead loss to the Federal treasury. For these definite reasons, it is practicable from the standpoint of both the public good and the Federal revenue that this inadvertent working of the parcel-post rate which now effectually bars educational parcels should be speedily adjusted in such manner as the postal authorities may prefer.

Lest I be thought theoretical I will state that because my efforts for this reform were baffled by popular misapprehension regarding the adaptability of the rural delivery service to this purpose, I entered the postal service running a typical rural delivery route for two years for the purpose of intimately observing the system first-hand. Here I made experiments in carrying library books as mail at different rates with results significant because of the similarity of typical farm neighborhoods and the Nation-wide uniformity of the service. I found that the farmer would pay one or two cents each way, or even three, on a book but not six or seven, as that would buy a cheap magazine. As to classes of books I found the farmers quite as anxious to do their own choosing, with

the same proportion of fiction, science, history, and other subjects as their city cousins, nor less careful of the rules of the library. As to the mechanics of the rural delivery it could hardly be improved. Carrying books in driving rain and zero weather, I found mail sacks and mail boxes absolute protection, while the books packed conveniently with second-class mail. Furthermore, a disposition was shown materially to aid the library performing the service, indicating that, once given the privilege of direct and inexpensive borrowing, the farm population would no longer be the despair of the library extension worker in regularly voting down the slight increase in taxation necessary for library facilities.

More than the rural delivery is concerned in library circulation. For myself to borrow and return a book from the New York State Library costs an average of sixteen cents, a sum fully double what the service costs the Federal treasury. This amounts to a surtax on education—a tax which the treasury seldom gets, however, as it proves prohibitive. We need such reduction, within zone limits, of the parcel-post rate for public library books properly defined, as is justified by their superior economy of transportation and their prime educational value. This for the entire country, rural and urban and, in addition, such lower rate as is justified by the special vacuum in the rural mail service and the especial need of our fifty million of isolated rural population. The precise form of this reduction may well be left to the postal authorities. Until it is granted our mail service, especially the rural service, will not adequately function in one of its most natural and important uses.

In order that this simple but essential reform may speedily be accomplished may we not have joined to the support of the American Library Association and the National farmers' organizations that of the individual and united membership of the National Education Association?

# Investing a Vacation

TEACHERS are more and more looking upon their vacation periods as one of the privileges of the profession. In an effort to find out just what kinds of vacation teachers have found most valuable, THE JOURNAL sent a letter to representative teachers in the various parts of the country asking them to tell for the benefit of the readers of THE JOURNAL how they spent the vacation that meant most to them, personally and professionally. The following statements place striking emphasis on the importance of travel as an asset to the teacher.

*Minnie B. Addleman, Denver, Colorado*—No single vacation ever gave me a thrill equal to that of last summer when I motored to the Grand Canyon, the Pacific, Yosemite, the Northwest, and Yellowstone. For eight wonderful weeks I drank in the beauties of our own America and stored away priceless memories.

*Mary Blanchard, Hamakuapoko, Hawaii*—A teacher's vacation can be most profitably spent in travel. So much of our geography and history instruction is sterile because we have only read about what we teach—we who have never visited a grain field must teach the wheat industry; never having been down a mine, we teach about coal; our eyes have not viewed a cane stalk but we must talk regarding sugar. The Western teacher should become an eye witness of the industrial wonder of the East and the teacher born and bred on the Atlantic Coast should cross the Appalachians and rhapsodize over the Scenic West. We teach with what we are and travel makes us mentally wealthy.

*Lila E. Fyan, Detroit, Michigan*—My summer abroad helped me to appreciate other ways of living, other points of view, other standards, as nothing else had done. Not only did this vacation result in a more intimate feeling for literature and history, but also in warmer sympathy with different nationalities and races with whom I come in contact at home.

*Harriet Gaymann, San Francisco, California*—A course of study in one of our oldest colleges gratified a long-felt desire. Visits to places of historic and literary associations doubled the pleasure and benefit. For keenness of impressions and increased effectiveness of teaching no other vacation ever equalled this.

*Ida Christine Iversen, Los Angeles, California*—My best vacation from the standpoint of teaching brings immediately to my mind the Pan-Pacific Educational Conference, Honolulu, August, 1921. These educators knew that the only hope of a nation is the education of its children. War had not ended war. Here, we were told that the chief business of the teacher is to preach the gospel of peace through the realization of the brotherhood of man. Here, I saw as never before, the unexcelled opportunity of the classroom teacher to do this holy work.

*Charlotte Kohn, La Crosse, Wisconsin*—Above all stands out a summer's trip through the East—visiting the cities, buildings, and places that have played such a part in the making of our Nation, visiting the ports of entry for our European brothers, our battlefields, the homes and halls of our patriots, the museums, art galleries, and our National Capital, all of which make a rich background for a teacher's work. To be able to vitalize teaching with personal experience and travel is a great asset.

*Joyce E. Lobner, Oakland, California*—To go from California, crossing State after State, to the Atlantic seaboard; to stop where one's interest is all the way from Maine to Florida, and then back to California to realize that its charm is real and not merely the charm of the familiar; to hear tales of the living people all along the way and learn to know what a mighty, complex, wonderful country is one's native land: that is a vacation that sends one back to the job with a new determination to make it a means of service to humanity and of satisfaction to oneself.

*Elsie Maxam, Tacoma, Washington*—The vacation that brought most to me, personally and professionally, was one where East and West did meet at a great National Education Association gathering in Boston. The pleasure of travel afforded through twice crossing the continent, the communing with historic New England, the inspiration gained from our vital, living National Education Association, together with rest and recreation, brought its full measure of satisfaction to body, mind, and soul.

*Annie Carleton Woodward, Somerville, Massachusetts*—The summer which brought me the richest benefits of mind, body, and soul was an ideal combination of study and travel with a fellow-teacher. A course at the University of California gave me valuable work along my line and the intellectual stimulus of contact with fine minds, and five weeks of travel afforded strengthening physical exercise, combined with the soul's growth that comes of viewing the wonders of nature and civilization in this great country of ours.

# Teacher Recruiting[1]

SINCE the World War a good deal has been said and written about teacher recruiting, but plans made then or since have not been enlarged or executed to any considerable extent. There is a great need today for teacher recruiting. Educational surveys made since the war show that the teaching force has only meagre preparation, and this inadequacy is shown at a time in our country's history when well-trained, experienced, and patriotic teachers are needed as much, if not more, than ever before.

Should not every high school, normal school, and college be a recruiting station for the teaching profession? Should not every sincere teacher pledge himself to set forth on all occasions every possible reason why our very best students should enter the teaching profession? Education that does not recruit into its ranks enough of the ablest students is miseducation and needs special attention. Public Service says, "No high school, no professional school, no college that is failing to turn into teaching at least enough to replace its own faculty deserves unqualified public confidence, free support, or exemption from public taxation."

Every successful teacher who has studied other vocations at all, knows many reasons why good bright young people should prepare for the profession of teaching. Why not take a little time off from the routine of high-school work to talk with the junior and senior classes about some of them.

*Teaching considers the child at its best*—Teachers do not need to hang their heads in shame when in the presence of leaders in the other professions. They are dealing with the healthy, growing individual; hopeful, ambitious, jolly, which is by no means so true in any of the other professions.

*Teaching has a variety of interests*—Teaching is never stale for want of change. It presents an unusual number of interests. In any individual schoolroom there are found so many studies which appeal to the teacher as a source of information. If science does not make this appeal, then nature study or history, or child study or art, or music will surely find favor in the day of routine.

Then there is such a variety of school tasks from which the teacher may select the one most nearly in harmony with her desires. If the high-school classroom or administration does not arouse interest, then the grade principalship, or kindergarten department, or supervisor of manual training, domestic economy, art, music, hygiene, will surely attract. Possibly the superintendency of a small city or rural community may furnish the work a teacher may desire; if not, then the superintendency in large cities or even a college presidency will surely please the most particular.

*Teaching gives wonderful opportunity*—The hours of the school day are not so long but that the teacher has some time for reading and study. Then, too, she is not so physically weary but that she can do other things without becoming exhausted.

The summer vacation affords a special and splendid opportunity for self-improvement to the average teacher. It grants time and in most cases sufficient funds to travel or to study or both. It also affords opportunity to teach especially for those who hold administrative positions. Most normal schools and universities grant a Sabbatical year, to make it possible for the instructors to study or travel, usually on part or full pay. In this way the teacher can prevent stagnation by getting desirable information along the line of her greatest ambition. This produces both pleasure and profit to the individual.

The teacher is placed in a position in which she is expected to enter into and enjoy a reasonable amount of social life. She is warmly solicited for the women's clubs or lodges. It may be true that some phases of the social life may be closed to her while she is teaching because of the fact that the divided community makes it unwise for her to indulge, yet that does not in any marked degree handicap her for leadership in the larger and better social functions of a community.

*Teaching makes a living*—The salaries of teachers are hardly commensurate with the time and money spent in preparation. This is especially true for those teachers who are making teaching a profession. Comparatively more money is paid for inexperience than for experience, yet in comparison with the wage in other vocations we have no great cause for complaint. The outlook is better than it has been, and is still on the up-grade—however, it hasn't reached the place yet where the favorite book of the teacher is the bank book. The public is realizing more and more that as an increased preparation is being demanded then an increased salary should be paid.

Whether or not the salary paid is adequate may be a question, but concerning one thing there is no doubt—the salary is sure. Stocks may go up and down as quoted on the New York Stock Exchange, yet the amount that the teacher receives does not change during the life of the contract. The amount it can buy changes materially, but not the actual amount of the warrant.

*Teaching makes a life*—Better than that we make a living, is that we make a life. We watch the change in the child, see it develop, and finally note that it blossoms into manhood or womanhood. This development is not wholly for the pupils but comes to the teacher as well. Surrounded as she is with life in its purest and most wholesome conditions she cannot avoid, if she has the correct viewpoint, partaking of the same purity and wholesomeness.

Children all mingle on the plane of democracy. Caste is uprooted, social standing is more or less broken down, and the best that may be found in all races and conditions become the basis of the new product under the guidance of a teacher of discrimination and vision.

*Teaching helps others*—Best of all is the opportunity to realize a lofty impulse. When we ignore our worthy impulses, Satan rings up a fare. A noted educator has expressed the idea of nobility of service in the following lines: "The spirit of service must ever be the corner-stone of our teaching craft. Our normal schools and colleges are teeming with young people just as eager to serve and sacrifice as were the students of 1917 who volunteered by the thousands to serve their country at home and over seas. Could not the student of the present generation be made to appreciate the fact that the greatest service that can be done to the Nation is in guiding the intellects and the hearts of 21,000,000 children in our public schools? They are the hope of America. In their intelligence, in their ideals, and in their citizenship lies the future of our Republic."

Teaching is a worthy profession for the worthy. We can well afford to boost it. There is never a skeleton in the schoolroom unless of our own creation. Be enthusiastic; recruit for keeps.

[1] Prepared for THE JOURNAL by E. J. Klemme, director, Extension Service, Washington State Normal School, Bellingham, Washington.

# Oakland, California[1]

OAKLAND, which with San Francisco is to be the host city to the National Education Association this summer, is a new California metropolis. Less than one hundred years ago, Oakland was a part of a great Spanish ranch; sixty years ago it was but a sleepy Spanish village; as recently as fifteen years ago the advance had little more than started. Today there are 265,000 people in Oakland proper and 410,000 in Alameda County, and the city is growing at the rate of 20 per cent each three years. The building permits for 1922, for Oakland proper, were $24,468,223, approximately equal to the two previous years put together. The bank clearings were $680,053,882, 25 per cent greater than in 1921.

Unlike many other western cities, Oakland has never been exploited; it has never been advertised; but despite these facts it is making an advance that is startling in its rapidity. Natural advantages such as are possessed by no other city in Western America are responsible for this growth. These same advantages—the city's location on the mainland side of the world's greatest land-locked harbor, its nearly perfect climate, and its central position on the Pacific Coast will make this advance even more rapid in the future.

The ranks of the leaders are not filled in this new western city, the destinies of the city are not controlled by any large corporation or any small group of individuals. There exists here an unusual opportunity for a man to make more money with that which he already has.

Luis Maria Peralta, who marched into California with troops of the King of Spain in 1776, was the original owner of the present site of the city of Oakland. He received it as a grant from the Spanish Crown, on August 16, 1820.

*OAKLAND'S City Hall faces an attractive triangular park. The offices of Superintendent Fred M. Hunter occupy the eleventh floor of this building.*

"To Luis Maria Peralta—land five leagues in extent, running from the deep creek of San Leandro on the east to a hill adjoining the sea beach," reads the original document, by which this adventurous Spaniard received his valuable holdings.

In 1842 Peralta divided his rancho San Antonio into four parts giving to each of his four sons a quarter of the estate. Immediately after receiving their gifts, Vincente and Antonio Maria, the two brothers who owned the part of the area now occupied by Oakland, established themselves on their new ranchos, and soon after other grants, this time from the Mexican Government, brought the two brothers other Spanish neighbors. Then signs of Oakland streets began to appear in the form of roads from one rancho to another.

Moses Chase, who leased holdings from one of the Peralta brothers in 1850, was the first American citizen of the future city of Oakland. Close on his heels came a horde of squatters drawn to California by the gold rush of 1849. Two years later a nameless village had come into existence on the site now occupied by Oakland. At the session of the legislature of 1852 this was incorporated under its present name.

The city of Oakland gained new inhabitants following the gold rush in 1849 and by 1860 had a population of 1553, by 1870 this had grown to 10,500 and in 1880 to 34,555. Following the San Francisco fire in 1906 the Eastbay cities began their present-day growth.

Oakland, today, is a modern progressive city; it has 455 miles of paved streets, 385 acres of parks and playgrounds, and 53 modern school buildings.

The city is situated overlooking San Francisco Bay and directly facing the Golden Gate. Gently sloping hills form the background for the city and furnish it a magnificent residential section in which nearly every lot is a view lot overlooking the bay or the ocean. The business section has been built on a belt of level land averaging three miles in width, which lies between the hills and the bay.

To the north of Oakland is Berkeley, a community of 70,000; to the south, Alameda with 30,000 population. In addition to these two cities there are four other small communities, Emeryville, Piedmont, San Leandro, and Albany, which together make up the East-

[1] Prepared for THE JOURNAL by Roscoe D. Wyatt, managing director, Oakland Chamber of Commerce.

*IN THIS Technical High School—one of the best buildings in the country—Oakland has given a fine example of the low open-air type of construction, which is considered especially suitable to the climate of this section.*

*THOUSANDS of wild ducks winter on Lake Merritt, a salt-water lake fed by the tides of the Pacific in the heart of Oakland. They are as tame as the beautiful doves in the Public Gardens of Boston.*

bay community. These seven cities have grown together so compactly that a stranger does not know when he passes from one to the other. All seven cities are served by the same street railway system and have the same gas and water companies.

In addition to its scenic and residential advantages Oakland is a natural manufacturing center as is indicated by the fact that it is now growing faster in an industrial way than any other city in the west. Here three transcontinental railroads find their western termini. From this community five other railroads and a great system of paved highways radiate.

Oakland's harbor includes twenty-seven miles of deep water frontage which rapidly is being improved to take care of the expanding business. Every steamship line, both coastal and intercoastal with ships that pass through the Golden Gate, makes Oakland a port of call. Six thousand twenty-one ships docked here in 1922, an increase of 913 over 1921. On the Oakland harbor are located, in addition to the several modern terminals, four of the largest shipbuilding plants in the West.

With the General Motors Company, the Star Motor Company, the Durant Motor Company, the Fageol Motor Company, as well as such allied lines as the Coast Tire and Rubber Company, Sturges Tire Company, the Fisher Body Company, and the U. S. Light and Head Corporation, Oakland has become the leading automobile center of the Pacific Coast. This city will produce in excess of 130,000 cars during 1923.

Oakland is known throughout California as a city of homes. Statistics show that 48 per cent of all the people in the Eastbay district own their own homes. Both the residences of the rich in the magnificent hillside sections and those of the less well-to-do are alike attractive. Nearly every residence has its lawns and its profusion of flowers.

*Climate*—Due to their close proximity to San Francisco Bay and the Pacific Ocean, Oakland and the Eastbay cities enjoy a climate that is ideal in its uniformity, mildness, and healthfulness. The summer days are delightful and the nights cool. The winters are mild and pleasant with an occasional frost. Many flowers bloom throughout the winter in the gardens of the Eastbay cities.

*Schools and playgrounds*—The Oakland schools are excelled in no city in the United States. The system includes every type of instruction from the kindergarten to the high school and the continuation school.

Oakland has five of the finest high schools in the country; it has eleven junior high schools; and thirty-seven elementary schools. At the present time the city is engaged in a $5,000,000 building program, which, when completed, will add three new high schools and six new junior high schools.

The Oakland schools offer a vocational training system second to none on the coast and an Americanization program with opportunities of American citizenship for 54 different nationalities. Evening classes for adults are maintained in all high-school buildings. Community centers are maintained in nearly all school buildings. The Oakland schools boast of eighteen school bands and thirty-three school orchestras, as well as a graduate orchestra, which is among the best on the coast.

The famous University of California

*THE Golden Gate in the middle background, with Oakland on the near side of the bay, stretching across the picture. San Francisco peninsula is seen in the background to the left.*

is located in Berkeley just four miles from the Oakland city hall. Mills College, the only standard women's college west of the Mississippi, is in Oakland but five miles from the center of the city. In addition to these two universities, Oakland is the site of St. Mary's College, a Catholic college for men. There, also, are a number of other private schools both of elementary and college standing for both boys and girls.

The University of California is the largest university in the United States in point of attendance with total enrolment in all branches of more than 24,000, of this number nearly 10,000 are registered in the department of liberal arts at Berkeley.

Oakland is recognized in all parts of the United States as a leader in recreational endeavor. It maintains fifty-one fully equipped public playgrounds (municipal and school) of an average size of seven acres. In addition to these fifty-one playgrounds, the city maintains one in-town camp and one mountain camp in the high Sierras. The mountain camp is conducted on a cost basis and has accommodations for five hundred people at one time. Board and lodging for an adult is $7.50 per week and for a child $6.25 a week.

*Parks* — Lake Merritt, located in Lakeside Park, is one of the most beautiful, as well as one of the most unusual recreational centers in the West. It is a 160-acre body of salt water set in the center of the city. Flanking it on all sides are wide boulevards, beyond it are park areas, splendid homes, and apartment houses.

*SHIPS that sail the Seven Seas bring numberless suggestions of the lands and people far away. They will claim the interest of the teacher who visits Oakland's busy waterfront.*

The city of Oakland maintains a municipal boathouse on the shores of the lake at which rowboats and canoes may be rented any day of the year. There also are municipally owned launches that ply the waters of the lake.

Each fall thousands of wild ducks adopt a portion of Lake Merritt as their winter resort. Apparently realizing that they are in a safe haven, they walk the banks of the lake like barnyard fowls. Twice each day they are fed at the expense of the city.

*Libraries*—The leading library of the Pacific Coast is that of the University of California, judged in number and value of its books. There are at the present time 496,500 volumes on the shelves of this great university library. The Oakland Public Library, with its thirteen branches, has 137,924 volumes and like the University library is housed in splendid structures. Both of these great libraries are readily accessible to the citizens of this community.

Oakland has two museums and an art gallery and has just purchased a new museum site on the shores of Lake Merritt, on which it proposes to construct one of the most attractive buildings in the entire city. In this new building will be housed the famous H. A. Snow exhibit of African mammals, said to be the most complete collection in the United States.

*Churches*—The residents of Oakland are church-going people and support 172 churches including practically every denomination. Many of these structures are handsome pieces of architecture.

Like all Californians, the people of Oakland are friendly. They are looking forward to the coming of the National Education Association and are preparing to extend a warm welcome. Both Oakland and San Francisco are already fully organized for this July event.

*CALIFORNIA is noted for its wonderful highways, particularly those that connect the cities along the coast. Every turn in Dublin Canyon road, just outside of Oakland, brings charming vistas.*

# The Psychological Corporation

RUDOLPH PINTNER

*Professor of Education, Teachers College, Columbia University*
*New York City*

IF everybody were trained and selected for work there might result a revolution in industry as great as that brought about through the introduction of machinery. . . . The scientific control of conduct may become of greater economic importance than the uses of electricity or of steel. . . . It is not unreasonable to assume that the production of National wealth would be doubled if every one, from the feeble-minded child to the President of the Nation, were allowed to do the work he can do best and were trained to do it in the best way." Thus J. McKeen Cattell, president of the Psychological Corporation, has indicated some of the ideals which have resulted in the organization of a group of psychologists to enlarge the field of psychological service and promote research in a business-like fashion.

The stock of the corporation has been sold exclusively to psychologists. The list of directors is a catalogue of the most prominent psychologists in the country.—James R. Angell, president of Yale; W. V. Bingham, Carnegie Institute of Technology; J. McKeen Cattell, the Psychological Corporation; Raymond Dodge, Wesleyan University; S. I. Franz, Government Hospital for the Insane; G. Stanley Hall, Clark University; H. L. Hollingworth, Barnard College, Columbia University; Charles H. Judd, University of Chicago; William McDougall, Harvard University; W. B. Pillsbury, University of Michigan; Walter Dill Scott, Northwestern University; C. E. Seashore, University of Iowa; Lewis M. Terman, Stanford University; Edward L. Thorndike, Teachers College, Columbia University; E. B. Titchener, Cornell University; Howard C. Warren, Princeton University; Margaret Floy Washburn, Vassar College; John B. Watson, the J. Walter Thompson Company; R. S. Woodworth, Columbia University; R. M. Yerkes, National Research Council.

"The objects and powers of the corporation," according to the second article of its charter, "shall be the advancement of psychology and the promotion of the useful applications of psychology. It shall have power to enter into contracts for the execution of psychological work, to render expert services involving the application of psychology to educational, business, administrative, and other problems, and to do all other things, not inconsistent with the law under which this corporation is organized, to advance psychology and to promote its useful applications." Or to quote from the First Annual Report of the Corporation—"The corporation wants to apply our existing knowledge, but it wants most of all to increase this knowledge. Its primary concern is indeed to find opportunity to promote psychological research, though it is not unmindful of the service that can be rendered by the proper use of existing tools. We are consequently interested before all else in finding problems whose solution will be a contribution to science and will at the same time have economic value sufficient to warrant payment for the work by individuals or groups."

The research work initiated by the corporation will be done in the psychological laboratories and bureaus now available, and by the psychologists fitted and willing to undertake the work wherever they may happen to be. Thus in no sense will the corporation compete with existing research organizations or set up additional research bureaus to duplicate work already well-established. In the field of education, there are already numerous bureaus, which undertake psychological work of various types. The corporation hopes to coöperate with such bureaus and refer to them such research problems as may come to it for solution.

The principles of psychology and the results of psychological investigation have been utilized by education more than by business, medicine, law, or any other field of human activity. Hence there exists today a considerable body of psychological knowledge which can be applied to educational problems. Hence, also, there are numerous research bureaus and organizations employed in serving the needs of schools. Such bureaus, however, are relatively few in number when we compare them with the total number of school systems in this country. There are a great many school systems still undecided as to the desirability of such work, and a great many that are too small to be able to afford the services of a competent psychologist.

The Psychological Corporation hopes to be of use in such places where the already-established bureaus do not function. The school system which is too small to retain permanently a full-time psychologist will be aided by the corporation in finding psychological service for the work to be done. Or, again, a school system may need the services of a number of psychologists for a short time for some intensive survey, and the corporation may organize a group of psychologists to undertake the work. State-wide testing programs are increasing in number every year, and those States which do not have permanent State bureaus of educational research must look to temporary organizations to carry out such work. The corporation will coöperate with bureaus, wherever such exist, or arrange for psychologists to undertake surveys where no permanent bureau is in operation.

It is interesting to note in the general spread of psychological work in the schools, that public schools have shown more interest than private schools. So far as one is able to judge, relatively little psychological testing has been carried on in private schools. One of the reasons for this is unquestionably the fact that the private school has not been able to pay for the services of a full-time psychologist, and has not known where to apply for temporary work. The Psychological Corporation will be able to put such schools into touch with the psychologist qualified to undertake the work required.

As the Psychological Corporation has no endowment, it cannot undertake any work without proper remuneration. The earnings of the corporation, however, are to be used for psychological research. In this way the profits which accrue from any scientific work will go to extend further our scientific horizon.

This description of the Corporation has stressed the points of contact between it and the school as being of most interest. The Psychological Corporation is by no means limited to the applications of psychology to education. It is equally interested in the application of psychology to business, medicine, law, or any other activity. It will strive to supply the right kind of psychologist for any particular job, to tackle any psychological problem presented to it for solution, and to promote further research in all branches of psychology.

# Notes on Teachers' Clubs[1]

THAT THE TEACHING profession is gradually awakening to the needs of its members is reflected in the various teacher organizations throughout the country. The officers of these associations and clubs, from their vantage ground, perceive that the life of teachers is incomplete without a certain proportion of time devoted to recreation and amusement. They are well aware that their leadership as officers is invaluable when it comes to providing such amusement as well as in planning cultural and inspirational activities. They realize that the club provides that opportunity for social contact which many teachers need and which few could obtain elsewhere.

Although a wide range of amusements is open to every teacher, but few voluntarily seek amusement. If it is brought to them, they may gladly welcome diversion, but, tired with the day's work, they seldom have the initiative to look for it. How much easier to spend the evening in one's own room than to dress and keep an evening engagement! In time this "staying in" becomes a habit and the teacher unconsciously unfits herself for the great task of social leadership which is her inalienable privilege.

Not only does the teacher need social contact but she needs professional relations. The duties of this profession confine its members to the daily society of children, with little or no intercourse for hours at a time with people of adult age; moreover, teaching demands that its devotees grow in social refinement and grace. The present day calls for a teaching profession of right interests, whose members are broad in both heart and mind, well-versed in good fellowship.

Most of our larger cities have teachers' clubs. These are organized in various ways, sometimes for women only, for men only, or all inclusive; a few own clubhouses, but the majority now rent rooms or meet in convenient places; some have a mountain cabin, a shore resort, or a country club for the use of their members. Like all other clubs they do their work by means of committees, which vary in number from three to twenty or more. There is a tendency to increase these committees as the membership grows. No uniformity as to dues prevails; they vary from fifty cents to twenty-five dollars. Some of the clubs charge for the use of the club rooms; some consider this a privilege of membership. As to officers many of the teachers' clubs pay one or more of them for part or full time; there is a growing tendency to pay the secretary. Clerical help certainly should be allowed the president as well as an expense account.

*THE SCHOOL BOARD at Binghamton, New York, believes in promoting the welfare of its teachers. Last year, it purchased this building to serve as a model home for the girls of the Continuation School during the school day and for a teachers' club the remaining time.*

From a large amount of material collected on teachers' clubs, the following notes have been selected as of interest.

Several large city clubs conduct excursions to near-by cities and resorts, among these the Brooklyn Teachers' Association, the largest teachers' club in the United States. The Philadelphia Teachers' Association issued this year nearly 15,000 cut-rate theater and opera coupons. In coöperation with the Pennsylvania Horticultural Society, the Philharmonic Society of Philadelphia, and the Academy of Music Corporation, the association conducted a series of sixteen Monday afternoon talks by famous speakers or artists. The course was offered members at the reduced rate of eight dollars.

Those interested in reorganizing a large city club will find it helpful to study the excellent organization of the Minneapolis Teacher League. The League has eight sections, each complete in itself, having its own committees, four in number, professional, civic, salary, and social. The chairmen of these thirty-two committees are also members of the league's committees, which correspond to those of each section.

The Chicago Principals' Club, also highly organized, has seven standing committees—administration, archives, education, legislative, publicity, finance, and social. Under the management of the House or Sociability Committee, two luncheons were held at the La Salle Hotel in November and December, the annual banquet at the Congress Hotel in January, and a luncheon in April. A picnic has been planned for June 16.

An interesting all-inclusive club, the Portland Teachers' Association, of Portland, Maine, has for its objectives mutual improvement, sociability, and benevolence. At least two of their monthly meetings are purely social. In November, a vaudeville show was presented, the teachers taking the parts. Groups from the different schools prepared the skits in secret, and the results were funny in the extreme. In February a valentine social was held.

Functioning largely as a forum is the schoolmasters' club, one of the oldest teacher organizations in America. The majority of these are limited to cities and their environs; nearly every large city has such a club where the schoolmen meet a few times a year and exchange ideas and enjoy a sociable hour together. The Federal Schoolmen's Club of the District of Columbia, organized in 1907, holds yearly six meetings in the form of "speaker" dinners at local hotels. The membership includes educational specialists from the Government bureaus. This fact, together with the ability to get speakers of international fame, makes the meetings of the Washington Schoolmen's Club of unusual interest.

The question of owning a clubhouse is being agitated by many of the large teachers' clubs with a membership of approximately one thousand—for example, the Kansas City (Missouri) Teachers' Club, the Los Angeles City Teachers' Club, and the Portland (Oregon) Grade Teachers' Association. These associa-

[1] Prepared for THE JOURNAL from questionnaires sent various club officers by the Division of Elementary School Service and the Division of Publications.

*BY PHONING the Superintendent's office and making reservations, any Binghamton teacher can have the use of this pleasant living room for entertaining her friends.*

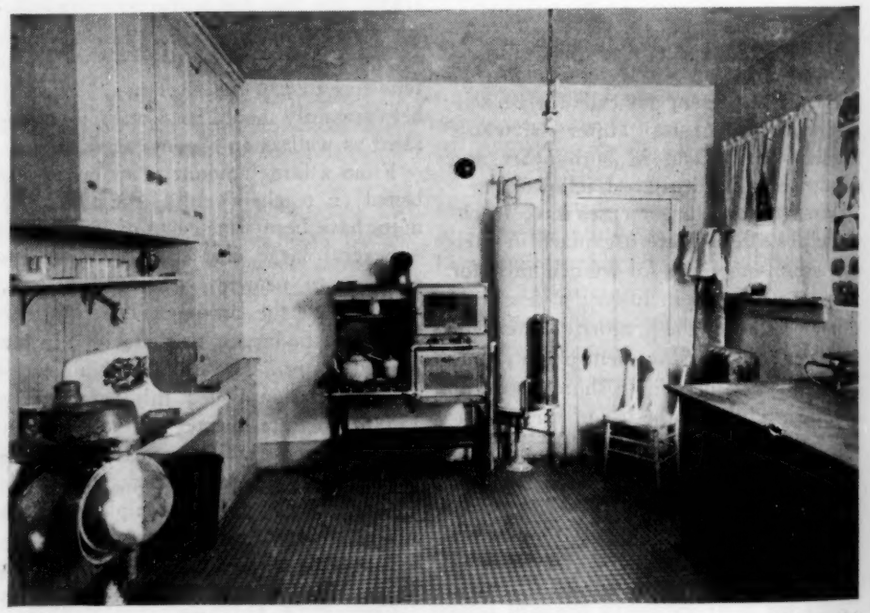
tions will soon own their own buildings. A few clubs have already purchased buildings—notably, the Buffalo Women Teachers' Association, with a membership of over 800, owns a $30,000 clubhouse, free of debt. The Teachers' Club of Springfield (Illinois) known from 1910 to 1921 as the School Mistress' Club, owns a nine-room clubhouse. This building (but not the site) was given the club by a friend. The expenses of maintaining it—including the land rent—are defrayed by renting the rooms on the second floor to members of the club and those on the first floor for parties at two dollars or more an evening.

Other cities might well follow the example set by the School Board of Binghamton, New York. Last year the Board purchased a two-family house, one side to serve as a model home for the girls of the Continuation School and the other as a teachers' club. The first floor of the club contains a living room, a dining room, a kitchen, and a laundry; the second floor contains a sleeping room with bath and a large room used for a schoolroom by day and for recreation in the evening. There is no charge for the use of the club. Table linen is not furnished, but china and silver sufficient to serve twelve people are furnished. The local teachers' association purchased a piano, victrola, pictures, lamps, and hangings when the Board equipped the school. The girls of the Continuation School take care of the house with the exception of the heavy cleaning. The various uses to which the club is put show the worth of such a project.

Many of the city clubs have realized the importance of having a quiet place in the country or at some resort where the members can, for a small sum, spend their week-ends. The Los Angeles City Teachers' Club, the third largest club in Los Angeles, owns a mountain cabin and has access to a private beach cottage. The Kansas City (Missouri) Teachers' Club has the use of Bitter Sweet Camp where large crowds gather for the week-end during the spring and fall months. The annual picnic is held here and many smaller faculty picnics. The Portland (Oregon) Grade Teachers' Association opened a beach clubhouse last fall. Its spacious living room and glassed-in porch, as well as the large fireplace, are worthy of mention.

Many clubs possess unique features. The Los Angeles City Teachers' Club, for example, arranges for its president to teach forenoons only, the school board paying her full salary and the club paying the substitute who does her school work in the afternoon. This is to allow the teaching profession to be represented at the luncheon meetings of civic and other organizations in the city. This club furnishes a Ford for its president's use and recently presented her with a life membership in the National Education Association. A unique undertaking was that of the Kalamazoo Club, which last year made an Educational High Spot Survey of the city school finances and distributed ten thousand copies of a booklet pertaining to the activities of their school system.

The next decade will mark a wonderful advance in teachers' organizations. Their benefit to the teaching profession will be immeasurable and likewise to the community, for the welfare of one is inseparably connected with the welfare of the other. As club membership widens the horizon of the teacher, he will develop a broader mental and physical outlook which will result in better service.



*THE WELL-ORDERED kitchen of the Binghamton Teachers' Club, with boundless opportunities for good times, may well be envied by those clubs not having such privileges.*

# Los Angeles Trains for Production

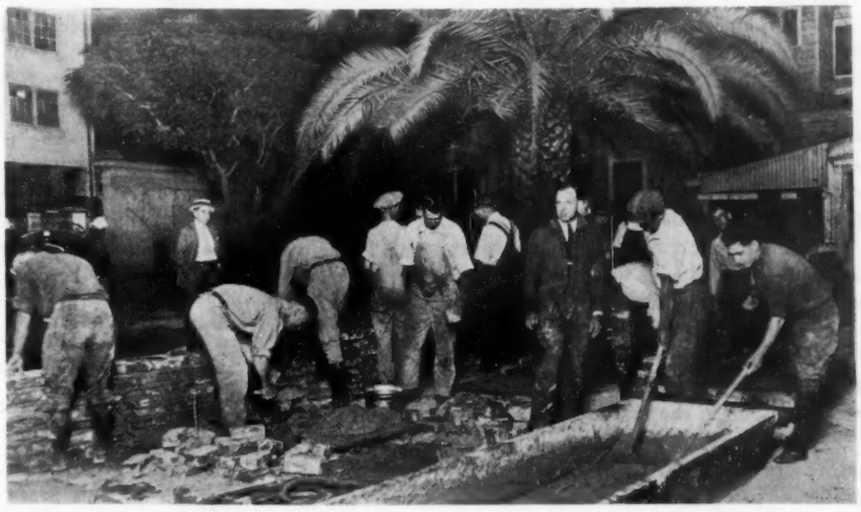
ALCYON ROBINSON

EXPERIMENTAL work in coöperative classes for vocational training was commenced in Los Angeles three years ago. Success attending the first class determined educators to add other courses from time to time as need arose.

Foundation for the success of practical trades courses is attributed to the fact that the needs of both producer and apprentice are consulted by educators. The coöperative agents consist of the Board of Education and the director of Vocational Education, the Manufacturing Committee of the Los Angeles Chamber of Commerce, and officers of trades associations in need of trained workers.

The coöperative system as worked out in the city may be illustrated by the history of the organization of the first class introduced three years ago. Garment manufacturers of the city declared a shortage of skilled workers and brought their problem before the chamber of commerce. It occurred to officers of the chamber that the schools might be in a position to advise in the matter, as they have experience in teaching a large foreign adult population in night school. Over 14,000 foreign-born adults were educated in public schools of the city during 1921-22, and it is to this class largely that the manufacturer appeals since they are the ones who pour into the trades that are quickly learned.

Instructors were appointed by the Board of Education for the power sewing-machine school and salaries are paid by the schools, while the Apparel Manufacturers' Association supplies materials that are made into garments used in the County Hospital and by charitable organizations for distribution. Machines are likewise paid for by the manufacturers benefiting by the high type of instruction received. Not only is the operation of machines taught but simple English is taught to numbers of Mexican and other foreign apprentices. Factory laws and the practices in factories are outlined. Hygiene and sanitation form part of the course of instruction.



*LOS ANGELES' unprecedented building program is responsible for the bricklayers' classes which meet every afternoon and evening for practical instruction. About three hundred men are now enrolled.*

*AN EVENING CLASS in the Los Angeles school for painters, where furniture painting is taught. This course has proved so popular, the school authorities are planning to include house-painting courses in the regular high-school curriculum.*

Educators of the old school may wonder what particular advantage it is to place in the curriculum of the public schools a course in power sewing-machine operation. Just this. That by teaching them the trade they want to learn they can gather under their tutelage a class of students that they ordinarily would never reach, and can often persuade them to continue in school and obtain a general education. Reports from the office of the Vocational Education Director, W. S. Kienholz, indicate that school authorities have been exceptionally successful in interesting these students in night-school classes and continuation work or part-time classes. Students have enrolled in English, mathematics, and classes of a more cultural nature.

Power sewing-machine classes conducted in the apparel manufacturing district have attracted women for the most part, 500 having been taught each year since classes opened. Many of these enter the school on the recommendation of manufacturers who report salary increases following instruction. A number of graduates have opened their own shops, while others—a number of men tailors—have closed their shops while they were learning power sewing-machine operation under the public-school system.

Next in order of formation was the painters' school under the coöperative system. For a year this course has been working successfully. Not only have novices registered, but a number of master painters and their assistants. House painters have taken up interior and fur-

niture painting, many of them reporting that they have doubled their wages as a result of study in the vocational classes. Such a demand for painter graduates of the school has been received by school authorities and such numbers have enrolled in classes that they have determined to establish house-painting courses in the regular high-school curriculum.

A laundry school conducted in one of the large laundry plants has been established to teach the business of management. Some 60 apprentices are enrolled at present and graduates, with few exceptions, have followed this lucrative industry, employers reporting advance in wages and positions in almost every case.

Enormous increase of building operations in Los Angeles was the reason for establishing the bricklayers' school. A dearth of skilled artisans sent the builders and contractors running to the Chamber of Commerce last winter to see what could be done in the matter. The Chamber announced that it would coöperate with school authorities again and the builders promised to furnish endless bricks, mortar, and tiles if instructors could be secured to teach the fine art of bricklaying. Excellent wages offered was no slight inducement to the numbers of young men looking for work and for a vocation. At present approximately 300 are enrolled in the classes organized only last winter. They originally met three nights a week but now meet every afternoon and evening. Such success has attended the formation of classes, many old hands at bricklaying enlisting to learn advanced branches, that the school authorities have practically determined to inaugurate morning classes. As with other trade schools, down-town schools, or shops in the mercantile district, are suitable educational centers by reason of their accessibility to apprentices who in general are employed during the day. The chief hindrance to enlarging the vocational education program is in securing such conveniently located classrooms for apprentices.

Another course to be established in February, also inspired by the unprecedented building program of the city, which ranks third in that respect of all the cities in the United States, is plastering. And still another course will be an exceptionally interesting experiment, that of training foremen. Through the Chamber of Commerce the Axelson Manufacturing Company, makers of oil-well pumps and other heavy machinery, has consented to try out the plan among its employees, the Federal Board for Vocational Education appointing the instructor, Frank Cushing. This course will be extended if the experiment justifies it.

The success of all the courses may be attributed largely to the type of instructor employed. The teacher has invariably been a worker in the trade he or she is teaching, and the course of instruction is not merely theoretical but worked out by educators in coöperation with the interested industries to all practical purposes.

Educators of Los Angeles have expressed their gratification repeatedly in the results obtained, as have apprentices and employers. Information has been eagerly sought by schools over the country on the methods used in the west coast schools, and in many schools the system has been adopted bodily.

Criticism of trade schools charging for instruction, exorbitant prices in many of them, has been met by educators who declare that it is within the duties of public schools to teach free of charge those who apply for education along any legitimate line whereby they may increase their earning, cultural, or enjoyment capacity, while the Chamber of Commerce asserts that it is also within its province to help provide means to a livelihood for the hundreds of men and women pouring into its gates and to insure them instruction that not only will be practicable but will not absorb the small sums many of these eager applicants may have to tide over until they can become self-supporting and self-respecting citizens.

# Education in California—1922[1]

SINCE 1880, the period of forty years covering most of the State's organized teacher-interest in education, the National Education Association has met five times in California: San Francisco, 1888; Los Angeles, 1899 and again in 1907; San Francisco a second time in 1911; and in Oakland and San Francisco in conjunction with the P. P. I. Exposition in 1915. The State has profited educationally by these meetings in our midst and is ready to welcome the sixth meeting this summer. Though lying at what was once the back door of the continent, now economically, commercially, politically, and with the organization of the Pan-Pacific Union, educationally, a new front-door venture in the education of Pacific peoples in international thinking, California holds an attractive and strategic position among the States.

California became a State in 1850; it is therefore one of the younger commonwealths. Two thirds of the forty-eight States were in existence and had begun making history when this State was admitted, but with the exception of Arkansas, Iowa, Louisiana, Missouri, and Texas, it is the oldest west of the Mississippi River. As is well-known, however, it had already a civilization of culture and architecture and a form of civil government and a number of profitable industries under the Spanish régime. This was a picturesque society that has left traditions of a storied life and an indigenous architecture that as features of the Golden State share with the "gold rush" the element of the spectacular. Certain legal forms and property rights yet reflect the eccentricities of the old order.

In size it is the second State in the Union, with one thousand miles of coast line, the highest peak and the lowest tract on the mainland. It is eighth in population, treading on the heels of Massachusetts, the second oldest settlement, and at present, exceeded in population among the Original Thirteen, by New York and Pennsylvania. In assessed realty valuation it stands fifth, in internal revenue receipts, sixth. It contains three of the hundred largest cities of the country—Los Angeles, the tenth, and San Francisco, the twelfth. Oakland, where the coming session of the N. E. A. is to be held, is thirty-first in the list, but considerably above many of the older cities of the eastern part. It ranks ninth in the value of its 28,000,000 acres of farm land, and contains nearly 20,000,000 acres of National forests, beside fifteen hundred square miles of National parks.

Since the beginning of the century the population of the State increased from about a million and a half to nearly three and a half millions, or 131 per cent. From an urban population in 1900 of 52 per cent, it was approximately 66 per cent in 1920. The

[1] Prepared especially for THE JOURNAL by Richard G. Boone and Arthur H. Chamberlain, editors of the *Sierra Educational News*, San Francisco, California.

foreign-born population, less than 25 per cent of the whole, furnishes more than 60 per cent of the 95,000 illiterates ten years of age and over.

*California schools* — Within three months of its creation as a State, it had passed its first school ordinance, followed the next year by a State school law. The Constitution had provided for a superintendent of public instruction and a system of schools for at least three months in the year in each school year. Then followed provision for district school boards, the distribution of income from the State school fund (as yet non-existent), according to the number of school census children (sectarian schools, a privilege withdrawn in 1861). The first school tax levy was authorized in 1853, not to exceed three cents on the hundred dollars; a county school tax not to exceed five cents on a hundred dollars, and local authorities "to raise by tax whatever amount of money was necessary for school purposes." County treasurers were declared *ex-officio* school superintendents. Three years later the office of county superintendent was created; city boards of education and city school superintendents provided, and incorporated cities were recognized and empowered to raise a school tax not exceeding twenty-five cents on a hundred dollars. The legal examination and approval of teachers were required. School-building taxes were authorized in 1859, and the minimum school term was made four months. In 1861 the minimum county school tax was raised from ten cents to twenty-five cents, a State board of examination was created. The system was modeled after that of New York. In ten years there had been developed a State system of six hundred schools, more than twenty thousand pupils, eight hundred teachers, with an annual expenditure of $500,000. In the decade the State had expended an aggregate of two and a half million dollars on education. But with all this the schools were not "free"; tuition and subscriptions in the way of "rate bills" were common in most States. Schools were free in prospect and ideal only. In New York and California these "rates" were abolished in 1867; in Connecticut a year later, and in New Jersey not till 1871. A normal school was opened in San Francisco in 1862, among the first dozen such State-supported schools for the training of teachers in the United States, and one of the first half dozen outside of New England. A State university was opened in 1869. So much has been given of the early school history of the State as a setting for later conditions and to show the long road by which the State has come.

## Education in California

| Items | 1915 | 1920 | Gain | Per cent |
|---|---|---|---|---|
| Enrolment (elementary) | 423,562 | 570,779 | 147,217 | 35 |
| Enrolment (high school) | 95,405 | 327,959 | 232,554 | 240 |
| Teachers (elementary) | 13,000 | 17,954 | 4,954 | 38 |
| Teachers (high school) | 3,500 | 5,794 | 2,294 | 66 |
| Expenditures (elementary) | $21,662,077 | $30,516,052 | $8,853,975 | 41 |
| Expenditures (high school) | $2,913,740 | $6,096,687 | $3,182,947 | 109 |
| Teachers' salaries (elementary) | $750 | $1,390 | $640 | 85 |
| Teachers' salaries (high school) | $1,500 | $2,231 | $731 | 48 |
| Value of school property (elementary) | $58,600,500 | $73,400,000 | $14,799,500 | 25 |
| Value of school property (high school) | $26,588,676 | $37,296,400 | $10,707,724 | 40 |

*Recent progress*—Since the National Education Association last met in California (1915), improvement has gone on with rapid pace, some statistical aspects of which will appear in the accompanying table:

*Outstanding features* — Among the features may be noted *Standards for teachers' qualifications and training.* For both the preparation of teachers for their work and the statutory qualifications, the standards are relatively high—high as compared with the conditions at the beginning of the century, for example, and high as compared with requirements in most other States. Instructors in secondary schools must hold a bachelor's degree and have pursued an additional year of graduate (university) study, eighteen units of which (recently raised to twenty-four) of distinctly professional work, including a half year of responsible teaching in a regularly organized secondary school, or an equivalent in training and experience as rated by the State Board of Education.

For the elementary schools, teachers must hold credentials from a teachers' college, or an equivalent in training and experience; or offer a bachelor's degree from one of the colleges or universities, and have credit for twelve units of professional work, including teaching and observation under supervision in a regular public school. Every year there come men and women from other States, candidates for both elementary and high-school positions, and more to California, perhaps, than to many States, for whom, in the main, the provisional qualifications are conceded. But for the training called for, the State has seven normal schools, recently raised to the rank of teachers' colleges, the schools of education of the State University, Leland Stanford Junior University and the University of Southern California, and Departments of Education in Pomona and Occidental Colleges. The enrolment of intending teachers in these several schools exceeds ten thousand annually, a majority of whom are absorbed by the California system either to occupy new positions or in the annual turnover. All certificating of teachers emanates from the State Board of Education. County and city boards are empowered to grant certificates, but only on credentials certified by the State Department.

*School attendance*—Enrolment in the elementary schools (including 46,131 in the kindergarten) for 1921-1922, was 616,910, an increase in fifteen years of 109.5 per cent. High-school attendance has increased in the same period from 85,000 to 327,000, or 284.7 per cent. It should be noted, however, that this large enrolment includes the pupils of a considerable number of seventh and eighth grade rooms incorporated in the junior high school, hereafter to be noticed. Omitting certain special schools and the teachers' colleges, the aggregate school enrolment for 1921-1922 was approximately 850,000, an increase in fifteen years of 163 per cent, against an increase in the State's population for the same period of 90 per cent. Especial attention is called to the actual and comparatively large registration of the youngest children in the 562 kindergartens—nearly 50,000.

Attendance officers are provided for, and made mandatory in city systems, and upon petition of trustees, in suburban areas. The minimum school term is eight months and the compulsory school attendance period the full time annually from eight to sixteen years of age. Youth between sixteen and eighteen years of age who have not com-

pleted a high-school course and who are in employment are required to attend continuation or evening classes in some accessible high school for not less than four hours a week, and, if not employed, attend the regular full-day, full-term school till eighteen years of age.

*School support*—From the beginning of State government in California there has been more liberal support for elementary schools from State sources than is to be found in most States. Up to thirty years ago the State and county school funds each supplied about half of the money used in the support of elementary education. Until differentiation began to appear in school work these funds were fairly adequate. With the increase in demands from the public for kindergartens, home economics, manual training, music, etc. there came a rapid increase in local district taxes to supplement State and county funds.

Up to 1915 there was little change in State or county revenues. During the session of the State Legislature of 1915 with the California Teachers' Association as the active proponent of the measures, provision was made for a separate tax for the support of kindergartens, for a county high-school tax of $60 per pupil, for an increase of $2 per pupil in the elementary State school fund, for an increase in the maximum rate for county schools and for special district taxes for buildings and grounds.

Since 1915 there have been two further increases in the support of elementary schools. In 1920 through an initiative amendment to the Constitution prepared by the California Teachers' Association, the State has prescribed a minimum of $30 per pupil for elementary and high schools and for at least an equal amount from the counties for elementary purposes and twice that amount for high-school purposes.

In addition to these direct levies for school purposes, we also have legal provision for free elementary and high-school textbooks, for support of part-time schools and various types of vocational and continuation schools.

*Reorganization of the school system*—Recognized now by State law and gradually being introduced into the schools, especially in the cities, is the 6-3-3-2 division of the system. After some experiment in certain cities of the State, the Junior High School was first given official recognition by the State Board in 1921. A semi-official sanction was accorded the idea when, in 1915, elementary schools were authorized, under certain conditions to add a post-elementary year, even two years where the conditions were favorable. In the same year, also, high schools were authorized to add a post-high-school year. The inevitable and desirable reorganization, it will be seen, was a matter of growth rather than of orders from above. The State Teachers' Association and its Central Council, leading superintendents and school principals, and the University schools of education, exercised a shaping influence. The junior college division was latest in development, though as early as 1899 it was suggested by Louis Soldan, W. R. Hooper, and a few others, and its virtues argued by representatives of both the Berkeley and the Stanford Schools of Education. The realinement of departments on the basis of six elementary school years, three junior high-school (seventh, eighth, and ninth) years, three senior high-school (tenth, eleventh, and twelfth) years, was soon followed by the organization of the thirteenth and fourteenth (freshman and sophomore college) years, as the junior college.

This latest organization was implicit in the adoption (about 1897) of the junior certificate by the university, as separating the general culture purposes up to the end of the sophomore year from the more distinctly specialized and research functions of university life. In 1907 California provided by law for two years of post-graduate high-school work in which was implied the junior college idea. In 1917, the State adopted, by name, the Junior College as an organic part of the secondary system: "the first direct law providing for junior colleges," Mr. George F. Zook says in the U. S. Bureau of Education Bulletin, 1922, No. 30. Both by the university and by the State Department, the junior college is recognized as an organic part of the secondary school, as provided in an act of May, 1917. Its creation is permissible in such high-school districts, only, as have an enrolment of not less than four hundred pupils in average daily attendance and an assessed valuation of ten million dollars or more. There are now 49 junior high schools, 410 high schools and senior high schools, and 17 junior colleges, constituting the legally recognized secondary system of the State. The teachers' colleges, also, are equipped for junior college work, and two of them now are, and others may be, affiliated with the State University. The existing schools of this rank enrol nearly half as many students as are found in the University freshmen and sophomore years.

*Special kinds of educational activities*—In harmony with the modern purpose generally to reach all classes of children, the State not only maintains a system of compulsory school attendance but provides for foreign language schools under a State supervisor, schools for atypical children, parental schools, vocation schools, State schools for the blind and the deaf, and migratory schools to reach the children of several hundred seasonal workers in fruit gathering, canning, and kindred industries.

There is supported in San Francisco harbor, also, under an act of Congress "for the establishment of Marine Schools," a nautical school "for the instruction and training of pupils in the science and practice of navigation," also the California Polytechnic School, whose purpose is "to furnish young people of both sexes mental and manual training in the arts and sciences, including agriculture, mechanics, engineering, business methods, domestic economy."

Among the distinctive educational agencies belonging to this group is the County Free Library System. Dating from 1909 there were authorized by legislative act, revised in 1911, a system of County Free Libraries that, although no part of the public-school system, becomes in practice a positive coöperative means for furthering the schools' purposes. Of the 58 counties in the State, 44 have organized under this law. These have 3600 branches, a million and a half volumes, and an annual income of almost a million dollars.

*Higher education*—Since 1868 there has been maintained at Berkeley a State University, of which the School of Agriculture is a constituent part. There has been opened a branch at the University in connection with the Teachers' College at Los Angeles; there is maintained a secondary school of practical agriculture at Davis; experimental farms at Riverside and elsewhere; stations for marine investigations along the Coast from San Diego north; and dental, medical, pharmaceutical, and law schools in San Francisco and Los Angeles.

In addition to the State University, there are eleven higher institutions of learning: Leland Stanford Junior University, the University of Southern California, Pomona, Occidental, Whittier, and St. Mary's Colleges, and the University of Santa Clara, College of the Pacific, St. Ignatius University, St. Vincent's and Mills Colleges.

# The Literary Traditions of California[1]

THE LITERARY tradition of California is compressed into the memory of two generations. If, as Ruskin says, "Man is the sun of the world; more than the real sun;" if "the fire of his wonderful heart is the only light and heat worth gauge or measure;" if "where he is, are the tropics, where he is not, the ice-world," then indeed California, on the new shore of a new world, has just slipped out from under its glacial covering. Father Sierra did not bring it surely into the sun, for after he had gone the weeds grew back into his King's Highway and the adobe walls of his missions of Welcome and of Solitude fell into dust. Seventy years is the span of the proud and flashing civilization that now rolls along his reclaimed highway.

But though life in Calfornia and the literary tradition that goes with it span two instead of thirty generations, that tradition is not a plant without roots. It springs out of the red soil of the Sierra foothills; it clings beside the passes between the distant summits; it reaches beneath the brown furrows of the San Joaquin, beneath the hillside vineyards of St. Helena, beneath the pavements of San Francisco.

Bret Harte, for one, made a whole sweeping section of the State his country. Just where it lies would be hard to say. Every mountain railroad, its tourist-folder assures the traveler, goes through the heart of it. Kipling, when his train began to wind into the Siskiyous hundreds of miles to the north, and he saw a spurt of reddish dust beneath a horse's hoofs, knew he had reached it. It is not a mythical country. Angels' Camp—where, by the way, "this yer Smiley" had a frog that could outjump any frog in Calaveras County—can be found on the map. Hangtown flourishes under the alias of Placerville and has, it is to be feared, a Chamber of Commerce. San Andreas, Murphy's, and many another town by the Mother Lode, slumber behind their cast-iron doors. The Stanislaus still flows. The roads of Calaveras, Placer, and Nevada counties tell on their sign-posts how many miles it is to Red Dog, Rough and Ready, and You Bet. I have seen one sign, tilted at an angle of thirty-five degrees and thus made parallel with the road up which it pointed, "To Brandy Flat—Three Miles."

Above Angels' and Red Dog and Brandy Flat, "etched on the firmament" is the Sierra "remote and passionless," said Bret Harte in *Tennessee's Partner*. John Muir threaded every pass in the range, every notch in that etching on the firmament, and as he looked up at the snow banners drifting from its peaks, or calculated the birth and the struggle for existence of the sequoias halfway down its slopes, or rocked back and forth in the tip of a tall tree lashed by a winter storm, he found the "range of light" as near and as passionate as Bret Harte found the trial of Tennessee by Judge Lynch.

*ONE OF THE delightful spots in the Muir Woods, a wooded area near the summit of Mt. Tamalpais, easily accessible from San Francisco through the gateway of the Muir Valley. This land given the Government by Congressman Kent was named in honor of California's naturalist-author, John Muir. Here thousands yearly enjoy the piney fragrance of the beautiful redwoods, those primitive trees that used to shelter the Indians.*

Out from the remote Sierras and the red foothills the Stanislaus and a dozen brother streams eat into the plain of the San Joaquin. On that plain, and on its significance to men in Chicago and in Europe, Frank Norris brooded in *The Octopus*. The town which he called Bonneville is named Tulare, and the tragic duel between the ranchers and the railroad was fought near Mussel Slough.

As physically the land of California breaks nearer the coast away from the broad pattern of mountain and flat plain into the varied outline of hill and valley, so its literary tradition changes there to multiplicity. The coast country is not one man's country. Dana spent his two years before the mast up and down the California shore before the seventy-year span began. Kipling steamed in through the Golden Gate, lodged at that "seven-story warren of humanity," the old Palace Hotel, and had an adventure in Chinatown. Chinatown ranks perhaps next to Limehouse for sinister suggestion. Stevenson, having come across the plains and "the valley of gold and corn"—English corn!—starved alone in Monterey; received in San Francisco, where the galleon on his monument in Portsmouth Square spreads its tiny sails, the news of a parental allowance; and set up his squatter household, which by this time included a Mrs. Stevenson, at Silverado above the vineyards. Joaquin Miller elected the hills near Oakland to be his home. Frank Norris's McTeague hung that monstrous gold tooth outside his office in Polk Street, San Francisco. Other Norrises—Charles, Kathleen — are heard of hereabouts. Jack London built his great stone house above the Sonoma Valley, the Valley of the Moon, a strange home for Martin Eden. Edward Rowland Sill mused in the Berkeley hills of the two Aphrodites whom men follow. At the base of the hills, beneath the oaks on the campus of the University of California, Joseph Leconte taught geology and living.

These traditions of the foothills, of the Sierras, of the level valley, of the varied hills and cities nearer the coast are among the literary first fruits of the soil of California. They are, to be sure, in this species not the biggest fruits in the world. They have managed to grow here, though, in seventy years, brought to life by the warmth of the fire, which is the only light and heat worth gauge or measure.

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LET US not lose the savor of past mercies and past pleasures; but like the voice of a bird, singing in the rain, let grateful memory survive in the hour of darkness.—Robert Louis Stevenson.

[1] Prepared for THE JOURNAL by Harold L. Bruce, associate professor of English in the University of California.

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***Publication Staff***

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## *An Opportune Conference*

FROM one point of view, it may seem unfortunate that the World Conference on Education should convene at a time when the apparent outlook for international comity and goodwill is, to say the least, far from hopeful. From another and a broader point of view, it would be difficult to conceive of a time when such a conference would be more opportune, more desperately needed, or more likely to accomplish something worthwhile.

Practically everyone in the civilized world earnestly desires the cessation of international quarrels; the removal of all conditions that now make possible another world war; and, above all, a lightening of the burden of taxation imposed by armaments. There is, however, a vast disagreement as to a practicable means of bringing about these desired ends. The reason for the disagreement is not far to seek. Nations, like individuals, are jealous of their own interests. They may intensely and sincerely desire peace and harmony, but there are decided limits to the price that they are willing to pay to secure these blessings. Any advantage, real or imagined, that may accrue to a competing nation at once transcends the limits of this price.

It is more than fairly clear from the experiences of the past five years that an enduring peace must rest upon something far more fundamental than pacts and treaties. A basic factor is involved that every thinking person recognizes, even if he can neither name nor analyze it. If that factor can not be defined, it can at least be illustrated. We find it expressed in our own Union of sovereign States. We find it in the British family of autonomous commonwealths. We find it in the attitude that we take toward our neighbors to the north of us, and that they take toward us—the attitude that is so finely reflected in three thousand miles of an open and essentially unfortified frontier.

This fundamental factor operates most readily where there is a common language, and this gives us a clue, perhaps, to its essential nature. In itself a common language will not insure that community of ideals and standards which makes for a thoroughgoing coöperation and reduces the dangers of dissension to a minimum, but a common language is a wonderfully potent agent to this end. With literate peoples it means essentially a community of culture. Just as common actual experiences are the binding forces in family groups, neighborhood groups, and occupational groups, so the common imaginative experiences supplied by a common literature may lay the basis of a common understanding and a common sympathy among distant and otherwise unlike groups.

It should not be an impossible task, through the coöperation of schools and teachers throughout the civilized world, to insure a basic community of ideals and standards in spite of differences in race and language. To consider most carefully the possibility of such a program is an important task of the coming conference. The objectives of education, as indicated by the agenda, can be projected on a world-wide basis. The pregnant words in which Mr. Wells set forth his motive in writing his *Outline of History* might well serve as a text (for it can be applied as well to fields other than history): "There can be no peace now, we realize, but a common peace in all the world; no prosperity but a general prosperity. But *there can be no common peace and prosperity without common historical ideas.* Without such ideas to hold them together in harmonious coöperation, with nothing but narrow, selfish, and conflicting nationalist traditions, races and peoples are bound to drift toward destruction and ruin. . . . A sense of history as the common adventure of all mankind is as necessary for peace within as it is for peace between the nations."

## *The Library Awakening*

GRATIFYING evidences of a new interest in universal education through libraries were evident in the forty-seventh annual meeting of the American Library Association held at Hot Springs, Arkansas, late in April. The libraries, like the schools, have only recently begun to face frankly the problem of educating all the people on a Nation-wide scale. Evidences of new life in the library movement centered chiefly around four activities—the work of school libraries, the extension of county libraries, the improvement of facilities for the education of librarians, and the development of the American Library Association.

School libraries have developed rapidly during the past few years, partly as a result of improvements in the science of education which demand greater variety of activity for the individual child. The two things for which the school library stands were clearly set forth in various papers. Its first task is to aid instruction, to enrich every subject of the school curriculum, and to vitalize the work of the teacher. Its second task—perhaps the greater of the two—is to open to the unfolding life of the child that wealth of interests and information and inspiration that cannot be compressed into any formal curriculum.

The county library has been recognized for some time as the logical basis for universal library service, except in the New England States where the town (township) is the established unit of local government. The Council of the American Library Association at Hot Springs in a formal resolution recommended the county library as the basis of a Nation-wide system of libraries which should bring expert library service to families living in the remotest districts.

The increased interest in the training of librarians follows somewhat tardily the improvement that has been taking place in the training of teachers. The library movement is still in its pioneer stage and its development into a Nation-wide universal agency which shall maintain the intelligence that schools exist to create will be largely determined by persons trained in the library schools during the next twenty years.

The budget of the American Library Association has greatly increased to correspond with its enlarging service and opportunities. The financial policy of the association was carefully defined at

Hot Springs to assure donors who wish to encourage its work that their funds will be carefully used. The association's library war service stimulated interest in the public library movement throughout the world. It is gratifying to see the organization attacking its peace-time problems with the vision and vigor that characterized its war-time activities. Just as the National Education Association is coming to be recognized as the policy-determining agency in the field of general education, the country will more and more look to the American Library Association to determine policies in the development of the universal free public library.

## *State Versus Federal Control*

ONE of the strongest arguments in favor of the Towner-Sterling Education Bill is that it definitely provides against anything that even remotely resembles a Federal control of education. One of the most important sections of the Bill stipulates: "That all the educational facilities encouraged by the provisions of this Act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State, and the Secretary of Education shall exercise no authority in relation thereto; and this Act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems."

Some of those who fear Federal control base their attitude on experiences which they have had under the Smith-Lever and Smith-Hughes laws. It should be noted that the Department of Superintendence, when it endorsed the Education Bill at its Chicago meeting in 1922, specifically recommended that changes be made in those laws which would eliminate objectionable practices that have grown up in connection with them. Such practices could not result from the Towner-Sterling Bill inasmuch as all of the appropriations for Federal aid authorized by it would be distributed to the regularly constituted educational authorities within the several States to be disbursed by the same officers and in the same manner as State funds used for similar purposes. The Bill specifically provides that the State's chief educational authority shall be designated to administer the Act within each State.

### School-Building Progress

| Name of State and county | Name of town or district | Name and kind of building | No. of pupils provided for | Cost of building or amount of appropriation | Date authorized |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| *Colorado* | | | | | |
| Denver | Denver | Admn. Building | ..... | $190,000 | 12/16/22 |
| El Paso | Colo. Springs | So. Junior High | 500 | 240,000 | 6/10/22 |
| El Paso | Colo. Springs | No. Junior High | 700 | 260,000 | 6/10/22 |
| El Paso | Colo. Springs | W. Junior High | 500 | 240,000 | 6/10/22 |
| Prowers | Holly | Grade | 420 | 75,000 | 6/15/22 |
| *Delaware* | | | | | |
| Kent | Dover | High & Grade | 1000 | 185,000 | 6/ 1/22 |
| *Indiana* | | | | | |
| St. Joseph | Mishawaka | High | 1500 | 600,000 | —/—/22 |
| Vanderburg | Evansville | Benj. Bosse High | 1500 | 672,000 | 3/13/22 |
| *Iowa* | | | | | |
| Lee | Fort Madison | High | 700 | 400,000 | 3/13/22 |
| *Kansas* | | | | | |
| Riley | Manhattan | Grade & High Add. | 600 | 250,000 | 10/17/22 |
| *Kentucky* | | | | | |
| Bell | Middlesboro | High | 450 | 100,000 | 5/—/22 |
| Bell | Middlesboro | Elementary | 550 | 40,000 | 4/—/22 |
| *Massachusetts* | | | | | |
| Berkshire | Adams | Junior High | 700 | 375,000 | —/—/22 |
| *New York* | | | | | |
| Franklin | Saranac Lake | Jr. & Sr. High | 800 | 400,000 | 9/6 /22 |
| Monroe | E. Rochester | Grade | 640 | 180,000 | 6/ 2/22 |
| Oneida | Rome | Columbus Grade | 500 | 160,000 | 7/25/22 |
| Onondaga | Salina Dist. 3 | Grade | 168 | 40,000 | 6/—/22 |
| Queens | Elmhurst | No. 69 Grade | 1100 | 650,000 | 2/—/21 |
| Rockland | Spring Valley | High | 750 | 260,000 | 6/30/22 |
| Steuben | Hornell | High | 900 | 400,000 | 1/ 6/22 |
| Suffolk | Patchogue | High & Grade | 900 | 450,000 | 8/ 1/22 |
| Suffolk | Ronkonkoma | Grade | 72 | 25,000 | 9/ 7/22 |
| Wayne | Marion | High & Grade | 500 | 113,000 | 7/18/22 |
| Westchester | Pleasantville | West Side Grade | 350 | 65,000 | 6/12/22 |
| *North Carolina* | | | | | |
| Cabarrus | Jackson Tr. Sch. near Concord | Admn. Bldg., J. W. Cannon Meml | ..... | 50,000 | —/—/22 |
| *North Dakota* | | | | | |
| Walsh | Park River | High & Grade | 500 | 130,000 | 4/ 8/22 |
| *Ohio* | | | | | |
| Ashland | Savannah | Consolidated | 300 | 65,000 | 11/ 7/22 |
| Butler | Middletown | High | 1200 | 750,000 | 11/25/21 |
| Cuyahoga | Cleveland Hgts | Boulevard Ele | 525 | 400,000 | 8/ 8/22 |
| Gallia | Crown City | Grade | 50 | 4,500 | 11/ 7/22 |
| Gallia | Rio Grande | Yale Grade | 100 | 12,500 | 11/ 7/22 |
| Gallia | Walnut Twp | Cadmus High | 75 | 20,000 | 11/ 7/22 |
| Hancock | McComb | High & Grade | 1000 | 300,000 | 7/27/22 |
| Knox | Centerburg | High & Grade | 750 | 125,000 | 3/16/20 |
| Ottawa | Danbury Twp | Jr. & Sr. High | 350 | 115,000 | 11/7 /22 |
| Perry | Hemlock Dist | High & Grade | 425 | 60,000 | 11/—/22 |
| Perry | Harrison Twp | High & Grade | 400 | 75,000 | 1/ 1/23 |
| Ross | North Union | Elementary | 100 | 20,000 | 5/—/22 |
| Ross | Concord Twp | High | 200 | 80,000 | 5/—/22 |
| Seneca | Tiffin | Junior High | 550 | 190,000 | 11/—/21 |
| Stark | Canton | J. H. Lehman High | 1200 | 1,000,000 | 11/—/20 |
| Stark | Canton | Lincoln High Add | 1200 | 600,000 | 12/—/21 |
| Wood | Troy Twp | Centralized | 400 | 120,000 | 11/ 7/22 |

Another certain guarantee of State control of education is provided by those clauses in the Bill which create a National Council of Education composed of one hundred members, including the chief educational officers, of the various States. The balance of power in this Council, which would be a clearing house for ideals and programs in education, would always be held by the men and women specifically charged with the administration of education within the States which makes it inconceivable that the Federal Government would ever be permitted to encroach upon the rights of the States in important matters.

Educational workers in America do not believe in Federal control and would not tolerate any measure not carefully safeguarded in that respect. Educators generally are standing solidly for the Towner-Sterling Education Bill because it provides the best remedy yet devised for the correction of great educational shortcomings which as a Nation we cannot afford to neglect.

# New Data on School Savings

LEO DAY WOODWORTH

*Deputy Manager, Savings Bank Division, American Bankers Association*

EACH NEW tabulation of school-savings data adds to the enthusiasm of those who have the vision which was Laurent's and Thiry's to perceive the great benefits which can be conferred upon the next generation through juvenile savings banking as an educational project. We just said that it is a benefit which "can" be conferred, as we have yet to find a school-savings system where every pupil is receiving the benefit of this banking practice, and a great number of systems are not within even measurable distance of attaining one hundred per cent participation.

The "A. B. A. Honor Roll" includes those systems which prove by accurate statistics that at least seventy-five per cent of the official enrolment are participating as savers. A further fact too potent to be overlooked is that almost all systems which attain honor roll rank use methods which afford to every depositor as well as to the bank depositories the protection of the individual ledger account which was at the basis of the Thiry system and has been incorporated in the school-savings banking method now being formulated by the Savings Bank Division of the American Bankers Association.

It appears that school-savings banking has passed its experimental state for two outstanding reasons: First, it is being more generally considered as an essential feature of education rather than a mere scheme for bank advertising. Second, and resulting from the first, the Savings Bank Division is prepared to recommend a definite method which teaches both individual thrift and familiarity with banking practice without requiring more than about fifteen minutes of school time per week and without imposing either bookkeeping or material responsibility upon teachers. This American Bankers Association method with related material on school banking has been published in a small book which will be sold at cost.

A summary of the stimulating footings on school savings banking during the present school year to January 31 is as follows:

The number of places included in the report is 401 as compared with 370 in June 30, 1922. Even more remarkable is the number of cities and villages included on the Division's "Honor Roll" and the increasing number of even large systems which are approaching the goal of both 100 per cent participation and 100 per cent of pupils who have individual passbook accounts at the bank. The number of honor roll systems is now 207 as against 102 in June, 1922 and 87 in January, 1922 when the honor roll was instituted.

The number of pupils participating in all systems on January 31, last, was 1,543,406 as compared with 1,295,607 last June and 802,000 in June, 1921 and 462,000 in June, 1920. The total savings during the present school year up to January 31 amounted to $4,400,000 of which only one fourth had been withdrawn up to that date.

The total of the balances in all pupils' accounts has jumped to over $14,000,000. This is more than twice the balance reported last June and is so much larger than the possible increase from current deposits that it can be accounted for only by wider adoption of the improved accounting methods which have been urged by the Savings Bank Division.

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A WISE man once remarked that whoever invented interest was no fool. Interest is the wage that is paid for the use of money, just as your salary is the wage paid you for your services. It is on the job day and night, Sundays and holidays. Money is one of the world's greatest workers. It represents the self-control which its possessors have been willing to exert. That is, it represents buying power voluntarily postponed for the sake of the greater buying power that will later come because of the postponement. . . . Money means independence and power, and it is one of the world's greatest riddles why people should have to be urged to accumulate it. . . . Interest is the wage of self-denial; whatever you pay in interest goes to someone who had the backbone to regularly put away a part of his income and place it at work drawing interest.—*National City Bank*, New York City.

## School Savings

*Compiled from Reports to American Bankers Association Savings Bank Division*

| | 1919-1920 | 1920-1921 | 1921-1922 | Semi-annual report Jan. 31, 1923 |
|---|---|---|---|---|
| Local systems reporting.... | 167 | ..... | 370 | 401 |
| Number of school buildings in systems reporting.... | 2,736 | 3,316 | 4,785 | 5,339 |
| Enrolment in operating schools ..... | 1,015,653 | 1,829,475 | 2,241,706 | 2,445,629 |
| Total pupils participating.. | 462,651 | 802,906 | 1,295,607 | 1,543,406 |
| Average number pupils depositing weekly ..... | ..... | 226,767 | 307,102 | ..... |
| Collections ..... | $2,800,301.18 | $4,158,050.15 | $5,775,122.32 | $4,457,530.82 |
| Interest credited ..... | ..... | 83,690.18 | 125,452.42 | ..... |
| Bank balances* ..... | 3,233,042.21 | 5,185,280.93 | 6,479,286.99 | 4,144,716.16 |
| Average gross collections per all pupils in operating schools ..... | 2.75 | 2.27 | 2.55 | 1.82 |
| Average gross deposits per participant ..... | 6.05 | 5.17 | 4.31 | 2.88 |
| Average net deposit per participant ..... | ..... | 3.01 | 2.42 | 2.10 |
| Average weekly collections, total all systems..... | ..... | 102,578.22 | 132,513.34 | ..... |
| Percentage of pupils in operating schools who participated ..... | 45 | 43 | 60 | 63 |

* These balances are much below the actual aggregate for two reasons: (1) Many bankers persist in merging school accounts with those of adults and (2) two large systems in California continue school-savings accounts into the adult years of depositors and this total includes only forty per cent of their reported balances. We regard that forty per cent as being ample and probably excessive.

# School Savings Banking—Honor Roll

*Compiled by the Savings Bank Division of the American Bankers Association. School Year of 1922-1923 to January 31. Cities ranking below sixty have been omitted.*

### Class A—Enrolment Over 10,000

| Rank | City and State | Per cent participating | Number of pupils participating | Total amount collected |
|---|---|---|---|---|
| 1 | Canton, O. | 98 | 13,789 | $36,163.59 |
| 2 | Waterbury, Conn. | 95 | 10,940 | 23,475.35 |
| 3 | Harrisburg, Ill. | 92 | 11,692 | 3,406.97 |
| 4 | Huntington, W. Va. | 91 | 9,967 | 24,148.87 |
| 5 | Louisville, Ky. | 90 | 24,950 | 10,696.70 |
| 6 | Providence, R. I. | 90 | 41,807 | 211,586.15 |
| 7 | New Britain, Conn. | 89 | 10,267 | 39,242.67 |
| 8 | Wilkes-Barre, Pa. | 89 | 16,950 | 30,211.02 |
| 9 | Dayton, O. | 89 | 20,950 | 24,930.61 |
| 10 | Pittsburgh, Pa. | 88 | 75,362 | 329,883.54 |
| 11 | Scranton, Pa. | 88 | 18,854 | 64,739.76 |
| 12 | Wilmington, Del. | 88 | 13,450 | 25,399.58 |
| 13 | Minneapolis, Minn. | 86 | 47,984 | 87,015.07 |
| 14 | East St. Louis, Ill. | 85 | 11,611 | 37,220.25 |
| 15 | Pawtucket, R. I. | 85 | 8,830 | 48,681.42 |
| 16 | Rochester, N. Y. | 85 | 28,007 | 50,351.50 |
| 17 | South Bend, Ind. | 85 | 10,573 | 33,850.60 |
| 18 | *Flint, Mich. | 84 | 14,630 | 30,158.28 |
| 19 | Harrisburg, Pa. | 84 | 9,481 | 10,583.00 |
| 20 | Binghamton, N. Y. | 81 | 8,940 | 28,432.34 |
| 21 | Atlantic City, N. J. | 80 | 8,575 | 44,559.68 |
| 22 | Allentown, Pa. | 80 | 8,895 | 5,872.68 |
| 23 | Johnstown, Pa. | 80 | 9,947 | 36,379.47 |
| 24 | Akron, O. | 80 | 27,650 | 21,091.36 |
| 25 | Toledo, O. | 79 | 24,387 | 57,988.20 |
| 26 | Youngstown, O. | 76 | 16,460 | 81,402.25 |
| 27 | Terre Haute, Ind. | 76 | 9,425 | 27,011.89 |
| 28 | Omaha, Neb. | 76 | 19,850 | 76,185.96 |

*Does not operate below Grade 4.

### Class B—Enrolment 5000 to 10,000

| Rank | City and State | Per cent participating | Number of pupils participating | Total amount collected |
|---|---|---|---|---|
| 1 | Meriden, Conn. | 99 | 5,173 | 28,412.35 |
| 2 | Jackson, Mich. | 98 | 6,994 | 27,086.22 |
| 3 | Braddock, Pa. | 96 | 7,422 | 36,531.28 |
| 4 | Racine, Wis. | 95 | 8,087 | 31,032.88 |
| 5 | Lexington, Ky. | 94 | 4,910 | 820.28 |
| 6 | Plainfield, N. J. | 93 | 6,813 | 28,418.97 |
| 7 | Covington, Ky. | 90 | 4,776 | 10,671.68 |
| 8 | Superior, Wis. | 90 | 7,750 | 21,482.54 |
| 9 | Topeka, Kas. | 90 | 7,337 | 14,111.81 |
| 10 | Roanoke, Va. | 87 | 7,642 | 11,674.85 |
| 11 | Springfield, O. | 84 | 8,406 | 16,908.11 |
| 12 | Dubuque, Ia. | 82 | 4,973 | 11,666.23 |
| 13 | Rockford, Ill. | 82 | 8,233 | 21,001.77 |
| 14 | Kingston, Pa. | 82 | 4,651 | 12,105.34 |
| 15 | Lorain, O. | 80 | 6,005 | 28,240.05 |
| 16 | Cedar Rapids, Ia. | 77 | 6,472 | 16,499.45 |

### Class C—Enrolment 2000 to 5000

| Rank | City and State | Per cent participating | Number of pupils participating | Total amount collected |
|---|---|---|---|---|
| 1 | Martins Ferry, O. | 99 | 2,732 | 13,312.55 |
| 2 | Mechanicsville, N. Y. | 99 | 2,133 | 7,235.65 |
| 3 | Morristown, N. J. | 99 | 2,437 | 11,526.93 |
| 4 | Washington, Pa. | 99 | 3,821 | 17,043.09 |
| 5 | Charleroi, Pa. | 98 | 2,950 | 12,943.31 |
| 6 | Pittston, Pa. | 98 | 3,680 | 12,193.56 |
| 7 | Duquesne, Pa. | 97 | 3,616 | 17,244.99 |
| 8 | Iron Mountain, Mich. | 96 | 2,547 | 4,854.75 |
| 9 | Atlanta, Ga. | 96 | 2,773 | 6,936.22 |
| 10 | Woodlawn, Pa. | 95 | 2,676 | 18,561.49 |
| 11 | Marietta, O. | 95 | 2,835 | 3,118.87 |
| 12 | Waukegan, Ill. | 94 | 4,517 | 8,055.41 |
| 13 | Marion, Ill. | 94 | 2,886 | 1,970.82 |
| 14 | Belle Vernon, Pa. | 94 | 2,208 | 9,097.55 |
| 15 | Monescen, Pa. | 94 | 3,940 | 9,820.75 |
| 16 | Middletown, O. | 93 | 4,390 | 20,217.34 |
| 17 | Fond Du Lac, Wis. | 91 | 4,183 | 12,645.65 |
| 18 | East Providence, R. I. | 91 | 3,890 | 17,265.46 |
| 19 | Woodridge, N. J. | 91 | 2,073 | 2,413.62 |
| 20 | High Point, N. C. | 91 | 2,776 | 1,991.17 |
| 21 | Concord, N. C. | 90 | 1,825 | 1,838.20 |
| 22 | Atchison, Kas. | 90 | 2,240 | 5,448.49 |
| 23 | Granite City, Ill. | 90 | 2,532 | 7,214.12 |
| 24 | Freeport, Ill. | 90 | 2,956 | 8,522.82 |
| 25 | Green Bay, Wis. | 90 | 4,396 | 14,696.83 |
| 26 | West Allis, Wis. | 90 | 3,714 | 8,820.16 |
| 27 | Gloversville, N. Y. | 89 | 3,483 | 3,072.85 |
| 28 | Ambridge, Pa. | 89 | 2,870 | 7,215.63 |
| 29 | Farrell, Pa. | 89 | 3,100 | 7,525.09 |
| 30 | Findlay, O. | 89 | 3,329 | 3,806.61 |
| 31 | Sandusky, O. | 88 | 2,982 | 7,964.45 |
| 32 | Newark, O. | 88 | 4,362 | 17,496.22 |
| 33 | Norwood, O. | 87 | 3,444 | 17,299.06 |
| 34 | Pekin, Ill. | 87 | 2,267 | 5,324.84 |
| 35 | Cuyahoga Falls, O. | 86 | 2,218 | 4,896.55 |
| 36 | Canonsburg, Pa. | 86 | 2,590 | 3,083.88 |
| 37 | New Philadelphia, O. | 86 | 2,130 | 5,445.30 |
| 38 | Evanston, Ill. | 86 | 4,118 | 23,566.15 |
| 39 | Herrin, Ill. | 86 | 2,920 | 9,434.61 |
| 40 | Ridgewood, N. J. | 85 | 2,587 | 13,242.03 |
| 41 | Ashland, Wis. | 85 | 2,070 | 4,666.64 |
| 42 | Janesville, Wis. | 84 | 2,280 | 5,715.19 |
| 43 | Hannibal, Mo. | 84 | 3,139 | 9,217.29 |
| 44 | Winston-Salem, N. C. | 84 | 3,734 | 4,046.01 |
| 45 | Oneonta, N. Y. | 84 | 2,050 | 7,021.84 |
| 46 | Sharon, Pa. | 83 | 3,240 | 5,218.77 |
| 47 | Paducah, Ky. | 82 | 4,034 | 7,461.12 |
| 48 | Tiffin, O. | 82 | 1,655 | 5,263.32 |
| 49 | Elgin, Ill. | 82 | 3,660 | 15,463.45 |
| 50 | Braintree-Weymouth, Mass. | 81 | 3,148 | 7,627.00 |
| 51 | Barberton, O. | 81 | 3,364 | 6,575.26 |
| 52 | Antigo, Wis. | 80 | 1,794 | 2,799.67 |
| 53 | Appleton, Wis. | 80 | 2,179 | 6,909.43 |
| 54 | East Aurora, Ill. | 80 | 3,405 | 13,745.36 |
| 55 | Mattoon, Ill. | 80 | 2,068 | 3,810.77 |
| 56 | Logansport, Ind. | 80 | 2,608 | 7,915.47 |
| 57 | Vineland, N. J. | 80 | 2,780 | 6,966.65 |
| 58 | Greensburg, Pa. | 80 | 3,570 | 8,949.60 |
| 59 | Ottawa, Kas. | 80 | 1,693 | 1,555.25 |
| 60 | Williamsport, Pa. | 79 | 3,800 | 11,144.16 |

### Class D—Enrolment Under 2000

| Rank | City and State | Per cent participating | Number of pupils participating | Total amount collected |
|---|---|---|---|---|
| 1 | Dixon, Ill. | 99 | 1,417 | 4,049.21 |
| 2 | Clearfield, Pa. | 99 | 1,400 | 2,365.45 |
| 3 | Freeport, N. Y. | 98 | 1,882 | 17,475.87 |
| 4 | Caspian, Mich. | 98 | 374 | 648.00 |
| 5 | Aliquippa, Pa. | 97 | 548 | 2,399.56 |
| 6 | Bessemer, Mich. | 97 | 1,416 | 3,295.53 |
| 7 | Hancock, Mich. | 97 | 1,901 | 3,180.47 |
| 8 | Rinelander, Wis. | 97 | 1,704 | 3,707.28 |
| 9 | Wis. Rapids, Wis. | 97 | 1,604 | 2,531.63 |
| 10 | East Alton, Ill. | 97 | 332 | 974.70 |
| 11 | Follansbee, W. Va. | 95 | 1,020 | 3,018.39 |
| 12 | Mt. Joy, Pa. | 95 | 682 | 1,068.84 |
| 13 | Bradford, O. | 94 | 662 | 1,906.76 |
| 14 | Jamaica Plain, Mass. | 94 | 1,163 | 7,456.70 |
| 15 | Pringle Boro., Pa. | 94 | 850 | 2,902.80 |
| 16 | Roanoke Rapids, N. C. | 93 | 856 | 2,035.96 |
| 17 | Woodriver, Ill. | 92 | 943 | 1,104.09 |
| 18 | Struthers, O. | 92 | 1,393 | 3,570.32 |
| 19 | Bridgeville, Pa. | 91 | 773 | 2,995.61 |
| 20 | Ramsay, N. J. | 91 | 1,223 | 6,236.04 |
| 21 | Merrill, Wis. | 91 | 1,651 | 2,534.01 |
| 22 | Alma, Mich. | 90 | 1,206 | 2,041.95 |
| 23 | Marine City, Mich. | 90 | 335 | 1,409.18 |
| 24 | Stambaugh, Mich. | 90 | 1,225 | 2,656.75 |
| 25 | Nekoosa, Wis. | 90 | 477 | 831.10 |
| 26 | Schuylkill Haven, Pa. | 90 | 927 | 957.22 |
| 27 | Parkesburg, Pa. | 90 | 478 | 644.77 |
| 28 | Leechburg, Pa. | 90 | 1,285 | 4,454.75 |
| 29 | Latrobe, Pa. | 90 | 1,644 | 10,482.65 |
| 30 | Norwich, N. Y. | 90 | 1,326 | 2,315.29 |
| 31 | Wilson, N. C. | 90 | 1,695 | 1,443.58 |
| 32 | Sidney, O. | 90 | 347 | 4,087.11 |
| 33 | St. Clairsville, O. | 90 | 579 | 3,268.61 |
| 34 | Hubbard, O. | 90 | 815 | 1,610.16 |
| 35 | Wooster, O. | 90 | 1,449 | 3,012.66 |
| 36 | Kaukauna, Wis. | 89 | 1,038 | 2,069.98 |
| 37 | Menasha, Wis. | 89 | 1,412 | 2,961.46 |
| 38 | Lehighton, Pa. | 89 | 1,162 | 3,098.06 |
| 39 | Manor, Pa. | 89 | 780 | 3,775.60 |
| 40 | Elm Grove, W. Va. | 89 | 1,697 | 5,399.09 |
| 41 | Warwood, W. Va. | 89 | 690 | 1,468.95 |
| 42 | West Hazelton, Pa. | 88 | 1,090 | 458.40 |
| 43 | Port Jervis, N. Y. | 88 | 1,577 | 8,371.18 |
| 44 | Patchogue, N. Y. | 88 | 1,192 | 7,280.71 |
| 45 | Leitonia & Washington, O. | 88 | 800 | 2,787.25 |
| 46 | Los Gatos, Cal. | 88 | 399 | 799.19 |
| 47 | So. Milwaukee, Wis. | 88 | 1,273 | 3,331.70 |
| 48 | De Pere, Wis. | 87 | 1,266 | 2,950.70 |
| 49 | Munising, Mich. | 87 | 673 | 1,234.66 |
| 50 | Ottawa, Ill. | 86 | 1,255 | 4,565.84 |
| 51 | Cedar Falls, Ia. | 85 | 1,176 | 1,608.57 |
| 52 | Sullivan, Ind. | 85 | 1,180 | 4,295.15 |
| 53 | Iron River, Mich. | 85 | 1,208 | 2,798.86 |
| 54 | Marion, Ia. | 84 | 864 | 1,742.09 |
| 55 | Canandaigua, N. Y. | 84 | 699 | 2,101.37 |
| 56 | Westerville, O. | 84 | 571 | 1,161.87 |
| 57 | Grand Haven, Mich. | 83 | 1,304 | 4,034.00 |
| 58 | Niles, Mich. | 83 | 1,504 | 3,318.60 |
| 59 | Peru, Ill. | 83 | 1,489 | 5,275.92 |
| 60 | McDonald, Pa. | 82 | 1,444 | 6,653.07 |

# The Next Battle[1]

STRUGGLE and conflict have marked the growth of the public school. Weighted down by its early association with pauperism, struggling against old world traditions, attacked as "godless" by the narrowly sectarian, selfishly condemned by the penuriously rich, the public school has fought every step of the way to its present strong place in the life of the Nation. Education under private auspices has at the same time continued to progress, public and private education reacting on each other to the advancement of both.

The next great educational battle will center around the method of obtaining school revenue. What are some of the fundamental facts that every believer in the adequately supported public school should have clearly in mind?

First, the country is financially able to support its present school, and a much better one if it desires.[2] In 1920 considerably less than two per cent of the National income was expended for all public elementary and secondary schools. If David Friday, having available as a director of the Bureau of Economic Research the results of this organization's epoch-making studies of National income, can say, "The plea that expenditures for education or for any other form of Government activity for the benefit of the public must be curtailed for the lack of funds can not be treated seriously by those who know the facts," need any one be alarmed by unsupported statements telling of the country's inability to pay for its schools?

Second, the cost of the public schools in the United States constitutes but a small fraction of the total tax burden. In 1920, for every dollar spent for the public schools, more than eight dollars was spent for other public purposes. Surely this or even a considerably greater part of the Nation's public funds is not too much to devote to an institution so fundamental to progress in a democracy as the public school!

Third, there has been little if any relative increase in the burden of school costs since the war. As a matter of fact, a smaller percentage of the Nation's income was expended for the schools in 1920 than in 1913. In 1913 educational expenditures constituted 1.51 per cent of the Nation's income; in 1920 they were 1.48 per cent of the Nation's income. The increased costs of education between 1913 and 1920 are fictitious and can be wholly accounted for on the basis of the depreciation of the buying power of the dollar. Seligman, of Columbia University, sums up the situation in this statement: ". . . it may be affirmed with little fear of contradiction that from the economist's point of view the growth of prosperity in the United States as a whole has been so enormous as to make the proportion of educational expenditures to the real wealth of the community actually smaller than it was in past decades."[3]

Fourth, we should realize that such validity as exists in the outcry against school costs, now coming from certain quarters, is principally the result of our obsolete method of obtaining school money. This point deserves further elaboration.

The great bulk of school money comes from local sources, either the county, township, or district. Furthermore, the percentage coming from these sources is steadily increasing, according to figures obtained from the reports of the U. S. Bureau of Education:

| Year | Per cent of school revenue from local taxation |
|---|---|
| 1890 | 68 |
| 1900 | 69 |
| 1910 | 72 |
| 1920 | 83 |

Most of the money provided by the local communities, as well as a considerable portion of that coming from the State, is raised by a general tax on property. The general property tax, however, as a chief source of revenue is now universally condemned. Frank Laube, of the University of Washington, has recently summed up the situation as follows: "The general property tax has been a failure whenever it has been tried. As a chief source of revenue it has no supporters among scientific writers, and has been abandoned by every great nation except the United States. . . . I challenge you to show a single commission report where scientific treatment is given, containing a defense of the system, or a single student of repute who does not condemn it in unmeasured terms."[4]

The tax on physical property is a heritage of the day when the possession of property was a reasonable indication of a man's ability to pay taxes. About the only form of wealth that existed was a man's farm. If he owned large areas of land, he was a rich man; if he did not, he was most likely poor. Since it was the intention to tax every man according to his ability, a general tax on property was a fair means of raising revenue.

Today it is different. A railroad president may receive a salary of $100,000 a year and not pay one cent toward the support of the public schools. By investing his income in tax-free securities, of which there are at least twelve billion dollars' worth available in the United States, one may enjoy a large income and wholly escape his just share of the cost of the schools. A great wholesale merchant may carry on, in a few ramshackle buildings on land assessable at but a nominal value, a business that brings in profits of thousands of dollars each year and pays but a pittance toward the support of the schools. In short the man of great wealth is no longer primarily an owner of property. Who would think of accounting for Rockefeller's or Ford's income because of the value of the physical property which they own?

TABLE 1—Expenditures for Education and Federal Taxes Paid by the States.

| Year | Expenditures for education all States | Federal taxes paid by all States |
|---|---|---|
| 1 | 2 | 3 |
| 1912 | $482,886,793 | $321,615,895 |
| 1913 | 521,546,375 | 344,424,454 |
| 1914 | 555,077,146 | 380,008,894 |
| 1915 | 605,460,785 | 415,681,024 |
| 1916 | 640,717,053 | 512,723,288 |
| 1917 | [1] 702,197,000 | 809,393,640 |
| 1918 | 763,678,089 | 3,694,619,639 |
| 1919 | [1] 895,000,000 | 3,839,950,612 |
| 1920 | 1,036,151,209 | 5,407,580,252 |
| 1921 | [2] ..... | 4,595,000,766 |
| Per cent increase 1913 to 1920 | 114 | 1328 |

The figures in column 2 are taken from *Statistics of State School Systems*, Bulletin 1922, No. 29, p. 5, and Bulletin 1920, No. 11, p. 146 and 152 U. S. Bureau of Education; and *Statistical Abstract of the United States, 1921*, p. 720, and represent expenditures for all public elementary and secondary schools. Those in column 3 are taken from *Statistical Abstract of the United States, 1921*, p. 718 and 720, and represent total Internal Revenue collections of the Federal Government from the States.

[1] These figures are estimated on the basis of the best data available.

[2] Figures as to educational expenditures in the United States are not available for any year since 1920.

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

[2] The figures to support this and subsequent statements are given in detail in The Research Bulletin, National Education Association, Washington, D. C., January and March, 1923.

[3] Seligman, Edwin R. A., Sources of Increased Revenues for Education, *Trained Men*, December, 1921, page 205.

[4] Laube, Frank J., *Washington Educational Journal*, January, 1923, page 133.

Thus, while the mere possession of physical property has ceased to be a fair measure of wealth and of ability to pay, we have continued to place more and more of the burden of school costs upon the owners of land and other physical property. Is it any wonder that the burden of school costs has appeared excessive to all owners of property, and especially to those who own a large amount of tangible property—the farmers?

What is the remedy? To begin with it must frankly be recognized, as Seligman advises, "that the farming localities are today losing their former significance from the point of view of the Nation's wealth; and that they are no longer able, with any fiscal system, to support their proper local expenditures from purely local revenues. It is only equitable that the increasing wealth of the States as a whole, drawn in constantly larger degree from industry and commerce, should be drawn upon for local needs."[1]

Taxation methods must be devised that will draw school revenues more and more from those new and vast sources of wealth existing in the form of private and business income. This is no new proposal. A beginning has already been made on a limited scale by a few States such as New York, Wisconsin, and California, and taxation authorities have for some time advocated this procedure.

Federal taxation methods, however, hold the biggest lesson for those who would place school finance on a sound basis. The income of the Federal Government, being largely derived from income and business taxes, is adequate even though the sums needed are vastly greater than the comparatively small amounts expended for education. Furthermore, the sum collected can be quickly increased when special emergencies arise.

Witness what happened in the last war when the Federal Government needed unusual sums of money. Table 1 tells us that the amount of money raised by the States was increased thirteen times between 1912 and 1920. From four to five times the cost of all public schools was obtained at a time when the liberty loans were making unprecedented demands upon the financial resources of all the States. More important still, these additional billions were obtained with comparative ease. No one was impoverished. In 1919, 192,037 corporations reporting a capitalization of $66,130,351,148 enjoyed an average net return after taxes were paid of *10.8 per cent on the capital invested.*[2] This was in spite of the fact that the "war profits and excess profits tax" was then in effect in addition to the normal income tax.

TABLE 2—Expenditures for Education and Federal Taxes Paid
Pennsylvania, California, and North Carolina

| Year | Pennsylvania | | California | | North Carolina | |
|---|---|---|---|---|---|---|
| | Expenditures for education | Federal taxes paid | Expenditures for education | Federal taxes paid | Expenditures for education | Federal taxes paid |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1912.... | $42,557,986 | $26,453,570 | $23,978,621 | $9,221,701 | $3,777,125 | $8,953,481 |
| 1915.... | 58,114,226 | 37,611,791 | 31,691,961 | 13,129,027 | 5,449,581 | 13,651,937 |
| 1918.... | 69,520,247 | 589,056,143 | 34,115,891 | 109,781,434 | 6,544,320 | 69,672,667 |
| 1920.... | 73,490,734 | 557,376,844 | 48,980,298 | 179,267,566 | 12,147,856 | 162,665,947 |
| 1921.... | [1] 94,811,256 | 489,056,514 | [2] 73,310,207 | 182,249,339 | [3] 21,649,695 | 124,890,499 |
| Per cent increase 1912 to 1921 | 123 | 1749 | 205 | 1876 | 473 | 1617 |

The figures in columns 2, 4, and 6 are those of the *U. S. Bureau of Education;* Bulletin 1920, No. 11, p. 146, and Bulletin 1922, No. 29, p. 42, and represent expenditures for all public elementary and secondary schools. The figures in columns 3, 5, and 7 are from *Statistical Abstract of the United States, 1921,* p. 720, issued by the Department of Commerce, and represent total Internal Revenue Collections of the Federal Government from the States.

[1] This figure is from *Statistical Sheet No. 3,* National Education Association, Research Division.

[2] This figure is from *Report of Superintendent of Public Instruction (30th),* for the years 1921 and 1922, p. 164.

[3] This figure is from *Statistical Sheet No. 3,* National Education Association, and is for 1921-22, the figure for 1920-21 not being available.

Let us consider the same situation as it worked out in three of the States. Table 2 shows that while the educational expenditures in Pennsylvania little more than doubled between 1912 and 1921, its payments to the Federal Government, mainly for war purposes, increased over seventeenfold. Only recently it has been widely heralded in that State that the schools are costing more than can be borne, and some have advocated abandoning its forward-looking educational program for this reason. Yet, its school revenue is a mere bagatelle beside what it pays the Federal Government, with one hand, while it broke the records in subscribing for liberty loans with the other.

Just now a reactionary group is attacking California's school system, recognized as one of the best, if not the best, in the Union. It is accused of extravagance, of spending beyond the State's ability to pay, etc. The State superintendent is a "politician" because he denies these statements. What do the figures in Table 2 show about California's ability to contribute money for the prosecution of the war when called upon by the Federal Government? Is it less able to contribute much smaller amounts for society's great constructive institution—the public school?

North Carolina's State school system in 1918 ranked almost at the bottom of the list according to the Ayres Index.[3] It will probably make slow progress, in spite of the valiant efforts of its educational leaders, so long as its schools are principally dependent upon the property tax for their support. Yet, Table 2 tells us that the Federal Government each year obtains from this State many times the amount of revenue that would be necessary to put it in the front rank educationally.

What would have happened in these States and in the Nation as a whole if the billions required to finance the war had been obtained through the obsolete property tax? The financing of the war would have been impossible, and our military efforts would have failed just as our educational efforts in many localities are even now failing.

Educational costs will continue to be "enormous," reactionaries will get a hearing for their charges that the schools are costing more than can be paid, and educational progress will lag, so long as the schools are dependent for their support upon the present antiquated methods of taxation. There need be little surprise when, as a recent Bulletin of the U. S. Bureau of Education strikingly puts it, ". . . the investigator finds the richest nation on the earth denying multi-

[1] Seligman, Edwin R. A., Sources of Increased Revenues for Education, *Trained Men,* December, 1921, page 206.

[2] See *Statistics of Income, 1919,* Treasury Department, Washington, D. C., p. 14.

[3] An Index Number for State School Systems, by Leonard P. Ayres, published by the Russell Sage Foundation, New York City, page 37.

tudes of her children any educational opportunities and herding thousands upon thousands of others in dismal and insanitary hovels under the tutelage of wretchedly underpaid and proportionately ignorant, untrained, and negative teachers; finds hundreds of communities able to provide luxurious educational facilities with almost no effort, while thousands upon thousands, despite heroic exertions, can not provide even the barest necessities."[1]

Meanwhile vastly greater sums than the schools require will be collected yearly with comparative ease by modern taxation methods for the maintenance of the Army and the Navy, for the payment of the cost of past wars, and for other public needs of less importance to the National welfare than is an adequate public-school system.

The correction of this situation will constitute the next educational battle. The schools must have sufficient money so that every child can have his chance, this money to be obtained by methods that will make all forms of wealth bear their just share of the burden.

The victory will be no easy one. The issue will be confused. The school will be attacked. Educational leaders will be assailed even as were Mann and Barnard. But should anyone fear the verdict of the American people if the teachers do not waver? *Let the facts be known!*

[1] Bulletin, 1922, No. 6, U. S. Bureau of Education, State Policies in Public School Finance, by Fletcher Harper Swift, Professor of Education, University of Minnesota.

# Educational Crusaders

**MORE COPIES of the Towner-Sterling Education Bill have been printed and distributed than of any other Bill before Congress, and the demand for information about the Bill continues to increase as the movement for its passage grows stronger with Congress and with the American people.**

**To meet the demand for speakers who can present the provisioins of the Bill clearly before public gatherings, students in teacher-training institutions, teachers' institutes and associations, the Association is preparing a list of educational crusaders who will speak on behalf of the Bill under conditions to be arranged by the organizations before which the addresses are made. If the legislative program of the National Education Association has not been presented to the citizens of your community you may wish to arrange for the services of one of these speakers at an early date. This is only a partial list. Additional names will appear in later numbers of THE JOURNAL.**

John W. Abercrombie, State Superintendent of Education, Montgomery, Ala.
Thomas Agnew, Principal, Horace Mann School, Bayonne, N. J.
L. J. Alleman, Head of Department of Education, State Normal School, Natchitoches, La.
Oscar W. Basa, County Superintendent of Schools, Fayetteville, Ark.
Mamie S. Bastian, President, Houston Teachers' Association, 812 Bell Ave., Houston, Tex.
Thomas W. Bicknell, Author and Editor, 207 Boyle Ave., Providence, R. I.
H. B. Brumer, Superintendent of Schools, Okmulgee, Okla.
E. T. Cameron, Executive Secretary, Michigan State Teachers Association, Prudden Building, Lansing, Mich.
E. M. Carter, Secretary, Missouri State Teachers Association, Columbia, Mo.
J. A. C. Chandler, President, William and Mary College, Williamsburg, Va.
G. N. Child, Superintendent of Schools, Salt Lake City, Utah.
Merritt D. Chittenden, State Supervisor of High Schools, 300 Main St., Burlington, Vt.
J. A. Churchill, Superintendent, Public Instruction, Salem, Ore.
R. G. Condon, Superintendent of Schools, Cincinnati, Ohio.
Ambrose Cort, Principal, Public School 73, Brooklyn, N. Y.
William T. Darling, Superintendent of Schools, Eau Claire, Wis.
Courtland V. Davis, Principal, J. E. B. Stuart School, Norfolk, Va.
O. M. Dickerson, President, State Teachers Association, Moorhead, Minn.
E. G. Doudna, Secretary, Wisconsin Teachers Association, 611 Beaver's Bldg., Madison, Wis.
Isabel L. Eckles, Superintendent, Public Instruction, Santa Fe, N. Mex.
June Emry, Dean, Eastern State Normal School, Madison, S. Dak.
Frank Evans, Superintendent of Schools, Spartanburg, S. C.
E. E. Fell, Superintendent of Schools, Holland, Mich.
George W. Fowler, Central H. S., Syracuse, N. Y.
O. H. Greist, County Superintendent of Schools, Winchester, Ind.
H. O. Hunt, Superintendent of Schools, Portsmouth, Va.
F. S. Hyer, President, State Normal School and President, State Teachers' Association, Whitewater, Wis.
Frank A. Jensen, Superintendent of Schools, Benton Harbor, Mich.
G. L. H. Johnson, Superintendent of Schools, R. D. 56, Staunton, Va.
Charles H. Keene, M. D., Director, Health Education, State Department Public Instruction, Harrisburg, Pa.
James Hebert Kelley, Editor, Pennsylvania School Journal, 10 S. Market Square, Harrisburg, Pa.
Jeannette Moore King, County Superintendent Public Instruction, Murfreesboro, Tenn.
Jonn R. Kirk, President, State Teachers College Kirksville, Mo.
J. A. Koontz, Superintendent of Schools, Joplin, Mo.
S. E. Kramer, Assistant Superintendent of Schools, Franklin School, Washington, D. C.
Uel W. Lamkin, President, Northwest Missouri State Teachers College, Maryville, Mo.
S. R. Logan, Superintendent of Schools, Hardin, Mont.
William McAndrew, Associate Superintendent, New York City, N. Y.
Fred McCuistion, County Superintendent of Schools, Hamburg, Ark.
George A. McFarland, President, State Normal School, Minot, N. Dak.
Effie MacGregor, Classroom Teacher, Curtis Hotel, Minneapolis, Minn.
Charles McKenny, President, Michigan State Normal College, Ypsilanti, Mich.
O. E. McKnight, President, Delaware Education Association, Middletown, Del.
Ernst Makechnie, Secretary, Mass. Teachers' Federation, 15 Ashburton Place, Boston, Mass.
W. P. Martin, Superintendent of Schools, Dublin, Ga.
John M. Matzen, State Superintendent of Schools, Capitol Building, Lincoln, Nebr.
George Melcher, Assistant Superintendent of Schools, Library Bldg., Kansas City, Mo.
J. A. Merrill, President, Normal School, Superior, Wis.
John Milne, Superintendent of Schools and State Director, National Education Association, Albuquerque, N. Mex.
M. E. Moore, Superintendent of Schools, Beaumont, Tex.
Mrs. Katherine A. Morton, State Superintendent of Public Instruction, Cheyenne, Wyo.
H. T. Musselman, Editor, Texas School Journal, Dallas, Tex.
R. F. Myers, Assistant Superintendent of Schools, Council Bluffs, Iowa.
M. A. Nash, State Superintendent of Education, Oklahoma City, Okla.
L. John Nuttall, Jr., Director, Training School, Provo, Utah.
Thomas P. Packard, Superintendent of Schools, Houlton, Me.
Bertha R. Palmer, Assistant Superintendent, Public Instruction, Bismarck, N. Dak.
B. L. Parkinson, State High School Inspector, 704 Natl. Loan and Exchange Bank Bldg., Columbia, S. C.
A. C. Parsons, Superintendent of Schools, 400 N. Walnut St., Oklahoma City, Okla.
W. R. Pate, Superintendent of Schools, Alliance, Nebr.
Sidney Pickens, Superintendent of Schools, Batesville, Ark.
Charles L. Poor, Superintendent of Schools, Traverse City, Mich.
R. E. Powers, County Superintendent of Schools, Lexington, Tenn.
E. D. Price, Superintendent of Schools, Enid, Okla.
E. Ruth Pyrtle, Principal, McKinley School, Lincoln, Nebr.
G. H. Reavis, Dean of School of Education, University of Pittsburgh, and Dean of College of Arts and Sciences, Pittsburgh, Pa.
Ballard D. Remy, Principal, Forest Park Junior High School, 26 Kenwood Terrace, Springfield, Mass.
E. N. Roselle, Superintendent of Schools, Franklin, N. J.
E. L. Rouse, Superintendent of City Schools, 1624 7th Ave., Scottsbluff, Nebr.
W. E. Russell, Principal, State Normal School, Gorham, Me.
Agnes Samuelson, Superintendent of Page County Schools, Clarinda, Iowa.
Ellen Samworth, Elementary Principal, 1508 Lancaster Ave., Wilmington, Del.
A. H. Seymour, Dean, Jr. Normal, N. N. I. S., Aberdeen, S. Dak.
M. P. Shawkey, Superintendent of Schools, Bluefield, W. Va.
Gordon G. Singleton, Superintendent of Schools, Cordele, Ga.
Charles R. Skinner, Legislative Librarian, Albany, N. Y.
H. B. Smith, Secretary, Colorado Education Association, 532 Commonwealth Building, Denver, Colo.
W. L. Stockwell, Grand Secretary (Masonic), Fargo, N. Mex.
Joseph Swaine, President Emeritus, Swarthmore College, Swarthmore, Pa.

# World Conference on Education

THE World Conference on Education will be held in San Francisco, California, June 28 to July 6, 1923. Already delegates are landing in the United States and a large and representative attendance is assured. Several delegates, including Princess Santa Borghese, of Rome, and Dr. John Adams, of London, are already in the United States on lecture tours bringing to enthusiastic audiences a better understanding of their respective countries.

The Fairmont Hotel will be headquarters for the Conference delegates and group meetings. The agenda are arranged in eight groups. There are five group meetings each day. Group A will meet in the Gold Ball Room; B, the Red Room; C, Gentlemen's Reception Room; D, Gentlemen's Reading Room; E, Terrace Ball Room; F, Gold Ball Room and Red Room; G, Gentlemen's Reading Room; and H, Laurel Court. The general sessions will occur in the Native Sons' Auditorium. Five special plenary sessions are planned to meet in the Exposition Auditorium. The chairman of the Foreign Relations Committee, Dr. Augustus O. Thomas, plans to be in San Francisco at the Fairmont Hotel by June 20.

The program for the Conference is well developed. There will be opportunity to hear addresses of educational leaders before both plenary and group meetings, but the primary business of the Conference is to develop through daily exchange of ideas a working program for education that is universally applicable. To this end the Conference has been divided into groups with definite agenda to be considered by each group. These agenda will be supplemented by additional proposals submitted by delegates during the Conference. The proposals which are agreed to by the group conferences will be submitted to the final plenary session for the adoption of the entire Conference as a working program for education. The agenda thus far proposed are as follows:

**Group A.—International Coöperation**—*Educational attachés*—Conducive to widespread, or universal education of the most favorable sort, the educational experience of each nation should be made quickly available to all other nations. In order to formulate a program of helpfulness among those who are charged with the proper education of the on-coming generation it is essential that educational workers be familiar with educational conditions in all parts of the world.

*Problem:* Should this conference recommend to the various governments that educational attachés be provided for all embassies and legations as a means to this end?

*Scholarships to graduate students*—One of the greatest needs of every nation in all its relationships is leaders who are familiar at first hand with actual practices and with the life and leaders of other countries.

*Problem:* Should this conference recommend to the various governments of the world that a reasonable sum be made available for scholarships for mature graduate students of education desiring to study in foreign countries requiring of such persons special reports of desirable educational methods, movements, and processes with which they may become familiar?

*Federation of educational associations*—Educational aims are universal, the ultimate welfare of the individual, the strengthening of the State and the safeguarding of society. There should be some suitable and effective means devised to bring into closer coördination the various agencies which have to do with education throughout the world and to bring the 5,000,000 teachers into more fruitful and sympathetic relations with each other.

*Problem:* Should this conference take steps to form a permanent federation of educational associations and institutions, and if so, what steps now should be taken?

*Greater unification in science*—It is well known that science is the most progressive element of modern civilization, that it is as a subject, the most potent factor both in peace and in war and that it should be directed towards the welfare of mankind. In order that it may assume the most benevolent aspect there should be greater facility through measurements and terminology.

*Problem:* Is it possible and advisable to unify those elements of science in whole or in part and, if so, to what extent and how?

**Group B.—Dissemination of Education Information**—*Universal library service*—As civilization becomes more complex and education more universal, the importance of encouraging thoughtful reading and study throughout life increases. Universal public libraries are demanded in order that there shall be a common background of general culture and that the latest information on the arts and industries shall be available to all.

*Problem:* Should this conference take steps to set up standards for universal free public library service and for teaching in the schools the use of books and libraries for the guidance of all agencies interested in promoting higher ideals of reading and reference on the part of people generally.

*Exchange of articles and periodicals*—One of the most salient means of bringing the educators of the nations together is through the exchange of articles on the various phases of education which are most emphasized as current problems.

*Problem:* Should this conference set up some plan with the proper organization for the promotion of the exchange of articles and periodicals, and if so, what is the best means of so doing?

*Correspondence among school children as promoted by the Junior Red Cross*—In order to present in the most effective manner the subjects of manners and customs, geography and school interests in the several countries, as well as to secure a more general sympathy of the children of one country for another, the Junior Red Cross has undertaken in a most satisfactory way to foster and to conduct international correspondence among school children.

*Problem:* Should the Conference encourage the movement and present a committee of members of the several countries and an organization whose purpose it shall be to coöperate with the Junior Red Cross in this movement?

**Group C.—Conduct Between Nations**—*World civics and ethics*—By virtue of invention and discovery the peoples of the world are thrown together into one neighborhood, each vitally associated with all other nations. The world's great problem is the soundness of present-day civilization and the development of those ethical and spiritual values necessary to enable the peoples of the earth to live together under these new conditions in friendship and good will and to regard racial traits and national rights without jealousy.

*Problem:* (*a*) Should this conference recommend a study of world civics covering those essential contacts necessitated by trade, travel, commerce, and the exchange of inventions and learning? (*b*) Should this conference initiate such lessons and methods of instruction in ethics and courtesy as will tend to bring to the children of all lands a more wholesome regard for national neighbors to the end that the rising generation will eliminate prejudice and intolerance from their contacts with peoples of other lands? (*c*) Is it advisable to recommend the preparation of a series of international readers made up of the best literature each nation can furnish? The aim of the series would be to make current in the schools of all nations the ideas and ideals which each nation deems of universal worth.

*Exchange of teachers and professors*—As a means of bringing the peoples of the world into more sympathetic relations, to provide a means of relieving prejudice, and as a means of acquainting one nation with the higher ideals and more liberal practices of another, various organizations have been created for the purpose of furthering the movement for the exchange of teachers in schools and professors in colleges and universities. This practice has now advanced to such a place that definite results may be catalogued and measured.

*Problem:* Should this conference take measures to assist in a definite way this movement and encourage those organizations now engaged in such service in some substantial way and if so how can this best be done?

*Textbook materials*—Much of misunderstanding comes from a lack of proper knowledge of the problems and conditions of other countries. The knowledge we get from our school texts should be accurate and satisfying, should more properly visualize the dominant traits, conditions, and ideals of the nations. It ought to be possible, without varying a jot from one's devotion to flag

and country, to present the facts in such a satisfying background and in such a manner as to heighten the respect of one nation for another.

*Problem:* What organization can this conference set up for coöperation in the discrimination of textbook materials used in the various countries in teaching commercial and political geography and history?

**Group D.—International Ideals**—*Character education*—Character education includes the psychology and sociology of character development, methods of character diagnosis, and the moral standards to be achieved during the different periods of the child's life. As a term, Character Education groups together and designates all of the elements permeating general education which encourage and guide the individual in his growth into a personality having desirable characteristics and habits appropriate to organized society.

*Problem:* What studies of the curriculum and what methods and processes are best calculated to bring children to understand and appreciate moral experiences, lead them to right acts, and develop a power to resist evil both in thought and act?

*Social studies*—It is generally conceded that certain studies tend to cultivate a definite sense of relationships between individuals as well as between individuals and groups of individuals called society.

*Problem:* Should this conference attempt to select those studies, divisions, and elements of the curriculum upon which special emphasis should be placed in order to more definitely shape the ideals of the future to the good of society?

*World peace*—The greatest task which lies ahead of the school in all lands is that of preparing the way for a new order of international justice, friendship, and good will. Upon the instruction of the youth of the nations lies the responsibility of enlarging the national conceptions and promoting good will among the nations of the earth. Entirely new values and standards of judging need to be created. The emphasis must be placed upon valor and patriotism of peace. If it is possible to set up a series of ideals such as a nation should become and to teach them to the rising generation these ideals could eventually be realized.

*Problem:* Is it possible to formulate and to promote principles of education which will bring to the unprejudiced mind of childhood those universal virtues which develop the ideals of Abraham Lincoln expressed in the words, "With malice toward none, with charity for all"?

*The debt of the present generation to the future*—We are the keepers of the future and affect its well-being through the guidance we give it. Education is the "debt eternal." We cannot escape the responsibility of shaping the destiny of the world through the provision we set up for the welfare of the rising generation.

*Problem:* What ideals and tendencies of present-day education should be transmitted to the future and what is the surest means of making them effective?

*The international good-will-day*—In order that the ideals looking to more fruitful international relations may take root and grow into lasting results for the good of all, without in the least infringing upon the rights and traditions of any people, there must be some definite point of contact which will improve the psychological and sociological status and direct the attention of the world at some time to some universal interest in a concerted way.

*Problem:* Is it possible to select from the calendar some day upon which all nations may unite as world "good-will day" upon which the 5,000,000 teachers of the 200,000,000 children may direct special attention upon the spirit of justice, amity, and peace?

**Group E.—Health Education**—*Health education*—Healthy, normal children should be the goal of all school health work. The child's early education should give him an opportunity to build for himself a groundwork of wholesome ideals and habits of health upon which to base the structure of his future life. Health should be taught in such a way as to guarantee a nation of young men and women of sound bodies and sane, happy minds.

*Problem:* Is it possible and advisable to establish a Health Education program of such flexible and salient features that it may be profitably applied in all schools and among all people, embracing subject matter of Health Education in relation to the various ages from pre-school through teacher training periods; effective methods of teaching and stimulating pupils to right action; the problems of teacher training with proper stress on hygiene, sanitation, health habits, and recreation?

**Group F.—Universal Education**—*Removal of illiteracy*—Popular education is now the policy of all leading nations and its universal extension a recognized necessity. The interests which education embraced and forwards are not the exclusive possession of any peoples. It is fast becoming recognized that a nation can be no stronger than the individuals who compose it. The ability to read and write in order to open up and promote intelligence in literature, art, music, science, invention, mechanics, trades, professions, social relations, and the higher functioning in the state now belong to world intelligence.

*Problem:* Should this conference set up a program looking to the wiping out of illiteracy the world over and what means will be deemed most effective? Is it desirable to appoint a committee with international representation for this purpose?

*Thrift education*—In the experience of all peoples one of the most distressing features of our civilization is a lack of prudence in providing a suitable financial foundation for old age. Good citizenship requires that the individual be self-supporting and by the cultivation of right habits in dealing with income, no matter how small, the providing of a suitable foundation appears a universal need. A knowledge of the principles of banking and sound investment also appears as a paramount issue in the world's welfare.

*Problem:* Is it possible and advisable that this conference should undertake to arrange materials and methods in the theory and practice of thrift which may have application among all nations, and is it further expedient to arrange a committee of international scope to encourage such enterprise?

*Balance of liberal and vocational education*—While the purpose of education is not primarily to increase the earning capacity of those who possess it, but to enable them to live more largely in the realm of moral and intellectual completeness, it is also self-evident that the welfare of the State demands that each individual be taught to become self-supporting and to impose no burden upon society through inefficiency of service and lack of thrift. These two ideals, or parts of one ideal, can therefore be realized only through a proper balance or coördination of the cultural and the vocational.

*Problem:* Is it possible and desirable that this conference, either in itself or through a special committee, formulate a principle which may be universally applied relating to a proper adjustment of the so-called liberal and vocational elements of education?

*Education of women*—Modern education includes to a more universal degree, the education of women. Many countries are stressing forms of education especially applicable to them and which are calculated to prepare them for greater efficiency in those duties especially applicable to motherhood and the home as well as for functioning in civic relationships looking to greater equality of the sexes in all matters pertaining to the advancement of civilization and the greater efficiency of one generation over another.

*Problem:* Should this conference seek to encourage the education of women as a universal program and set up an organization for its encouragement and further, should a definite expression of subjects and principles be formulated to stimulate such work?

**Group G.—Rural Life Conservation**—*Rural life program*—The most fundamental occupation of civilization of all times is and must necessarily be the production of food and clothing. As a consequence rural life should be made attractive to country dwellers; they should have every advantage of an education for their children such as will maintain a people of learning and culture and contentment on the farms of the world. When these people are properly supplied with educational and church facilities with easy access to well-selected and well-filled libraries the world's food supply will be assured.

*Problem:* Is it possible to secure such a survey of rural conditions as will enable those who have to do with this phase of education to formulate movements for a general improvement and a world-wide concerted action to the end that the attention of all classes of citizens may become interested in the greatest of all educational problems and lend assistance to its solution.

**Group H.—The Pan-Pacific Union**—*Conference of Pacific countries*—The Pacific countries already having permanent organization and having held meetings to deliberate upon questions of coöperation and community interests are assigned to two special group sessions during which they will consider problems peculiarly their own.

*Problem:* How can the educational agencies of the Pacific countries best promote international understanding and friendliness?

# WITH THE STATE LEGISLATURES

BELOW is a summary of important educational laws enacted by State legislatures in recent sessions up to the time of going to press.

*Alabama*—The Alabama legislative session will not be completed until August, 1923. The Governor and other leaders have pledged an increase in funds for educational purposes.

*Arizona*—The legislature recently adjourned. Only one educational measure, of minor importance, became law. It provides that the Arizona Law which permits the recall of officers shall apply to school trustees.

*Arkansas*—Among the laws enacted by the Arkansas General Assembly of 1923 are: A Severance Tax act, which went into effect April 1, 1923, provides for a tax of two and one half per cent on the gross value of all products severed from the water or soil including oil, gas, timber, coal, bauxite, and ten cents a ton for manganese. Two thirds of this tax shall go into the State Common School Fund, the remaining one third to be divided equally between the road fund and the common school fund of the county in which the tax is collected. This law is already being attacked in the courts. If it is upheld, it may produce around $2,000,000 per year.

An Income Tax providing for a tax of one tenth of one per cent on every dollar over and above one thousand dollars from the gross income from all property owned, and from every business, trade, profession, or occupation carried on in the State. All of the income from this tax goes into the State common school fund. Exemptions from the provisions of this Act are income from insurance and salaries of certain officials.

An Act recently passed provides that American History be taught in all primary grades and high schools in public and private institutions. No person can graduate either from high school or college without credit for one year's work in American History.

An appropriation of $2000 annually was made for maintenance of a Free Library Service Bureau. The legislature of 1921 passed an Act creating this bureau and providing that it be placed in the State Department of Education and operated under the supervision of this Department.

The State Board of Education is authorized to apportion the State common school funds quarterly to enable schools to receive benefits as soon as possible from such sources as the Severance Tax.

*California*—The California legislative session will adjourn May 11. Thus far the California legislative session, as it affects education, has been marked by serious conflict between the educational leaders of the State and the Governor.

*Colorado*—The legislature, which closed in April, passed a new certification law which puts into the hands of the State department the grading of all the papers for applicants for certificates, making the certification uniform in all counties. There were also some changes in the granting of State certificates.

*Connecticut*—The State Department of Education, Hartford, Connecticut, has issued a pamphlet "Some Bills Relating to Education before the General Assembly, 1923," giving the provisions of a number of important educational measures proposed for enactment. Since the General Assembly does not adjourn until June, information is not now available as to the enactments.

*Delaware*—The recent session of the State legislature was the first of four which did not largely rewrite the school laws of the State. One measure discontinued the policy of State support and replaces it by a form of State aid. The full effect of this change is not as yet evident.

The legislature passed practically all of the amendments recommended by the State Board of Education. One recommended measure was that making the State appropriation on a percentage basis. The State Treasurer is directed to pay the amounts appropriated in this act with the following restrictions: For the item of "General Control" not more than four per cent of the total, for the item of "Instruction" not more than nine per cent, for the item "Operation" not more than nine per cent, for the item "Maintenance and Upkeep" not more than six per cent, for the item "Auxiliary Activities" not more than one half per cent, for the item "Fixed Charges" not more than one per cent, for the item "Capital Outlay" not more than three per cent, and for the item "Debt Service" no part of the total. "General Control," "Instruction," etc. are defined as in the accounting system used by the Federal Bureau of Education.

Two million dollars, which may be increased to $2,200,000, if the tax revenues provide the additional amount, were appropriated under the plan outlined above for the school years beginning July 1, 1923, and July 1, 1924.

An appropriation of twelve thousand dollars was made to finance sixty scholarships of Teacher Training at two hundred dollars each at the University of Delaware.

*Florida*—The Florida legislature convened April 23. Results of this session are not yet available. An important amendment enacted at the recent general election in Florida was published on page 42 of the February, 1923, issue of THE JOURNAL.

*Georgia*—The Georgia legislature does not convene until June, 1923.

*Idaho*—The recent session of the Idaho legislature passed a general appropriation bill for the educational institutions, with a provision cutting off all salary for the office of Commissioner of Education on and after July 1, 1923, although it is still mandatory upon the State Board of Education to appoint a Commissioner of Education. In the same measure the salary of the auditor and business agent of the board was likewise cut off after July 1, 1923. An appropriation was made for an executive secretary to serve from July 1, 1923, to January 1, 1925. No such office now exists under the law. This enactment does not affect the office of State Superintendent of Public Instruction in the State of Idaho.

A bill providing for the registration in the office of the State Board of Education of persons desiring positions as teachers in the State of Idaho. The annual registration fee is $2. The object of this bill is to bring together districts desiring to employ teachers and teachers seeking for appointment to positions.

A measure repealing the law authorizing teachers' institutes with compulsory attendance on the part of teachers and compulsory payment on the part of trustees.

*Illinois*—The results of the present session of the legislature of Illinois will not be available until about June 10. Among the important educational measures receiving serious consideration is one providing for a severance tax and one providing for a new method of apportioning the State school funds.

*Indiana*—The outstanding measure of educational interest passed by the 1923 session of the Indiana legislature is the teachers' license bill. This law makes training and experience the basis for licensing teachers and does away with all examinations. It provides for beginning teachers a minimum of thirty-six weeks of professional training above the high school, and for all superintendents, assistant superintendents, supervisors, principals' and teachers' licenses shall be issued and renewed only on the basis of credentials. The law does not become effective until December 1, 1923.

The teachers' contract law was amended so that the provision whereby either the teacher or employing official could cancel the contract upon fifteen days' written notice was eliminated.

Teachers' pension fund law was amended to extend the time during which teachers may elect membership in the fund; also providing, in the event of the death of an annuitant before he receives annuities equal to his contributions, that a return of the difference shall be made to the estate.

An amendment to the vocational law provides that a county council may appropriate an amount not less than $1500, or more than

*HOTEL OAKLAND, situated in the down-town district, has entertained the members of many conventions. It will be headquarters for the National Education Association next summer.*

$2500 toward the salary and expenses of a county agricultural agent.

An amendment to the vocational education law provides that the reimbursement to approved vocational schools shall not exceed thirty-three and one third (instead of fifty) per cent.

*Iowa*—The 40th General Assembly of Iowa adjourned April 17. Seventy-five bills were introduced affecting the public schools of the State. Among the fifteen enacted into law, are the following:

A measure was passed by a large majority providing for the appropriation of $450,000 for five years to match a gift on the part of the Rockefeller Foundation and the General Education Board of two and one half million dollars for the establishment of an addition to the medical department of the State University. This will give Iowa within a few years one of the greatest medical schools in the world.

A State compulsory physical education law was passed requiring in all public elementary and secondary schools physical education, including effective health supervision and training of both sexes for not less than fifty minutes each week, exclusive of recess. After September 1, 1923, every teacher-training institution is required to provide courses in physical education.

An act providing for the training of teachers for the elementary schools and private colleges under the supervision of the State Board of Education. The State Board must approve the normal course taught therein and may employ a normal training instructor for each of the private colleges who shall act under the direction of the State Board. Fifty thousand dollars was appropriated to carry out the purposes of the act. This goes into effect immediately.

Cities of over 20,000 population maintaining junior colleges are empowered to charge tuition.

A number of minor measures relative to the organization of the school board were passed, the most important of which places the new school members in charge each year on the third Monday in March rather than in July.

A law providing that candidates for first grade county certificates shall be privileged to submit evidence of having taken satisfactory courses in rural sociology, rural school management, and rural school methods and to substitute this work in lieu of an examination in elementary algebra, elementary political economy, or elementary physics. The purpose of the law is to encourage students who plan on teaching in rural schools to take special courses in preparation for that work.

*Kansas*—Among the important educational measures passed by the recently adjourned legislature are laws: (1) Abolishing county high schools and creating in their stead community high schools whose territory includes all territory not included in the territory of other accredited high-school districts. (2) Prescribing a minimum term of eight months for all schools, the term to be between the first day of September and the first day of the following June, and providing for State and county aid where a school district levies ten mills and is unable thereby to raise $600. (3) Providing for compulsory school attendance between the ages of seven and sixteen inclusive, and fixing penalties for violation. (4) Authorizing the State Board of Education to issue one-year State certificates to persons who have completed a four-year high school course of study, and in addition thereto, have completed an eight weeks' course of study in a normal school, college, or university accredited by the State Board of Education. (5) Changing the names of normal schools to Kansas State teachers' colleges. (6) Appropriating for Vocational Education: For the year ended June 30, 1924, $84,543.69. For the year ended June 30, 1925, $101,478.02. (7) Appropriating in high schools: For Normal Training, $75,000 and for Industrial Training, $60,000 for each of the years ended June 30, 1924 and 1925.

*Kentucky and Louisiana*—These legislatures do not meet in 1923.

*Maine*—Among the more important acts passed by the recently adjourned session of the Maine legislature are the following:

The title of the State Superintendent of Public Schools was changed to State Commissioner of Education. The Commissioner is an ex-officio member of the Board of Trustees of the University of Maine.

The pension law now in effect in the State was amended providing that teachers having taught 35 years shall receive $300 per year instead of $250.

The Teachers' Retirement System which becomes effective July 1, 1924, provides that teachers may pay annually to the State Retirement Board five per cent of their salary, provided, however, that they pay not less than $20 and not more than $100 in any year. The State provides a like amount and after thirty annual payments the teachers may retire at the age of sixty and receive such pension as the amounts paid in shall purchase in the form of an annuity based on McClintoch's tables: provided, however, that no teacher shall receive less than $400 per year, and provided that no teacher entering the profession after July 1, 1924 shall receive a pension save under this act: thus automatically in course of time repealing the old law which became operative in 1913.

The law retiring and pensioning employees of the State shall include teachers in the State normal schools retiring since March 1, 1920. This law provides that said teachers shall receive an annual pension not to exceed one half their average salary for the five years preceding retirement.

All expenditures of the State department of public schools, including all State-aided activities, shall be taken from the State school fund, and distributed by the State commissioner of education.

*Maryland*—The Maryland legislature does not meet in 1923.

*Massachusetts*—The General Court of Massachusetts was still in session at the time of going to press and no important legislation affecting education had been enacted. A pamphlet containing recommendations for legislative action has been issued by the Commissioner of Education.

*Michigan*—The legislature of Michigan was in session at the time this article went to press, and no important legislation affecting education had been enacted.

*Minnesota*—The Minnesota legislature adjourned April 18. No existing desirable laws were repealed, and the few new laws that were enacted are as follows: (1) The minimum school year is raised to seven months, although most schools are now open eight months. (2) State aid is provided as follows: Districts with a local tax levy of 20 mills for maintenance which do not raise $40 per pupil attending not less than 40 full days, will be aided by State grant in the difference between what 20 mills raises per such pupil and $40. (3) Special State support of public schools for 1923 and 1924 will be about $19,000,000. The total State sup-

port from all sources for that period will reach $25,000,000. (4) A Physical Education and Health law requires this training in all public schools suitable for pupils; teachers must be trained to furnish proper guidance; Commissioner is directed to prepare suitable courses for the schools and for training of teachers; a State director is to be appointed to maintain this service. (5) The nine appointive regents of the University are made ten in number. One will be selected from each of the ten congressional districts as present terms expire. Board will then consist of 13 members in place of present 12, the three ex-officio being the president, the commissioner of education, the governor.

Minneapolis was given a 1½ mill for its local teacher pension fund.

*Mississippi*—The Mississippi legislature does not meet in 1923.

*Missouri*—The recent Missouri legislative session passed no important educational legislation.

*Montana*—A number of important measures passed at the recent session of the Montana legislature were summarized in the May number of THE JOURNAL. Among the more important of these measures was one affecting the certification of teachers.

*Nebraska*—The Nebraska Legislature was still in session at the time this article went to press. No important legislation affecting education had been enacted up to this time.

*Nevada*—The more important measures passed by the Nevada legislature were reviewed in the May number of THE JOURNAL.

*New Hampshire*—Information concerning educational legislation passed by the recent session of the New Hampshire legislature is not now available.

*New Jersey*—Seventeen laws of educational interest were recently enacted by the New Jersey State legislature. The more important are as follows: (1) Providing for the establishment of a State normal school at Paterson and for an appropriation of $30,000 for same. (2) Permitting the organization of a junior high school with enrolment of at least 100 pupils. Providing for an apportionment of $250 per teacher for junior high schools in districts not maintaining high schools. (3) Permitting counties to repay to State Treasurer the surplus revenue funds received from the Federal government by act of 1837, which are now in the hands of the several counties. The income of the fund shall be apportioned annually to the several counties in the proportion that the amount repaid or redeposited in the State treasury by each county shall bear to the total amount so paid. (4) Providing that teachers may be absent from school for not more than two days to attend the annual convention of the State Teachers' Association without loss of salary, and directing an allowance for attendance when schools or classes are not in session because of such absence. (5) Providing that cities of third-class may issue bonds for school purposes up to 9 per cent of their assessed valuation. (6) Providing that the State shall appropriate an amount up to $20,000 for schools established under the industrial education act. (7) Providing that the amount due the Teachers' Pension and Annuity Fund from the State shall be paid over a period of years.

The May edition of the *Education Bulletin*, issued by the Department of Public Instruction, contains a complete statement of the measures enacted.

*THE Representative Assembly of the National Education Association will hold its sessions here during the first week in July. Oakland is truly proud of its new million-dollar auditorium on the shores of Lake Merritt.*

*New Mexico*—The legislature 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.

*New York*—The 1923 session of the New York legislature closed May 4. Some of the more important educational bills signed by the Governor at the time this issue went to press are: (1) The State Teachers' Retirement fund was amended by defining the final average salary as used in the law to mean the average compensation earnable as a teacher during the five years of service immediately preceding retirement or the average compensation earnable as a teacher during any ten consecutive years of State service, said ten years to be selected by the applicant prior to date of retirement. An amendment was also made extending the time within which present teachers may make application to become members of the retirement fund to July 1, 1923. A new section was added to the present bill which provides for the discontinuance of local teachers' retirement and compensation systems in cities of less than one million and further provides for the merger of such local system with the State Teachers' Retirement fund system. (2) The quota of public-school moneys to be paid to an academic school on account of the maintenance of a training class was increased from $700 to $1200.

*North Carolina*—Information is not available concerning the educational laws enacted by the recent session of the North Carolina legislature.

*North Dakota*—The following measures were enacted affecting education:

Prohibiting the employment of children under fourteen years of age during school hours. Children under sixteen years of age must have employment certificates issued by the superintendent of schools.

Limiting the cost of one or two-room country school houses to $1200, including furniture.

Removing requirement for architects' services in schools costing less than $5000, and allowing State superintendent to furnish plans for one and two-room schools.

Providing for a State Department of Health; a Public Health Advisory Council; Working Divisions and Employees; Office Space; Making an appropriation therefor.

Providing that the school free textbook law may be abolished in school districts where two thirds of the voters so vote.

Requiring the governor to appoint a commission of five to be known as the "school finance and administration commission" who shall make a study investigation and analysis of the whole school system of the State and report back to the next legislative assembly for action to be taken in securing greater efficiency.

Requiring the board of administration to so adjust courses in the institutions of higher education as to eliminate duplication of studies—elimination of high-school work in university, normals, and agricultural college.

Providing for abolition of all tax exemptions except farm improvements and for tax assessment on valuation of 75 per cent of actual value.

Limiting of tax levy program fixed at, villages 10 mills; cities 14; townships 5; common school district 14; graduated to high-school district with night school 18; park districts 2; county road 2½. Providing for

increasing such levies by vote to varying degrees.

Providing that all county officials and all officers in charge of any institution, supported by the county, shall file an itemized statement of amounts necessary for maintenance of such office or institution; providing that the county commissioners shall annually prepare a budget; providing for a public hearing in regard to the proposed expenditures and levy; fixing a date for levy; providing that all expenditures must conform to the budget as adopted, and that all unappropriated balances in any fund at the end of the fiscal year shall become a part of the general fund.

*Ohio*—Information was not available at the time this article went to press concerning the educational laws enacted by the recent session of the Ohio legislature.

*Oklahoma*—The following bills of educational interest were passed by the ninth session of the Oklahoma legislature which adjourned March 31: (1) Appropriating $650,000 as an emergency aid to school districts in completing the current 1922-23 school term. (2) Appropriating $125,350 aid on consolidated buildings already erected, or planned for completion before July 1, 1923. (3) Appropriating $150,000 for use during the next two years as aid on consolidated buildings, and expressly providing that the construction of such must comply with the School Building Law of the State. (4) Resolution submitting an amendment, at the next special or general election, for a State levy for public schools sufficient to raise $15 per pupil in average daily attendance as aid to each school district. (5) Providing free basic textbooks for the first eight grades beginning September, 1924—appropriation $950,000. (6) Providing a student loan plan for high-school graduates attending an Oklahoma institution of higher learning.

*Oregon*—A brief summary of the important educational bills passed at the recent session of the Oregon legislature was given in earlier numbers of THE JOURNAL. The Oregon Compulsory Education Law, carried in the general election, has attracted wide attention.

*Pennsylvania*—The Pennsylvania legislature did not adjourn in time to make possible a complete statement in this issue of legislation enacted thus far. The amendment of the Edmonds Act, the teachers' qualification and minimum salary law of Pennsylvania, which has attracted wide attention, was the most important educational measure before the legislature. The Senate by a vote of 44 to 0, and the House by a vote of 178 to 0, has voted for the extension and operation of this act in accordance with the desires of the Department of Public Instruction. It is anticipated that the Governor will approve these amendments. The passing of these amendments constitutes a striking endorsement of the educational program of Dr. Thomas E. Finegan, State superintendent of public instruction. The amendments to the Edmonds act represent the first step in the introduction of the "Ability and Effort Plan" of apportioning State school money. The carrying out of this measure will involve an expenditure of approximately thirty-six million dollars during the coming biennium. The more important amendments of the Edmonds act provide: (1) That the amount paid by the Commonwealth to a school district which has a true valuation of assessable property per teacher of $50,000 or less shall be increased from 50 to 75 per cent of the annual minimum salary prescribed for elementary teachers. (2) That the amount paid to a school district which has a true valuation of assessable property per teacher of not less than $50,000 or more than $100,000 shall be increased from 50 to 60 per cent of the annual minimum salary prescribed for elementary teachers.

The amendments do not change the provisions of the Edmonds Act regarding State support to districts other than mentioned above. Fourth-class districts with a true valuation of assessable property per teacher above $100,000 will continue to receive 50 per cent of minimum salaries, second and third class districts 35 per cent, and first-class districts 25 per cent.

*Rhode Island*—The Rhode Island legislature does not meet in 1923.

*South Carolina*—In addition to numerous special local Acts the General Assembly of South Carolina during its 1923 session passed a number of important State-wide educational measures as follows: (1) Regulating the State adoption of textbooks by preventing more than twenty-five per cent of changes in primary textbooks, and like percentages in intermediate and high-school textbooks at any one adoption. (2) Amending the law providing an equalizing fund for needy schools so that twenty pupils instead of twenty-five per teacher may be the basis of calculation.

There was an increase in the State appropriations for public schools from approximately one million and a quarter in 1922 to nearly two millions in 1923. The appropriation for high schools was increased over last year from $290,000 to $325,000. To relieve overcrowding in the elementary grades of high schools, the amount was increased from $75,000 to $150,000. Adult schools and night schools received $34,300 as compared with $25,000 last year. The appropriation for industrial and vocational education was increased from $60,000 to $97,100. The item for extension of the school term remained the same, $56,000. State aid to guarantee a seven-months' term to districts voting adequate local tax was increased from $370,000 to $553,910. State aid for public-school buildings was increased from $60,000 to $75,000. An item of $5000 for public-school libraries was restored to the Appropriation Act. An item of $10,000 was included in the Appropriation Bill as emergency or adjustment aid for one-teacher and two-teacher schools.

*South Dakota*—No information is available concerning the educational laws enacted by the South Dakota legislature.

*Tennessee*—No legislation of importance affecting education was enacted at the recent session of the General Assembly in Tennessee besides that reorganizing the State government as reported in the April number of THE JOURNAL.

*Texas*—Among the more important measures passed by the recent session of the Texas legislature were: (1) A measure appropriating $3,000,000 to supplement the available school fund in order that school terms may be prolonged. (2) A measure empowering school districts to issue bonds for the erection of cottages to house teachers. (3) A measure appropriating $50,000 to defray the expenses of making by December 1, 1924, a thorough and impartial survey of the entire educational system of the State by a staff of experts, non-residents of Texas, supervised by a Survey Commission of 11 members, the majority of whom shall not be teachers and two at least of whom shall be women. The Survey Commission is to be selected by a committee consisting of the Governor, the State Superintendent, several other educational officials, and four persons selected by the Governor. (4) An act providing that the county unit school system may be adopted by a vote of the people in counties having over 100,000 population.

*Utah*—The Utah Legislature passed a resolution memorializing Congress to pass the Towner-Sterling Bill.

*Vermont*—Information concerning educational legislation passed by the recent session of the Vermont legislature is not available.

*Virginia*—The Virginia legislature does not meet in 1923.

*Washington*—A brief summary of the legislation recently enacted by the Washington legislature was published in the May number of THE JOURNAL.

*West Virginia*—Information concerning educational legislation passed by the recent session of the West Virginia legislature is not available.

*Wisconsin*—The present session of the Wisconsin legislature has not proceeded far enough at this time to predict the outcome of educational legislation.

*Wyoming*—A brief summary of the legislation recently enacted by the Wyoming legislature was published in the April number of THE JOURNAL.

## THE CLOSE OF SCHOOL*

CARLTON CULMSEE
Nada, Utah

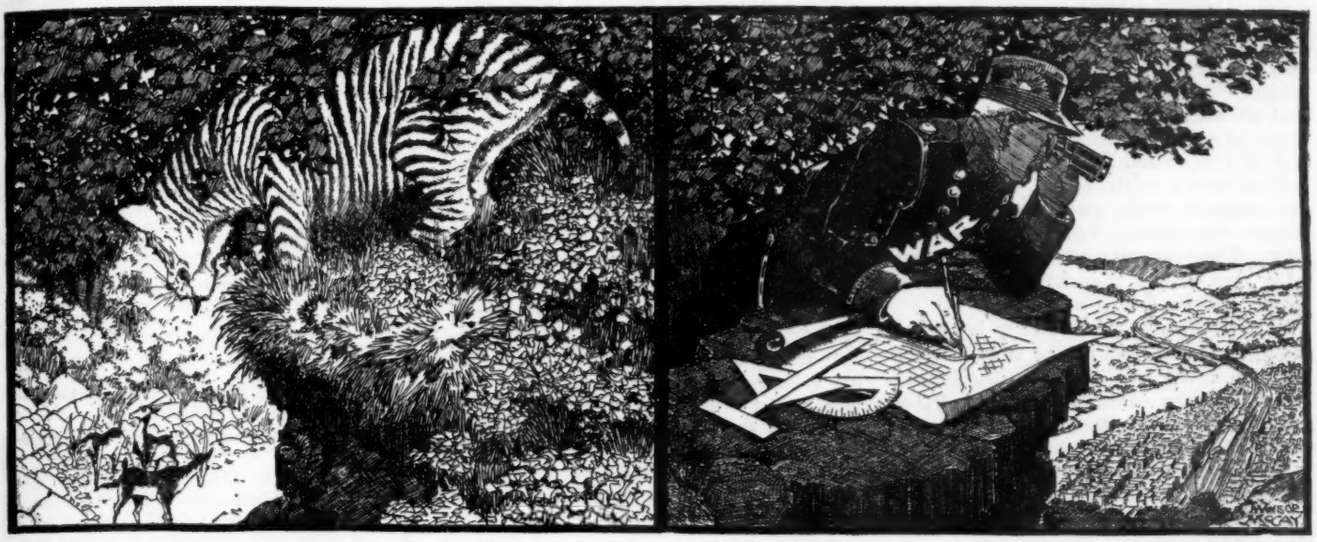
The room is empty; gone the hum
And scratching as the knotty sum
Untangled, and the shadows come
In soft commiseration.

A whisper dies along the hall;
I hear a timid, soft footfall,
A sigh, and then a wistful call:
I recognize the visitation.

The sad reproaching vision flies,
But I recall the hurt surprise
That dulled the failure's eager eyes
Amid the others' exultation.

The shadows gather; silence deep
Will through the lonely building creep
And gently, calmly lull to sleep
That grave kind mother, Education.

# Both Are Still Watching[1]




THIS strong cartoon shows war—its beginning in the jungle, where force was the only law; its continuation in another jungle that we call civilization. There, also, as long as war lasts, force remains the only law. This picture shows the beginning of war, but fortunately it does not show the end of the story.

The end of the picture, if it were included here, would show the striped beast and the uniformed beast both gone, exterminated. It would show force giving way to reason and justice. It would show savage animals, poisonous snakes, and fighting men that represent savage and poisonous ambition all driven from the face of the earth.

Why this world for millions of years, long before men appeared, and ever since they appeared, has been run on a basis of killing or being killed, is beyond human comprehension. But doubtless it had to be so. And, after all, what we call "an inconceivably long period of time"—for instance, the one or two hundred million years that scientists say the earth has existed—is only a second in the eye of eternity.

Why the animals for millions of years killed and ate each other, and why human beings slowly rising through the scale of civilization have from the beginning killed and robbed each other, we don't know. But life would be too horrible, and the future too hopeless, for us not to believe that an end will come of the killing, of the rule by brute force, and that both the killing machines in this picture will some day disappear.

As regards the duration of human life on this planet, it is indeed, in eternity, an infinitesimal fraction of a second of time. We are now only twelve thousand years away from the Stone Age, and the earth, according to astronomers, geologists, and physicists, will last as it is now, warm and habitable, for at least one hundred million more years. There is plenty of time to make up for the past, although that is no excuse for time wasting.

> THE striped beast, waiting to spring, represents the beginning of war. The uniformed beast, worse than the one with stripes, represents what man's intellect and civilization have made of war. The beast in stripes plunges downward to get food to keep him alive. The war beast in uniform, without the excuse of hunger, plans to take the city or the country that he wants to feed his or his master's ambition. The world unites to kill beasts that fight to fill their stomachs. When will the world unite to kill the uniformed brute of war that fights for greed and what is not needed?

What will end war when it does end? Answer: HUMAN THOUGHT AND PUBLIC EDUCATION. The enemy of the two monsters in this picture is THE PUBLIC SCHOOL. That noblest of all human institutions brings together the children of men, rich and poor, brilliant and average. It makes the growing boys of the Nation realize, in their classes and their games, that they are really each other's brothers. They study together and think together. The generation that rules the world now cannot be called a generation born of the public school. It inherited ideas rooted in the past, it inherited the thought "there always had been war, and therefore there always will be war."

The boys and girls of today, educated together, thinking together, grow up knowing the history of the past, and, taught the brutal uselessness of war, the hideous, selfish ambitions of kings and great fighters, PUBLIC EDUCATION, through them and their children, WILL END WAR.

The end, when it does come, may come with surprising suddenness. The world moves along, apparently in the old rut. Then, suddenly, the great change comes. We changed overnight from the stage coach to the steam engine, from the galloping pony carrying the mail to the telegraph wire, and then to the wireless, the radio, and the telephone.

The human race stood glued to the earth by the power of gravitation one day, reading with good-natured ridicule the "fantastic ideas of those that talked about flying machines." And the next day the flying machine had come and was part of the world's regular equipment. One year the narrow-minded individual as he saw the automobile go by was yelling derisively, "Get a horse!" and the next year that same man was getting an automobile.

When you doubt the possibility of doing things in the future, remember the things that have been done in the past. Human beings were all cannibals once. They ate any strange human being that they could catch. Today it is hard for us to believe that cannibalism ever existed.

Only a short time ago, half a generation before men now living were born, all the courts of the world believed that you could not have justice without torture. The accused must be tortured to make them confess. And even innocent witnesses were tortured into telling what they knew. It is hard now to believe that

[1] Copyright, 1923, by the International Feature Service, Incorporated, and reprinted by their courteous permission.

a judge could ever have sat watching a woman being tortured, with fire or rack or thumbscrew, coldly making note of the "evidence" torn from her suffering brain by brutal cruelty.

We have ended cannibalism and slavery and torture as a part of justice, also belief in witches and other barbarism. How is it possible to believe that we shall not do away with war, the worst of all barbarism? Where you live now in the United States mountain lions, wolves, bears, rattlesnakes, or other savage animals were once far more numerous than men. You don't find them now. They represented dominating brutality, but slowly they have been driven out or will be driven out.

War represents the brutality in human nature. It represents the tiger asleep and the tiger often awake in the human breast. In the ending of war, the PUBLIC SCHOOL will play the greatest part, and science the next great part.

Science ended slavery by making it unnecessary. Machines were able to do the work better and more cheaply than slaves had done it. The electric fan replaces the Indian slave that moved the fan all night to cool his master's room. The limousine takes the place of the sedan chair in which men, with tired muscles, carried their master and mistress to their entertainments.

The intelligence of women, taming wild animals, developing herds of cattle, sheep and goats, made cannibalism unnecessary by creating a meat supply all the year round. Agricultural science, insuring regular crops, has made it unnecessary for men to steal each other's land. If the money and the effort now put into war were put into agriculture, draining swamps, irrigating deserts, opening up new land, ploughing, fertilizing, the single great State of Texas, intensively cultivated, could feed the entire population of the earth as it is today.

This picture by Mr. McCay is encouraging. For as you see the striped beast and the uniformed beast, each planning his killings, you know that surely both will vanish. Each represents only one period in the earth's history. Ahead of us stretch the hundreds of thousands and millions of years in which men will work together as brothers, helping each other instead of killing each other.

Public education and science combined will bring that about. Work for more and better schools. Honor the men of science.

# 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.

ENGLEWOOD, COLO., *Arapahoe County Teachers and Directors' Association*, Mrs. Ruth B. Vertrees, President.

MORGANTOWN, W. VA., *Morgantown Teachers' Association*, Gladys Merrin, Secretary.

WALPOLE, N. H., *Cheshire County Teachers' Association*, Ola A. Hubbard, 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 May JOURNAL.

BEATRICE, NEBR., *Beatrice High School*, Julius Gilbert, Principal.

BOULDER, COLO., *Highland School*, Blanche Ricketts, Principal.

BRECKSVILLE, OHIO, *North Royalton Schools*, Raymond Givens, Superintendent.

BROOKLYN, N. Y., *Public School 44*, John F. Harris, Principal.

CHAMPAIGN, ILL., *Dr. Howard School*.

COLORADO SPRINGS, COLO., *Lilley School*, Eva Shannan, Principal.

ERIE, PA., *Washington School*, Emma L. Miller, Principal.

GLENDALE, CALIF., Acaica School, L. May Cornwall, Principal; *Colorado Street School*, Ida M. Waite, Principal; *Columbus Avenue School*, Lorraine Mitchell, Principal; *Grand View School*, Vera L. Sinclair, Principal; *Magnolia Avenue School*, Emma Saxton, Principal; *Pacific Avenue School*, Mrs. Fannie O. Stone, Principal.

GLOBE, ARIZ., *Globe Public Schools*, Walter P. Bland, Superintendent; *High School*, F. E. Webb, Principal.

HONOLULU, HAWAII, *Kalihi-Kai School*, J. K. Kaaha, Principal; *Kalihi-Uka School*, Mrs. Elizabeth Abrahamson, Principal; *Kawailoa School*, James Awai, Principal; *Liliuokalani School*, J. A. Wilson, Principal; *Moiluli School*, Mrs. Mary T. Moore, Principal; *Palolo School*, William K. Kekapa, Principal; *Pohukaina School*, Myra Angus, Principal; *Territorial Trade School*, Ken C. Bryan, Principal; *Wahiawa School*, Mrs. Grace Lang, Principal; *Waikiki School*, Mrs. Mabel King, Principal.

JEFFERSON, N. H., *Jefferson High School*, H. T. Curtis, Headmaster.

KANSAS CITY, KANS., *Central School*, Amanda Weber, Principal; *Chelsea School*, Elizabeth Miller, Principal; *J. J. Ingalls School*, Dora Brown, Principal; *Lewis School; Lowell School*, Margaret Small, Principal; *Morse School*, Bertha McKinley, Principal; *Park School*, Ella Mahaffie, Principal; *Quindaro School*, Lillian Swartz, Principal; *Whittier School*, Ethel Litchfield, Principal.

KANSAS CITY, MO., *Garrison School*, R. T. Coles, Principal; *Scarritt Elementary School*, Wilma J. Robinson, Principal.

LOS ANGELES, CALIF., *Alpine Street School*, Belle Wallace, Principal; *Hillside School*, Ella D. Smith, Principal.

MANSFIELD, OHIO, *Hedges School*, J. Leo Hartman, Principal.

NEW ORLEANS, LA., *McDonogh Number 10 School*, Hazel Drysdale, Principal.

NEW YORK CITY, N. Y., *Public School 38, Queens*, Mrs. Irma S. Gottlich, Principal.

OAKLAND, CALIF., *Part Time School*, Don O. Brillhart, Principal.

OAK PARK, ILL., *Emerson School*, Caroline H. Parsons, Principal.

OMAHA, NEBR., *Benson Junior High School*, Mary McNamara, Principal; *Benson West School*, June Slocum, Principal; *Central Park School*, Margaret Hamilton, Principal; *Edward Rosewater School*, May Anderson, Principal; *Fairfax School*, Carrie Nash, Principal; *Hawthorne School*, Anna Milroy, Principal; *Howard Kennedy School*, Franc Eaton, Principal; *Jungmann School*, Grace Griffith, Principal; *Mason School*, Martha W. Christiancy, Principal; *Minne Lusa School*, Alice D. Orr, Principal; *Monmouth Park School*, Ida Blackmore, Principal; *Rosehill School*, Bess Bedell, Principal.

PITTSBURG, KANS., *Eugene Field School*, Verna Kelley, Principal; *Forest Park School*, Anna R. Brown, Principal; *Lincoln School*, Lora Allen, Principal; *Franklin School*, John W. Anthony, Principal.

POINT PLEASANT, W. VA., *Point Pleasant High School*, A. T. Stanforth, Superintendent.

ROCK ISLAND, ILL., *Lincoln School*, Jesse B. Frick, Principal.

SAGINAW, EAST SIDE, MICH., *Saginaw, East Side Public Schools*, W. W. Warner, Superintendent; *Burt School*, Mabel Harper, Principal; *Houghton School*, Sarah Fox, Principal; *Jones School*, Ella A. Milligan, Principal; *Potter School*, Frances O. Utter, Principal; *Sweet School*, Jessie H. Rouse, Principal; *Washington School*, Sarah M. Fritz, Principal.

SAN FRANCISCO, CALIF., *Columbus School*, Dorothy Vogelsang, Principal; *Golden Gate School*, Pauline Hart, Principal; *Grattan School*, Luise H. Krauss, Principal; *Jean Parker School*, Mrs. Selina P. Pechin, Principal; *Mission Grammar School*, Kate H. Crowley, Principal; *Polytechnic High School*, James E. Addicott, Principal.

SANTA ROSA, CALIF., *Freemont School*, Mary A. Stewart, Principal.

SPARKS, NEV., *Elementary Schools*, G. C. Foster, Principal.

SPRINGFIELD, MASS., *Homer Street School*, Elizabeth F. Wassum, Principal.

STERLING, COLO., *Sterling Public Schools*, J. A. Sexson, Superintendent; *Federated Teachers' Clubs*, K. C. Morse, President; *Franklin School*, Myrta Pantall, Principal; *Junior High School*, Amy Dickinson, Principal; *Lincoln School*, Gladys M. Head, Principal; *Logan County Industrial Art High School*, Robert R. Knowles, Principal.

TERRE HAUTE, IND., *Harrison School*, Carrie B. Rupp, Principal.

TULSA, OKLA., *Jefferson School*, W. O. Forman, Principal.

WRENTHAM, MASS., *Wrentham Centre School*, Howard H. Palmer, Principal.

### Per Cent of Municipal Funds Devoted to Schools—1910 and 1920

36 Cities with Population of 100,000 to 300,000

| City and State | Per cent devoted to schools in 1910 | Per cent devoted to schools in 1920 |
|---|---|---|
| 1 | 2 | 3 |
| Kansas City, Kansas | 42.0 | 53.9 |
| Des Moines, Iowa | 46.8 | 53.5 |
| Oakland, California | 33.3 | 51.9 |
| Grand Rapids, Michigan | 41.2 | 50.1 |
| Salt Lake City, Utah | .... | 47.1 |
| Columbus, Ohio | 40.1 | 46.7 |
| Omaha, Nebraska | 37.1 | 46.5 |
| Spokane, Washington | 44.8 | 46.0 |
| Reading, Pennsylvania | 39.9 | 43.0 |
| Camden, New Jersey | 41.5 | 42.8 |
| Youngstown, Ohio | .... | 41.6 |
| Springfield, Massachusetts | 36.4 | 40.5 |
| Scranton, Pennsylvania | 49.8 | 40.4 |
| Trenton, New Jersey | 41.8 | 40.0 |
| Yonkers, New York | .... | 40.0 |
| Birmingham, Alabama | 24.8 | 38.8 |
| Houston, Texas | .... | 38.6 |
| Rochester, New York | .... | 37.7 |
| Dallas, Texas | 32.8 | 37.3 |
| Worcester, Massachusetts | .... | 36.9 |
| Richmond, Virginia | .... | 35.0 |
| Fall River, Massachusetts | .... | 34.4 |
| St. Paul, Minnesota | 30.4 | 33.1 |
| Cambridge, Massachusetts | 32.3 | 32.4 |
| Bridgeport, Connecticut | .... | 32.2 |
| Denver, Colorado | .... | 32.1 |
| Lowell, Massachusetts | 32.1 | 31.8 |
| Providence, Rhode Island | 26.5 | 31.4 |
| Atlanta, Georgia | .... | 31.1 |
| Syracuse, New York | 30.3 | 30.5 |
| Louisville, Kentucky | .... | 30.2 |
| Jersey City, New Jersey | 34.2 | 29.6 |
| New Bedford, Massachusetts | 28.8 | 29.5 |
| Norfolk, Virginia | 19.2 | 29.4 |
| Nashville, Tennessee | 30.1 | 27.9 |
| Memphis, Tennessee | 21.0 | 26.4 |
| Average | 34.9 | 38.9[1] |

Figures for 1910 in column 2 taken from A Study of Expenses of City-School Systems, U. S. Bureau of Education, Bulletin, 1912, No. 5, p. 90-93.

Figures for 1920 in column 3 taken from Per Cent of Municipal Funds Devoted to Schools, 1920 or 1921, U. S. Bureau of Education, City School Leaflet No. 4, December, 1922, p. 1.

[1] This average is obtained by using the figures given in column 3 for the 24 cities having percentages given for both 1910 and 1920. When all the 1920 percentages are included the average is 38.1 per cent.

# GUIDE TO BOOKS

## Select List

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

BEMAN, LAMAR TANEY, *comp.* The Towner-Sterling Bill (Reference shelf, v. 1, no. 5), N. Y., Wilson, 1922. 102p. paper, 75c.

Briefs, references, reprints.

BENNETT, JESSE LEE. On culture and a liberal education. Balt., Arnold Co., 1922. 92p. $1.50; paper, $1.

Author has had fifteen years' experience with the *Baltimore Sun* and the many requests for lists of books which "could help . . . gain 'culture' or a 'liberal education'" prompted this compilation. The lists, which include many modern works, are embodied in short discussions about the special type of book. Emphasis is placed on the satisfaction and development to be gained through good reading, while the cultural value of formal education is minimized.

CARPENTER, FRANK GEORGE. Alaska, our northern wonderland (Carpenter's world travels). Garden City, N. Y., Doubleday, 1923. 319p. illus. maps. $3.

A popular, well-illustrated narrative that imparts a great amount of general information in a pleasant, graphic manner. This is the second of Carpenter's travel series, which as now planned will include twenty-five or thirty volumes.

GEISTER, EDNA. Let's play. N. Y., Doran, 1923. 152p. $1.25.

Descriptions of races and games for children, for large and small groups, for in-or-out-of-door use, and for special occasions. Directions for playing clearly given. Is addressed particularly to mothers. Index.

GILLETTE, JOHN MORRIS. Rural sociology. N. Y., Macmillan, 1922. 571p. map. $3.

Comprehensive introductory study of rural community life in the United States, describing present-day conditions and tendencies and suggesting means of improvement. Not a revision of *Constructive rural sociology* but a completely rewritten book. Designed as a textbook and contains at the end of each chapter references and topics for study. Covers the same ground as Vogt's *Introduction to rural sociology*. Vogt presents his material with greater conciseness, but the new book contains later information and emphasizes to a greater extent agricultural economic conditions and problems. Galpin's *Rural life*, is simpler and makes less use of sociological terms. Bibliography.

HOLLOWAY, EDWARD STRATTON. The practical book of furnishing the small house and apartment. Phil., Lippincott, 1922. 296p. illus. $6.50.

A title that aptly describes the book's content. It treats of both the non-period and period methods of decorating, suggesting complete furnishing schemes for a number of homes, inexpensive, of moderate cost and elaborate, with illustrations and examples of furniture and textiles that can be bought today in open market. More concrete in suggestion than Parson's, *Interior decoration*, which emphasizes principles. This stresses inexpensive and moderately priced furnishings to a greater extent than the latter half of *The practical book of interior decoration* by Eberlein, McClure, and Holloway.

MASSON, THOMAS LANSING, *comp.* Listen to these. Garden City, N. Y., Doubleday, 1922. 275p. $1.50.

Jokes and humorous anecdotes compiled by the editor of *Life*. Selected carefully with a view of satisfying a variety of tastes. No scheme of arrangement and no index.

WILDMAN, EDWIN. Famous leaders of character in America (Famous leaders' series). Bost., Page, 1922. 344p. illus. $2.

Short biographies, informational and appreciative of twenty-four Americans, which place the emphasis on their greatness of character.

*Contents:* William Lloyd Garrison—Robert E. Lee—Abraham Lincoln—Charles Sumner—Horace Greeley—Wendell Phillips—Edward Everett Hale—Leland Stanford—Charles William Eliot—Phillips Brooks—Moody and Sankey—Grover Cleveland—John Burroughs—Henry Cabot Lodge—Woodrow Wilson—Theodore Roosevelt—Booker T. Washington—William Jennings Bryan—Leonard Wood—Charles Evans Hughes—Warren Gamaliel Harding—Kenesaw Mountain Landis—Benjamin Burr Lindsey—Calvin Coolidge.

## Comprehensive List

THIS list aims to mention all important new educational books published in the United States. It is based on books received at THE JOURNAL office, supplemented by information from the various publishing houses represented.

ALLEN, FREDERICK JAMES. *Studies of occupations in agriculture, forestry, and animal industry; prepared under the auspices of the Bureau of Vocational Guidance, Graduate School of Education, Harvard University.* Cambridge, Mass., Harvard University, 1921. 39p. 40c.

BAKER, H. F. *Principles of geometry: plane geometry, conics, circles, non-Euclidean geometry.* vol. 2. N. Y., Macmillan, 1923. 243p. $5.

BERTAUX, FÉLIX AND HARVITT, HÉLÈNE. *A travers la franc.* N. Y., Oxford Univ. Press, American Branch, 1923. 370p. $1.75.

BLANCHARD, JOHN A. *The H book of Harvard Athletics,* 1852-1922. Illus. Selling agent, Harvard Coöperative Society, Cambridge, Mass. 612p. $7.50.

BOARDMAN, LESTER W. *Modern American speeches.* N. Y., Longmans, Green, 1923. 182p. 75c.

BOLTON, SARAH KNOWLES. *Lives of girls who became famous.* Rev. ed. Illus. N. Y., Crowell, 1923. 326p. $2.

BOSANQUET, HELEN. *The family.* N. Y., Macmillan, 1923. 344p. $2.50.

BOWDEN, GARFIELD A. *General science; with experimental and project studies.* Illus. Phila., P. Blakiston's Son & Co., 1923. 634p. $1.68.

BOWEN, WILBUR P., and MITCHELL, ELEANOR D. *The practice of organized play; play activities classified and described.* N. Y., A. S. Barnes & Co. 218p. $2.

BOYNTON, PERCY H. *American literature; a textbook for secondary schools.* Boston, Ginn & Co., 1923. 462p. $1.60.

BUNDY, ELIZABETH ROXANA. *Textbook of anatomy and physiology; for training schools and other educational institutions.* Illus. rev. ed. Phila., Blakiston's, 1923. 442p. $2.50.

BURCHENEL, ELIZABETH. *Folk-dancing as a popular recreation.* N. Y., G. Schrimer, 1922. 19p. Paper, 50c.

CARPENTER, FRANK GEORGE. *The tail of the hemisphere; Chile and Argentina.* Illus. Garden City, N. Y., Doubleday, Page Co. 298p. $4.

CATHCART, E. P. *Practical physiology; pt. 2; chemical physiology. Illus.* N. Y., Longmans, Green, 1923. 344p. $3.50.

CATHCART, EDWARD PROVAN, and others. *Practical physiology.* Illus. N. Y., Longmans, Green, 1923. 344p. $6.

CHISHOLM, GEORGE G., and BIRRELL, J. HAMILTON. *A smaller commercial geography.* N. Y., Longmans, Green, 1923. 302p. $1.50.

COLBY, CHARLES CARLYLE. *Source book for the economic geography of North America.* Chicago, Univ. of Chicago Press, 1922. 460p. $3.

COLEGROVE, CHAUNCEY P. *The teacher and the school.* rev. ed. N. Y., Scribner, 1922. 446p. $1.80.

CURME. *A grammar of the German language; designed for a thoro and practical study of the language as spoken and written today.* N. Y., Macmillan, 1922. 623p. $8.50.

CURRY, CHARLES MADISON, and CLIPPINGER, ERLE ELSWORTH. *Children's literature.* Chicago, Rand McNally, 1921. 693p. $3.50.

DANA, MARVIN. *Chemistry for beginners; with questions and answers.* N. Y., Clode, 1923. 215p. $1.

DICKEY, J. A., and BRANSON, E. C. *How farm tenants live; a social-economic survey in Chatham County, North Carolina.* Illus. (Univ. of N. C. ext. bull.) Chapel Hill, N. C., Univ. of N. C. Press, 1922. 47p. Paper, 50c.

DICKINSON, THOMAS H. *The United States and the League.* N. Y., Dutton, 1923. 151p. $2.

DICKSON, L. E. *History of the theory of numbers; vol. 3; Quadratic and higher forms.* Wash., D. C., Carnegie Inst. of Wash., 1923. 313p. $3.25.

EDDINGTON, A. S. *The mathematical theory of relativity.* Cambridge University Press, agents. N. Y., Macmillan. 247p. $6.75.

EDWIN, IRWIN. *Human traits and their social significance.* Boston, Houghton Mifflin, 1920. 467p. $2.50.

FAUBEL, ARTHUR L. *Principles of economics.* N. Y., Harcourt, Brace, 1923. 413p. $1.60.

FAY, CHARLES NORMAN. *Too much government, too much taxation.* Garden City, N. Y., Doubleday, Page. 416p. $2.50.

FINLEY, CHARLES W., and CALDWELL, OTIS W. *Biology in the public press.* N. Y., Lincoln School of Teachers College, 1923. 151p. Paper, 35c.

FOERSTER, NORMAN. *Nature in American literature; studies in the modern view of nature.* N. Y., Macmillan. 324p. $1.75.

FORSYTH, CECIL. *Progressive series history of music.* St. Louis, Mo., Art Publication Society, 1923. 196p. $1.20.

FOWLER, HAROLD N. *A history of Roman literature.* Illus. N. Y., Macmillan. 315p. $2.50.

FUNCK-BRENTANO, FRANTZ. *The Middle Ages.* (National History of France ser., no. 5.) N. Y., Putnam, 1923. 555p. $3.50.

GIDDINGS, THADDEUS P., and others. *Songs of childhood.* 144p. 68c. *Introductory music.* 176p. 72c. *Elementary music.* 192p. 76c. Boston, Ginn & Co., 1923.

GRAVES, FRANK PIERREPONT. *Great educators of three centuries.* N. Y., Macmillan, 1912. 289p. $1.80.

GUITTEAU, WILLIAM BACKUS. *Our United States; a history.* Boston, Silver, Burdett & Co., 1923. 645p. $1.68.

HADLEY, ARTHUR TWINING. *Economic problems of democracy; being lectures given at British universities in April and May, 1922, under the Foundation of the Sir George Watson Chair of American History, Literature and Institutions.* N. Y., Macmillan. 162p. $1.50.

HALL, ALTA B., and STURGIS, ALICE FLEENOR. *Textbook on parliamentary law.* N. Y., Macmillan, 1923. 263p. $1.20.

HILLIER, W. *Chinese language and how to learn it; a manual for beginners.* Milwaukee, Wis., C. N. Casper Co. 297p. $6.75.

HOLMES, MARY CAROLINE. *Between the lines in Asia Minor.* Illus. N. Y., Revell. 224p. $1.50.

JONES, ROSALIE. *The American standard of living and world coöperation.* Illus. Boston, Cornhill Pub. Co. 329p. $4.

KELLOGG, J. H. *The itinerary of a breakfast.* N. Y., Funk & Wagnalls, 1920. 210p. $1.75.

KLINE, LINUS WARD, and CAREY, GERTRUDE L. *A measuring scale for free-hand drawing.* Johns Hopkins Univ. Studies in Educ. No. 5a. Baltimore, Md., Johns Hopkins Press. 15p. 60c.

LEIGHTON, JOSEPH A. *The field of philosophy; an introduction to the study of philosophy.* N. Y., Appleton. 584p. $3.

LEVIS, ELLA CANNON. *Citizenship; a practical textbook in community civics.* N. Y., Harcourt Brace, 1923. 470p. $1.60.

LINK, HENRY C. *Education and industry.* N. Y., Macmillan, 1923. 265p. $2.

LIPPITT, LOUISA C. *A manual of corrective gymnastics.* Illus. N. Y., Macmillan, 1923. 249p. $1.60.

LUCAS, WILLIAM PALMER. *The health of the runabout child; the journey from his mother's lap to the school gate.* Illus. N. Y., Macmillan. 229p. $1.75.

LYMAN, ROLLO LA VERNE. *English grammar in American schools before 1850.* (Bulletin, 1921. No. 12, Bureau of Education, Washington, Gov't Printing Office.) Chicago, Univ. of Chicago Press, 1922. 170p. 25c.

LYNCH, ELLA FRANCES. *Bookless lessons for the teacher-mother.* N. Y., Macmillan, 1922. 265p. $1.75.

MCDOUGALL, WILLIAM. *Outline of psychology.* N. Y., Scribner, 1923. 456p. $2.50.

MCKEE, LOUISE. *Pitman's loose leaf supplementary typewriting exercises.* N. Y., Isaac Pitman & Sons, 1923. 150 exercises on 50 cards. $1.50.

MCMURRY, KARL F. *Manual for teachers of bookkeeping.* Boston, Ginn & Co., 1923. 151p. 64c.

MCMURRY, OSCAR L., and others. *Teaching of the industrial arts in the elementary school.* N. Y., Macmillan, 1923. 357p. $2.

MAGEE, ANNA F. *The Magee intermediate reader; part 2, fifth year.* Boston, Ginn & Co., 1923. 488p. $1.12.

MATHEMATICAL ASSOCIATION OF AMERICA. *The reorganization of mathematics in secondary education; a report by the National Committee on Mathematical Requirements under the auspices of Author.* Hanover, N. H., Author, 1923. 652p. No. price at present.

MATHEWS, FERDINAND SCHUYLER. *The book of wild flowers for young people.* Illus. N. Y., Putnam. 397p. $3.

MELLOR, J. W. *A comprehensive treatise on inorganic and theoretical chemistry; vol. 3.* Illus. N. Y., Longmans, Green, 1923. 927p. $20.

MERRITT, WALTER GORDON. *The struggle for industrial liberty.* 42 Broadway, N. Y., League for Industrial Rights, 1922. 98p. Free.

MONROE, WALTER S., and FOSTER, I. O. *The status of the social sciences in the high schools of the North Central Association.* (Bur. of Educ. Research; Coll. of Educ.; bull. no. 13.) Univ. of Ill. Bull. Vol. 20, No. 18. Urbana, Ill., Univ. of Ill., 1922. Paper, 50c.

MOREHOUSE, FRANCES, and GRAHAM, SYBIL FLEMING. *American problems; a textbook in social progress.* Boston, Ginn, 1923. 567p. $1.72.

MUIR, RAMSEY. *A short history of the British Commonwealth; in 2 vol.; vol. 2; The modern Commonwealth, 1763 to 1919.* Yonkers, N. Y., World Bk. Co. 814p. $6.

NEWTON, A. EDWARD. *Dr. Johnson; a play.* Boston, Atlantic Monthly Press, 1923. 120p. $3.50.

*Nursing and nursing education in the United States; report of the Com. for the Study of Nursing Education and Report of a Survey by Josephine Goldmark, Secretary.* N. Y., Macmillan. 585p. $2.

O'SHEA, M. V. *Tobacco and mental efficiency.* N. Y., Macmillan, 1923. 258p. $2.50.

OTIS, ARTHUR S. *Arithmetic reasoning test.* Yonkers, N. Y., World Bk. Co. 2p. Form A and Form B. Pkg. of 25, 50c net.

PATON, D. NOEL, and PEMBREY, M. S. *Practical physiology; pt. 1; experimental physiology.* Illus. N. Y., Longmans, Green, 1923. 182p. $3.50.

PITTMAN, MARVIN S. *Successful teaching in rural schools.* N. Y., Am. Bk. Co., 1922. 294p. $1.40.

RAY, M. L., and BAHRET, RUTH A. *Correspondencia práctica.* Boston, Ginn & Co., 1923. 181p. $1.

RILEY, ALICE CUSHING DONALDSON. *Ten minutes by the clock, and three other plays for out-door and in-door production.* N. Y., Doran, 1923. 216p. $1.50.

ROBERT, GENERAL HENRY M. *Parliamentary law.* N. Y., Century. 588p. $5.

ROBINSON, LUTHER EMERSON. *Abraham Lincoln as a man of letters.* Illus. N. Y., Putnam, 1923. 344p. $2.50.

ROSS, CARMON. *The status of county teachers' institutes in Pennsylvania.* Phila., Univ. of Pa., 1922. 168p.

SALTER, J. T. *The direct primary; the Annals of the American Academy of Political and Social Science.* Box 4060, West Philadelphia, Philadelphia, Pa., 1923. Membership in Academy, $5 per year.

SHAVER, ERWIN L. *Teaching adolescents in the church school; a plan-book for training leaders of youth based on the project principle.* N. Y., Doran, 1923. 173p. $1.25.

SHULER, MARJORIE. *Party control in politics and government.* Brooklyn, N. Y., 1922. 160p. $1.60.

SMITH, CHARLES E. *Practical course in touch typewriting.* N. Y., Isaac Pitman, 1923. Boards, 208p., $1.50; Paper, 120p., $1.

SMITH, DARRELL HEVENOR. *The Bureau of Education; its history, activities, and organization.* (Service Monographs of the U. S. Government, no. 14; Institute for Government Research.) Baltimore, Johns Hopkins Press, 1923. 156p. $1.

SMITH, DAVID EUGENE. *Essentials of plane geometry.* Boston, Ginn & Co., 1923. 296p. $1.24.

SMITH, HENRY BRADFORD. *Foundations of formal logic.* Phila., Univ. of Pa., 1922. 56p. $1.75. Paper, $1.25.

(*Rest of list will appear in September*)

## The Book of Knowledge

MEE, ARTHUR, AND THOMPSON, HOLLAND, EDITORS-IN-CHIEF. *The Book of Knowledge; the Childrens' Encyclopedia.* 20 vols. New York. The Grolier Society.

In these days when the laboratory and library method prevails in the school world, when a vast amount of information on the basic things of life is demanded, it is absolutely necessary for pupils, parents, and teachers to have access to books that give such information in concise, concrete, and well-organized form.

It is especially desirable that the pupil early in life be led into a love of learning. His progress is predicated on such a "hunger and thirst" for truth as will make him a constant searcher to find it. How to stimulate and satisfy this feeling within the youth of our land is a problem with every teacher and parent.

The problem has been partly solved in recent years by the creating of some delightful books, which really tempt both young and old to help themselves to a feast of information. By means of attractive illustrations, by careful choice and arrangement of subject-matter, the reader is lured through these volumes along the interesting paths of learning. The art of book-making is brought to its best in this attempt to popularize study and to implant useful information.

Among the volumes that offer such a feast is *The Book of Knowledge,* published by the Grolier Society. This set of books is mentioned specifically here with no thought of discrediting other worthy contributions in the same field, but because the writer happens to know *The Book of Knowledge* best of all such books, and can through it make concrete this commendation of the effort to help boys and girls and older folk to gain more quickly and lastingly the knowledge they need in various lines of life.

*The Book of Knowledge* has proved a boon to my two boys. It helped to keep them at home; it reinforced definitely their school work; it stimulated their interest in independent study, especially along the lines of science and literature; and in general it opened their eyes to the world about them. I am grateful for the help it brought into their lives and our home.

The call these days is for systematizing the wealth of knowledge that has been flooded upon our schools. To turn pupils loose to range at will though it means mental dissipation rather than education. Any effort looking to the saving of wasted time and effort in learning essential things, is to be applauded. The set of books just named, and others of like purpose and huge merit, are to be most heartily commended.—Howard R. Driggs, professor of English, University of Utah, Salt Lake City, Utah.

# Annual Meeting—Program

THE FOLLOWING is a tentative program of the sixty-first annual meeting of the National Education Association at Oakland-San Francisco, July 1-6. General evening sessions will be held in the Auditorium in San Francisco. The Representative Assembly will meet in the Theatre of the Civic Auditorium in Oakland. About half of the departmental and allied meetings will be held in San Francisco and half in Oakland as indicated in the programs. The World Conference on Education will begin on June 28 and will hold joint meetings with the National Education Association as indicated. Forenoons have been given over generally to sessions of the Representative Assembly; afternoons to departmental and allied meetings whose programs appear elsewhere; and evenings to general sessions.

### Sunday Afternoon

**July 1, 4:00 o'clock**

Vesper Service in the First Congregational Church, Oakland (The details will be given in the official program).

### Sunday Evening

**July 1, 8:00 o'clock.**

Concert of Hawaiian Music—

The Work of the Pan Pacific Union—Frank F. Bunker, Executive Secretary, Pan Pacific Union, Honolulu, T. H.

The Work of the Pan American Union (Name will appear in official program)

The Work of the American Junior Red Cross—Henry Noble MacCracken, President of Vassar College, Poughkeepsie, New York.

### Monday Morning

**July 2, 8:30 o'clock**

Musical Program—8:30 to 9:00 o'clock

Address of Welcome to the City of Oakland—John L. Davie, Mayor of Oakland.

Address of Welcome to the State of California—Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.

Address in Response—A. E. Winship, Editor, *The Journal of Education*, Boston, Mass.

Thrift Education—Edith McClure Patterson, Dayton, Ohio.

Education for Parenthood—Alma L. Binzel, Assistant Professor of Child Training, Cornell University, Ithaca, New York, and University of Minnesota, Minneapolis, Minn.

Mental Measurements—Lewis M. Terman, Head of Department of Psychology, Leland Stanford University, Palo Alto, Calif.

### Monday Evening

**July 2, 7:30 o'clock**

Musical Program—7:30 to 8:00 o'clock

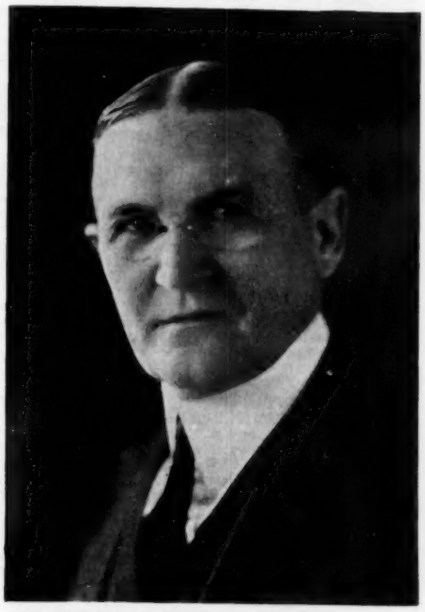
Address—William Bishop Owen, President, National Education Association, Chicago, Ill.

The Financing of the American Schools—George Drayton Strayer, Professor of School Administration, Teachers College, Columbia University, New York City.

Training in Service—James F. Hosic, Associate Professor of Education Teachers College, Columbia University, New York City.

Educational Research and the American School Program—Charles Hubbard Judd, Director of the School of Education, University of Chicago, Chicago, Ill.

Following the meeting there will be a reception at Hotel Fairmont, San Francisco.



*DR. WILLIAM B. OWEN, President of the National Education Association, whose program appears herewith. Dr. Owen is president of the Chicago Normal College, Chicago, Illinois.*

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### Tuesday Morning

**July 3, 9:00 o'clock**

Report of Committee on Credentials—

Adoption of Rules, Minutes, and Order of Business—

Reports of Committees—Character Education, Illiteracy, Salaries, and Coöperation with American Legion.

Other Business.

### Tuesday Afternoon

**July 3, 4:00 o'clock**

Reception in the Hotel Oakland, Oakland.

### Tuesday Evening

**July 3, 7:30 o'clock**

Musical Program—7:30 to 8:00 o'clock.

*The American School Program*

From the Standpoint of the Nation—John J. Tigert, United States Commissioner of Education, Washington, D. C.

From the Standpoint of the State—Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pa.

From the Standpoint of the City—William L. Ettinger, Superintendent of Schools, New York City.

From the Standpoint of the Rural School—Florence M. Hale, State Agent for Rural Education, Augusta, Maine.

### Wednesday Morning

**July 4, 10:00 o'clock**

**Greek Theater, University of California, Berkeley, California**

An educational and patriotic program under the joint auspices of the National Education Association and the American Council on Education. Among those who have been invited to speak are Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.; William W. Campbell, President, University of California, Berkeley, Calif.; General John J. Pershing, U. S. A.; and Alvin M. Owsley, National Commander, American Legion.

### Thursday Morning

**July 5, 9:30 o'clock**

Roll call and general business—

Reports of Committees—Pensions, Coöperation with Picture Producers, Rural Schools, Thrift, and other standing committees.

New Business—

### Thursday Evening

**July 5, 7:30 o'clock**

Musical Program—7:30 to 8:00 o'clock.

*National Education Association and World Conference on Education*

Address—Herbert C. Hoover, Secretary of Commerce, Washington, D. C. (Invited).

Address—A Foreign Delegate from Central or South America (Name to be given in official program).

Address—Princess Santa Borghese, Rome, Italy.

Address—Augustus O. Thomas, Chairman of Committee on Foreign Relations.

Address—A Foreign Delegate from the Orient (Name to be given in official program).

### Friday Morning

**July 6, 9:30 o'clock**

Reports of Executive Committee, Board of Directors, Treasurer, Board of Trustees, and Foreign Relations Committee.

Unfinished Business—

New Business—

Reports of Committees on Necrology, Resolutions, and Nominations.

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**President Harding** has been invited to be present and deliver an address some time during convention week. He will probably accept if he finds it possible to carry out his Western itinerary.

# Tentative Programs of Departments and Allied Organizations

NATIONAL COUNCIL OF EDUCATION will hold four sessions July 2, 3, 5, and 6. The Monday afternoon meeting will begin with an address by J. M. Gwinn, New Orleans, president of the Council, to be followed by addresses by Thomas E. Finegan, State superintendent of public instruction, Harrisburg, Pa.; W. B. Owen, president of the National Education Association, Chicago, Ill.

On Tuesday afternoon the following program will be given: Final Report on Rural Education, John F. Sims, president of State Normal School, Stevens Point, Wis.; Vocational Education, Payson Smith, commissioner of education, Boston, Mass.; Round Table Discussion of Objectives of Part-Time Education; Participation of Teachers in Management of the School, Harlan Updegraff, president, Cornell College, Mt. Vernon, Iowa.

The Thursday afternoon program will include: Applying the Principles of Thrift in the Course of Study, Arthur H. Chamberlain, secretary, California State Teachers' Association, San Francisco, Calif.; Open Forum Discussion of Some Definite Phase of the Thrift Problem; Character Education Committee Report and Open Forum, Milton Bennion, University of Utah; Report of Committee on Racial Well-Being, Helen C. Putnam, Providence, R. I.

On Friday afternoon the open forum on The Status of the American Woman Teacher will be directed by Anna Laura Force, Denver, Colo. Business meeting.

DEPARTMENT OF BUSINESS EDUCATION will hold two regular sessions, July 2 and 5. The Monday afternoon program will include the following speakers: Roy J. Kelly, personnel director, Associated Oil Company, San Francisco; Charles H. Victor, Pacific Coast manager, Yawman and Erbe Manufacturing Company; F. Dohrmann, Jr., president Board of Education, City and County of San Francisco; Melvin S. Lewis, State director for vocational education, Boise, Idaho.

Thursday at 12:30 p. m. a Chamber of Commerce luncheon will be held to be followed by the second regular session. The topic of the afternoon will be Fundamentals in Methods, which will be discussed by J. V. Breitwieser, Department of Education, University of California, and J. E. Coover, Department of Psychology, Leland Stanford University.

DEPARTMENT OF CHILD HYGIENE will merge its sessions with those of the International Health Conference.

DEPARTMENT OF CLASSROOM TEACHERS will hold two sessions, July 2 and 3, and a business session on Thursday. The Monday afternoon session will be devoted to the general subject, The Contribution of the Classroom Teacher Toward Progress in Education. This will be discussed from the Viewpoint of the American Legion by Garland W. Powell, director of the National Americanism Commission, American Legion, Indianapolis, Ind.; from the Viewpoint of Labor by E. P. Marsh, U. S. Department of Labor, Immigration Station, Portland, Oregon; from the Viewpoint Agriculture by O. J. Kern, Department of Agricultural Education, University of California; from the Viewpoint of Business by Arvid Reuterdahl, president of Ramsey Institute of Technology, St. Paul, Minn.; from the Viewpoint of the National Education Association by Charl Ormond Williams, legislative secretary, National Education Association. A message to the Department will be read from James J. Davis, Secretary of Labor.

The Tuesday afternoon session will be a continuation of the general subject given on Monday afternoon and will include the following subjects and speakers: Research Work, Mrs. Emma L. Dacre, president of the National League of Teachers' Associations, San Francisco; Equal Salary for Equal Service, Julia E. Sullivan, Junior High School, Boston, Mass.; The Towner-Sterling Bill, Mattie M. Montgomery, Sedalia High School, Sedalia, Mo.; A message from the Hawaiian Islands, Emily Ewaliko, Hilo Union School, Hilo; The Contribution of the Classroom Teachers as seen by the President of the Department, Effie MacGregor, Minneapolis, Minn.

A dinner will be held Tuesday evening, July 3, at 6:30 o'clock, at Hotel Oakland.

DEANS OF WOMEN and Deans of Girls will hold a luncheon under the joint auspices of the National Association of Deans of Women and the Western Conference of Deans of Women at Hotel Oakland, Tuesday, July 3, at 12:30. Reservations may be made by notifying Dean Mary Yost, Stanford University, California.

DEPARTMENT OF EDUCATIONAL PUBLICATIONS will hold one general session and a dinner meeting on Tuesday, July 3. The afternoon meeting has for its theme Sensing and Crystallizing Thinking Developed through Educational Literature. The following will lead the discussion: Frank P. Graves, commissioner of education, Albany, N. Y.; Dana H. Ferrin, New York City; Selden Smith, San Francisco.

At the dinner meeting speeches will be given by the following: John K. Norton, director of research, National Education Association, Washington, D. C.; and W. F. Webster, superintendent of schools, Minneapolis, Minn.

DEPARTMENT OF ELEMENTARY EDUCATION will hold two sessions on the afternoons of July 3 and 6, at 2 o'clock. On Tuesday, Mrs. John Cuddy, head of the Children's Theatre Movement in San Francisco, will speak on the Value of Dramatic Work in the Schools, and will give a Demonstration of Dramatic Work by the Children Players from the Children's Theatre. Other outstanding speakers will be: Daisy Hetherington, director of University of California Play School; Grace G. Stanley, State commissioner of elementary education, Sacramento, Calif.; and Ethel Richardson, assistant State superintendent of schools, Calif.

On Friday afternoon a joint meeting of this Department will be held with the Department of Elementary School Principals. The general theme will be The New Elementary School. The Curriculum will be discussed by H. B. Wilson, superintendent of schools, Berkeley, Calif.; Leo Baisden, principal of High School, Everett, Wash.; and T. R. Cole, superintendent of schools, Seattle, Wash. C. C. Certain, assistant director of Language Instruction, Detroit, Mich., will give a Report of the Library Commission, and Lulu Shelton, Washington School, Oakland, will discuss the Management of a Library in the Elementary School.

DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS will hold four sessions, July 2, 3, 5, and 6. The Monday afternoon program is as follows: Achievement Testing in an Elementary School, Raymond H. Franzen, assistant professor of Psychology and Education, University of California; Classification According to the Promotion Age, Mary J. Flynn, principal of the Micheltorena Street School, Los Angeles; The Classification of Children in the Lincoln School, Oakland, Calif., Helen Jacque, Lincoln School, Oakland. The programs of July 2 and 3 are based on the Second Yearbook of the Department. Discussion.

The Tuesday afternoon program is as follows: Remedial Work in Reading and Arithmetic, Elda L. Merton, assistant superintendent of schools, Waukesha, Wis.; Increasing Speed and Comprehension of Silent Reading, Charles Potter, principal of the Rainier Elementary School, Seattle, Wash.; Teaching Language under the Individual Method, Margaret H. Smith, principal of the 61st Street School, Los Angeles; Education in a Platoon School, A. S. Gist, principal of the B. F. Day School, Seattle, Wash.

On Thursday afternoon there will be a business meeting and on Friday afternoon a joint meeting with the Department of Elementary Education.

DEPARTMENT OF HIGHER EDUCATION will hold one session Tuesday afternoon, July 3, at 2 o'clock. Tully C. Knoles, president of the College of the Pacific, San Jose, Calif., will speak on Character and Spiritual Ideals as Fundamentals in American Education, and David Starr Jordan of Leland Stanford University will discuss What can the Colleges and Universities do to Elevate the Moral Tone of the Students?

DEPARTMENT OF IMMIGRANT EDUCATION will hold three sessions, July 3, 4, and 5. At the Tuesday afternoon session, July 3, the following speakers will discuss as a general topic How Can Citizenship Training be Made Dynamic: Arthur D. Dean, Teachers College, Columbia University, New York City; Frederick Woellner, University of California; Mrs. Helen Horvath, West Commerce School, Cleveland, Ohio; and Marguerite Burnett, State director of immigrant education, Wilmington, Del. A one-act play by pupils of Oakland and Berkeley classes for foreign adults will be given. Music will be furnished by Mrs. Harriet Wilson, International Institute, Y. W. C. A., San Francisco, Calif.

A luncheon will be held Wednesday noon, followed by a program which will include the following leaders in immigration work: E. C. Vermillion, supervisor of immigrant education, State of Ohio; Lillian Clark, supervisor of teacher training Division of Americanization, Columbus, Ohio; H. Ralph Davis, regional director, Pittsburgh, Pa.; Flora D. Smith, director of immigrant education, Los Angeles; D. L. Hennessey, director of immigrant education, Berkeley, Calif.; Nina J. Beglinger, supervisor English to foreigners, Detroit, Mich.; Mrs. Harriet Merrill, supervisor, Fresno County, Calif.; Marguerite Burnett, director of immigrant education, Delaware; and Mrs. Annie M. Godfrey, educational representative, Naturalization Service, U. S. Department of Labor.

Thursday afternoon, July 5, the general topic will be The American Public School and Old World Culture. The program includes: Mexican folksongs; Old World Traits in America, Julius Drachsler, professor of sociology, College of the City of New York; What the Foreign-born Bring to America,—(a) for the Slavic groups, Mrs. A. Zelenko (Russian) Lecturer for University of California Extension Division; (b) For the Mexican groups, Senor L. Garza Leal, Consul for Mexico, Los Angeles; (c) For the Japanese groups, S. Yoda, consul general of Japan.

ON THE FOURTH of July the U. S. Department of Labor, Naturalization Service, cooperating with the California Federation of Women's Clubs and other civic bodies, and the City of San Francisco, will hold a celebration for newly naturalized citizens and Americans reaching their majority, in the Civic Auditorium at 2 p. m.

DEPARTMENT OF KINDERGARTEN EDUCATION will hold three sessions, July 3, 5, and 6. On Tuesday afternoon, July 3, a joint meeting of this department and the Department of Child Hygiene, the National Council of Primary Education, the National Conference on Educational Method, and the American Home Economics Association will be held in Oakland. The topic of the afternoon is The New Psychology and the Teacher of Little Children.

On Thursday afternoon, July 5, at 2 o'clock, in Oakland, a joint meeting with the same groups will be held. The general topic will be Best Types of Principles and Practice in Education of Young Children, emphasizing the needs of the nursery and primary-school periods. A discussion will follow.

Friday afternoon, July 6, a luncheon and business session will be held at the Claremont Hotel, Berkeley, followed by an automobile ride along the Skyline Boulevard.

LIBRARY DEPARTMENT will hold two sessions, July 2 and 5. The Monday afternoon meeting will include the following speakers: Martha C. Pritchard, supervisor of school libraries, Detroit, Mich.; Lucile F. Fargo, librarian, North Central High School, Spokane, Wash.; and James F. Hosic, associate professor, Teachers College, Columbia University. The program for the session on July 5 will include the following speakers: Mary Harris, librarian of High School, Santa Ana, Calif.; Joy Elmer Morgan, Editor of THE JOURNAL of the National Education Association; and Aurelia Henry Reinhardt, president of Mills College, Oakland, Calif. A library luncheon Thursday noon will be under the direction of Mrs. Elizabeth Madison, supervisor of school libraries, Oakland.

DEPARTMENT OF MUSIC EDUCATION will hold two sessions, Monday and Thursday, July 2 and 5. The Monday afternoon session will include addresses by Fred W. Richardson, Governor of California, and William W. Campbell, president, University of California. Music will be supplied by the Oakland High-School Glee Club and the Oakland Technical High-School Orchestra.

The Thursday afternoon session on July 5 will open with an address by the president of the department. Will C. Wood, State superintendent of schools, Sacramento, Calif., will speak and also John J. Landsbury, dean of music, University of Oregon.

DEPARTMENT OF NORMAL SCHOOLS will hold one session Tuesday, July 3, using as a general theme Attainable Ideals in Normal Schools and Colleges. The program includes the following speakers: Samuel M. Hadden, of the State Teachers' College, Greeley, Colo., will discuss the subject Industrial and Fine Arts in Education, and W. W. Kemp, president, State Teachers' College, San Jose, Calif., will speak on Fundamentals in the Administration of the Normal Schools and Teachers' Colleges. The following speakers will appear: John F. Sims, president, State Normal School, Stevens Point, Wis.; M. L. Darsie, head of the Department of Education of the Southern Branch of the University of California, Los Angeles, and Irving Outcalt, head of the Department of English, State Normal School, San Diego, Calif.

DEPARTMENT OF PHYSICAL EDUCATION will merge its sessions with those of the International Health Conference. A business meeting of this Department will be held Monday afternoon, July 2, at 4 o'clock at Hotel Fairmont, San Francisco.

DEPARTMENT OF RURAL EDUCATION will hold two afternoon sessions, July 5 and 6, at 2 o'clock. The Thursday afternoon meeting will have for its general subject Three Fundamentals in Rural Education. The following program will be concluded by a discussion: Rural Leadership, Elwood P. Cubberley, professor of education, Leland Stanford University; Selling Rural Education to the Public, Orson Ryan, county superintendent of schools, Logan City, Utah; A State Program in Rural Education, Charles A. Lory, president of Colorado Agricultural College, Fort Collins, Colo.

The session on Friday afternoon will include the following: The Elements of Rural Civilization in the Course of Study for Country Schools, O. J. Kern, assistant professor, agricultural education, University of California; Rural School Finance, Mark Keppel, county superintendent of schools, Los Angeles; The Success of the Consolidated School as I have observed it throughout the United States, J. J. Tigert, U. S. commissioner of education, Washington, D. C. A general discussion will conclude the program.

DEPARTMENT OF SCHOOL ADMINISTRATION will hold two meetings, Thursday afternoon, July 5, and Friday afternoon, July 6. The program of the first meeting will include: Address of Welcome, president, Board of Education, Oakland, Calif.; Modern School Board Organization, Fred C. Ayer, professor of education, University of Washington, Seattle, Wash.; Modern Plan of Organization for City School Administration, Fred M. Hunter, superintendent of schools, Oakland; The Business Side of School Administration, Robert E. Fulton, secretary, Board of Education, Portland, Ore.; Secretarial School Board Service, Reuben W. Jones, secretary, Board of Education, Seattle, Wash.; Modern Plan of Organization for State School Administration, James H. Hickman, assistant State superintendent of schools, Charleston, W. Va.

The Friday afternoon meeting will consist of an address by Will C. Wood, State superintendent of public instruction, Sacramento, Calif., on State School Finances, followed by a discussion led by Charles E. Seaman, president of Board of Education, Los Angeles. Frank Irving Cooper will then provide a school architecture program.

DEPARTMENT OF SCIENCE INSTRUCTION will hold two sessions Tuesday and Thursday, July 3 and 5, at 2 o'clock. The general program on Tuesday will consist of the following speeches: Science and Human Affairs, R. A. Millikan, president of California Institute of Technology, Pasadena; Facts which Lead to the Proposal of a Six Years' Science Program, Otis J. Caldwell, Teachers College, Columbia University, New York City; Role of Science in Education, Percy E. Rowell, Vocational Science, Oakland Technical High School, Oakland. Sectional meetings with group leaders will follow.

Thursday afternoon the following general program will be given: Relation Between Secondary and College Science, Joel H. Hildebrand, University of California; Science, a Common High-School Study, Edwin R. Snyder, commissioner of vocational education, State Department of Education, Sacramento; What Can be Done to Provide a Four-Year Science Program in the Small High School, Edna W. Bailey, supervisor of the Teaching of Science, University High School, Oakland. Sectional meetings will follow.

DEPARTMENT OF SECONDARY EDUCATION will hold sessions on July 2, 5, and 6. The program for the Monday afternoon session will include the following subjects, each to be followed by a ten-minute discussion: Reorganization of Athletics; Vocational Education; the Place of Social Sciences in the Curriculum of the High Schools; and the Present Aims of Secondary Education.

At the Thursday afternoon session the speakers will discuss Standardized Tests; Individual Differences in Students and School Counseling; the Social Life of the High School; and High School Libraries.

On Friday afternoon a joint session will be held with the High School Section of the California State Teachers' Association.

DEPARTMENT OF VOCATIONAL EDUCATION AND PRACTICAL ARTS will hold three sessions, Monday, Tuesday, and Thursday, July 2, 3, and 5. At the Monday afternoon session an address To What Extent Does Vocational Training in Agriculture Contribute in Producing a Trained Rural Citizenry, Charles Skidmore, Federal Board for Vocational Education, Washington, D. C., will be followed by a discussion by B. M. Davies, State supervisor of agricultural education, Colorado, and J. B. Lillard, State supervisor of agricultural education, California. Others who will participate in the program are: Benjamin Johnson, supervisor of industrial education, California; Mary Ruth Fisher, Toledo, Ohio; and Arthur D. Dean, formerly of Columbia University, New York City, followed by a discussion.

## 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.

MEETING PLACES for the general sessions, for the World Conference, and for Departments and Allied Organizations will be given definitely in the Official Program. For the convenience of persons making hotel reservations the city in which each meeting will be held is here indicated.

National Education Association:

| | |
|---|---|
| Representative Assembly | Oakland |
| General Evening Sessions | San Francisco |
| World Conference on Education | San Francisco |
| National Council of Education | San Francisco |

DEPARTMENTS OF ASSOCIATION

| | |
|---|---|
| Business Education | San Francisco |
| Child Hygiene | San Francisco |
| Classroom Teachers | Oakland |
| Deans of Women | Oakland |
| Educational Publications | San Francisco |
| Elementary Education | Oakland |
| Elementary-school Principals | Oakland |
| Higher Education | San Francisco |
| Immigrant Education | San Francisco |
| Kindergarten Education | Oakland |
| Library | Oakland |
| Music Education | Oakland |
| Normal Schools | San Francisco |
| Physical Education | San Francisco |
| Rural Education | Oakland |
| School Administration | San Francisco |
| Science Instruction | Oakland |
| Secondary Education | San Francisco |
| Vocational Education and Practical Arts | San Francisco |
| Wider Use of Schoolhouses | San Francisco |

ALLIED ORGANIZATIONS

| | |
|---|---|
| American Home Economics Association | Oakland |
| American Junior Red Cross | San Francisco |
| Illiteracy Commission (luncheon) | San Francisco |
| National Federation of Modern Language Teachers | San Francisco |
| National Council of Teachers of English | Oakland |
| National Conference on Educational Method | Oakland |
| National League of Teachers Associations | San Francisco |
| Visual Education Conference | Oakland |
| National Council of Administrative Women in Education (luncheon) | Oakland |
| National Council of Primary Education (luncheon) | Oakland |
| National Association of Teachers of Speech | Oakland |
| National Organization of Secretaries of State Education Associations | Oakland |
| National Council for Social Studies | Oakland |
| National Council of State Departments of Education | Oakland |
| School Garden Association of America | San Francisco |
| Illiteracy Conference | San Francisco |

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 / private home) with (private / detached) bath to be located in (Oakland / San Francisco)

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.

On Tuesday, July 3, at 3:15 o'clock, the Department will hold a joint meeting with the National Council of Education under the auspices of Committee on Vocational Education. W. A. Tenney, director of Part-time Education, Oakland, and Maud I. Murchie, State supervisor of home economics, California, will speak on Part-time Education.

On Thursday afternoon there will be a joint meeting with the Vocational Education Association of California. The president of the Department will give the opening address and will be followed by: L. H. Dennis, of the State Department, Harrisburg, Pa.; Edwin A. Lee, president of Vocational Education Association of California, Bay Section; Stanley B. Wilson, California State Board of Education; Ruth Mary Weeks, instructor in English and Sociology, Junior College, Kansas City, Mo.; and Edwin R. Snyder, commissioner of Industrial and Vocational Education, State of California.

DEPARTMENT OF WIDER USE OF SCHOOLHOUSES will hold two sessions, July 3 and 5. The following speakers will take part: Mr. John F. Collier, formerly of the Community Center Work of New York City, Mr. Clarence A. Perry, of the Russell Sage Foundation, Mr. Edward L. Burchard, of the Community Center Work of Chicago, and Mr. Krohn, Recreation Leader of Portland.

ALL VISITING SCHOOL MEN are most cordially invited to attend a dinner on Saturday evening, June 30, in the Gold Ball Room, Palace Hotel, San Francisco, at 6:30 o'clock as the guests of the California School Masters' Club. The Club wishes to give visitors a sample of genuine Western fellowship.

AMERICAN HOME ECONOMICS ASSOCIATION will hold two sessions, July 5 and 6. At the Thursday afternoon session, July 5, E. V. McCollum, professor of biochemistry, School of Hygiene and Public Health, Johns Hopkins University, Baltimore, Md., will speak on Human Experience with the Diets of Different Types.

Friday afternoon, the association will hold a meeting at which Mrs. Mary S. Woolman, lecturer on textiles, Boston, Mass., will talk on the Responsibility of the Home Economics Teacher to Train the Consumer.

AMERICAN JUNIOR RED CROSS will hold a session Sunday evening, July 1, at 8 o'clock, under the auspices of the World Conference on Education in San Francisco.

On Monday afternoon, July 2, at 2 o'clock, the following program, including the following speakers, will be given: Arthur W. Dunn, National director, American Junior Red Cross, Washington, D. C.; Theodora George, Junior Red Cross Division, The League of Red Cross Societies, Paris, France; and R. P. Lane, former European director, American Junior Red Cross, Paris, France.

At 6:30 of the same afternoon a dinner will be held at Hotel Whitcomb, San Francisco, to which all interested in Junior Red Cross are cordially invited.

ILLITERACY COMMISSION will hold a luncheon Tuesday, July 3, in Hotel Fairmont, San Francisco, at 12:30 o'clock, in honor of the foreign representatives to the World Conference on Education.

THE INTERNATIONAL HEALTH EDUCATION CONFERENCE will hold eight sessions under the auspices of the World Education Conference and the National Education Association. These meetings have been arranged through the coöperation of the American Child Health Association, the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, the American School Hygiene Association, and the Departments of Child Hygiene and Physical Education of the National Education Association.

The first session will discuss Health Education in the World Today, setting forth ideals and descriptions of characteristic, actively functioning health programs. The theme of the second session will be the Place of the Nurse in Health Education. It will describe the opportunities for health education offered to nurses in the training school at the present time and modifications proposed in order to enlarge these opportunities. It will also aim to describe the most satisfactory working relations between nurses and the rest of the school staff to realize the aims of health education.

The main themes of sessions three, four, and five are: Contributions of Physicians and Dentists to a Health Education Program; Contributions from the Field of Nutrition to a Health Education Program; Physical Education in Relation to the Health Education Program. The speakers will be announced later. Provision has been made for contribution by foreign visitors and for ample discussion of the main papers which will make up each program.

Session six will discuss the Making of a Curriculum in Health Education, including the desirable objectives, educational principles, and standards of child development as they should be considered in making a curriculum. There will also be a discussion of the correlation of the Health Education Program with the rest of the curriculum.

Session seven will have for its main theme the Preparation of Teachers and Supervisors to Carry on Health Education Work and session eight, the Contribution of Non-school Agencies to the Program of Health Education.

### 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.

NATIONAL ASSOCIATION OF TEACHERS OF SPEECH will conduct two afternoon sessions, one on Thursday, July 5, and the other on Friday, July 6, at 2:00 o'clock. This will be a National program covering the various phases of speech education and will be under the chairmanship of Prof. J. M. O'Neill, of the University of Wisconsin.

NATIONAL CONFERENCE ON EDUCATIONAL METHOD will hold one session, Tuesday afternoon, July 3, at 2 o'clock. The program includes the following speakers: James F. Hosic, Columbia University, New York City; Ethel I. Salisbury, director of Course of Study Department, Los Angeles, Calif.; C. E. Rugh, Professor of Education, University of California; and Yetta Shoninger, State Normal School, San Jose, Calif.

NATIONAL COUNCIL FOR THE SOCIAL STUDIES will hold two sessions, Monday, July 2, and Tuesday, July 3, at 2:00 o'clock in Oakland. These meetings will be under the leadership of Edgar Dawson, Hunter College, New York City.

NATIONAL COUNCIL OF ADMINISTRATIVE WOMEN IN EDUCATION will hold a luncheon Thursday, July 5, at 12:30 o'clock. There will also be a breakfast conference of the Executive and Advisory Committees on Tuesday, July 3.

NATIONAL COUNCIL OF PRIMARY EDUCATION will have a luncheon at the Key Route Inn, Oakland, Thursday noon, July 5. Plates $1.75. Reservations may be made with Frances J. Power, 4016 Peralta Avenue, Fruitvale, Oakland, California. A cordial invitation is extended to all interested in the problems of primary education.

NATIONAL COUNCIL OF STATE DEPARTMENTS OF EDUCATION will hold a meeting Monday afternoon, July 2, at 2:00 o'clock in Oakland. The Council will also hold a banquet.

NATIONAL COUNCIL OF TEACHERS OF ENGLISH will hold two afternoon sessions, July 2 and 3. The Monday afternoon program follows: Place of Literature in the Curriculum, William B. Owen, president, National Education Association, Chicago, Ill.; Program of Investigation, James F. Hosic, associate professor of Education, Teachers College, Columbia University, New York City; Some Needs in the Training of Teachers, Emma J. Breck, University High School, Oakland, Calif.

On Tuesday J. W. Searson, professor of English, University of Nebraska, and Howard R. Driggs, New York City, will be the principal speakers.

NATIONAL FEDERATION OF MODERN LANGUAGE TEACHERS will hold two sessions, July 3 and 5, under the leadership of H. R. Brush, of the University of California, Southern Branch, Los Angeles. At the Tuesday afternoon session addresses will be given by Edward Armstrong, Princeton University, Princeton, N. J.; Antonio Solalinde of Spain; Richard Holbrook, of California; and Carleton Wheeler, Los Angeles, Calif. At the Thursday afternoon session Oliver Johnston, Stanford University, Calif. will speak. There will be a round table discussion of Modern Language problems.

NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS will hold three meetings, July 2, 4, and 6. The first session will be held Monday afternoon, July 2, at 2 o'clock. The program which is preceded by a short business session is as follows: Teacher Training, Will C. Wood, State superintendent of schools, Sacramento, Calif.; remarks by President Owen, of the National Education Association; and an address by William C. Bagley, Professor of Education, Teachers College, Columbia University. The program concludes with a report of committees.

Wednesday, July 4, at 12:30 a luncheon will be held at which Superintendent Wilson, of Berkeley, Calif., will speak. There will be reports by affiliated clubs on teacher participation and teacher rating. Remarks from members and friends of the League will conclude the program.

On Friday afternoon, July 6, at 2 o'clock, following the reports of committees, a short business session will be held.

NATIONAL ORGANIZATION OF SECRETARIES of State Education Associations will hold two afternoon sessions, Tuesday and Thursday, July 3 and 5. The program of the Tuesday afternoon session will include Scientific Teacher Placement, Arthur H. Chamberlain, secretary, California State Teachers' Association, San Francisco. The following secretaries of State Education Associations will take part in the discussions of the afternoon: F. L. Pinet, Kansas; Ernest T. Cameron, Michigan; Arthur L. Marsh, Washington; E. M. Carter, Missouri; E. G. Doudna, Wisconsin; Robert C. Moore, Illinois; Everett M. Hosman, Nebraska; C. J. Heatwole, Virginia; H. G. Dowling, Alabama. John K. Norton and Joy E. Morgan, of the National Education Association, will also speak.

The Thursday afternoon program will discuss the Coöperative Plan for Securing Advertising, under the leadership of Charles F. Pye, secretary Iowa State Teachers' Association, Des Moines. A Symposium on What the Legislatures of 1923 did for the Schools will be held by Secretaries Frank E. Reynolds, of Ohio; C. J. Schulz, of Minnesota; H. B. Smith, of Colorado, and M. R. Floyd, of Oklahoma.

THE SCHOOL GARDEN ASSOCIATION OF AMERICA will hold meetings on Monday afternoon, July 2, and Tuesday afternoon, July 3, at 2:00 o'clock in San Francisco.

A VISUAL EDUCATION CONFERENCE will be held at Aahmese Temple, Thursday afternoon, July 6, at 2:00 o'clock. Superintendent H. B. Wilson, of Berkeley, Calif., will preside.

# NOTES *and* ANNOUNCEMENTS

OAKLAND AND SAN FRANCISCO are uniting all forces to make the meeting of the National Education Association and the World Conference on Education the greatest meeting in the history of the Association. The local committee organization is so made up that every necessary activity is placed in the hands of a keenly interested and active subcommittee. Citizens are backing the committee by generous financial contributions, and nothing will be lacking so far as local effort is concerned.

Conditions for the convention are ideal in many respects. Although the meetings are to be divided between the two cities, this will cause no inconvenience. The splendid car and ferry service and the delights of the ferry trip across San Francisco Bay will compensate one for the time spent in this travel. The trip across the Bay will prove a delightful relief from the strenuous business of the convention and will afford an opportunity for sociability that hardly could be obtained under other conditions of meeting arrangement.

Oakland and San Francisco have entertained several great conventions. Their citizens and organizations rise to the responsibility of such entertainment. The members of the National Education Association will enjoy hospitality of an unusual type.

RATES—Those planning to attend the Oakland-San Francisco meeting will have the advantage of special tourist railroad rates extending from May 15 through October 15. These rates provide for generous stop-over privileges and for going one route and returning by another. For additional information inquire of local ticket agents. Pullman reservations should be made as far in advance as possible.

HOTEL ACCOMMODATIONS — Directions for hotel reservations as outlined in the special announcement in this number of THE JOURNAL should be carefully followed.

REGISTRATION HEADQUARTERS will be conveniently located in the Arena of the Oakland Civic Auditorium.

N. E. A. POST-OFFICE AND INFORMATION SERVICE will be located at registration headquarters.

TICKETS for breakfasts, luncheons, and dinners will be on sale at the General Information Booth at headquarters.

MEMBERS SHOULD HAVE THEIR MEMBERSHIP CARDS FOR 1922-23 or 1923-24 with them at the Oakland meeting. By showing the membership card at registration headquarters, members will receive the program and all announcements. Those who do not have membership cards should enrol at registration headquarters and receive their cards and announcements.

DELEGATES—Delegates to the Representative Assembly of the National Education Association should first register and then present proper credentials from their State or local affiliated associations to the Secretary, J. W. Crabtree, whose office will be located near general registration headquarters in the Oakland Civic Auditorium. The Secretary's office will be open, beginning June 27. As all delegates should be duly registered and accredited by Monday morning, the opening day of the Convention, it is advisable for them to reach Oakland not later that Saturday, June 30.

STATE HEADQUARTERS will be at Hotel Oakland, Oakland.

COMMERCIAL EXHIBITS will be located in the Arena of the Oakland Civic Auditorium. Educational Exhibits will be located at the Civic Center in San Francisco.

THE ADVERTISING PAGES OF THE JOURNAL should be read carefully by all members. Persons expecting to attend the convention will be especially interested in the announcements of railroad and steamship routes, tours, and summer schools which appear in this number.

**Official Meetings** — EXECUTIVE COMMITTEE Saturday morning, June 30, 9:00 o'clock, and Friday afternoon, July 6, 4:00 o'clock, in Convention Hall B, Civic Auditorium, Oakland.

BOARD OF TRUSTEES—Friday afternoon, July 6, 3:30 o'clock, in Convention Hall B, Civic Auditorium, Oakland.

BOARD OF DIRECTORS—Monday morning, July 2, 10:30 o'clock, in Convention Hall B, Civic Auditorium, Oakland.

NEW BOARD OF DIRECTORS—Friday afternoon, July 6, 2:30 o'clock, in Convention Hall B, Civic Auditorium, Oakland.

REPRESENTATIVE ASSEMBLY—First meeting, Tuesday morning, July 3, 9:00 o'clock. Second meeting, Thursday morning, July 5, 9.00 o'clock. Third meeting, Friday morning, July 6, 9:00 o'clock, all in Civic Auditorium, Oakland.

DELEGATES TO MEET BY STATES Monday afternoon, July 2, 5:00 o'clock, at State headquarters, Oakland Hotel, Oakland.

COMMITTEE ON RESOLUTIONS — Tuesday afternoon, July 3, 4:00 o'clock, in Room 101, Hotel Oakland. To receive resolutions for consideration from active members. Any active member desiring to submit a resolution should see that it is in the hands of the secretary prior to this meeting.

COMMITTEE ON NOMINATIONS—Wednesday morning, July 4, 9:00 o'clock, in Room 101, Hotel Oakland, Oakland.

IN ADDITION to the letters of greeting published in the May JOURNAL, special letters expressing greeting and goodwill and inviting teachers to enjoy the benefits of their several communities and institutions, have been received from Mayor John L. Davie, of Oakland; Mayor James Rolph, Jr., of San Francisco; President Aurelia H. Reinhardt, of Mills College; President Ray L. Wilbur, of Leland Stanford Junior University, and President David P. Barrows, of the University of California. Those who attend the summer meetings are assured every courtesy and opportunity that the combined efforts of professional and civic leaders in California can make available.

THE RESEARCH BULLETIN of the National Education Association for March, 1923, was recently issued. It contains data on the question of school costs. The main section of the Bulletin is given over to a presentation of the basic data resulting from the recent inquiry of the Salary Committee of the National Education Association, of which Dr. E. S. Evenden, of Teachers College, Columbia University, New York City, is chairman. Considerable data are given concerning the salary schedules in effect in cities of all sizes in practically all States in the Union. Distributions of salaries paid, as well as minimum, medium, and maximum salaries, are given for various groups of classroom teachers and school executives. In addition to the salary data given in this Bulletin, the Salary Committee of the National Education Association will shortly issue its report which will contain additional information of value to those interested in teachers' salaries.

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."

MISS KATE STEVENS, of London, who was a delegate to the annual meeting of the National Education Association in 1911, and who has been traveling in this country for sometime has been designated by the Child Study Society of London as its representative at the World Conference in San Francisco.

RICHARD G. BOONE, associate editor of the Sierra Educational News, died on April 7. His joint article in this number of THE JOURNAL is the last important educational enterprise to which Dr. Boone gave his attention, and along with a large volume of other writings is a monument to his great service to the profession.

AN ILLITERACY CONFERENCE of Northern and Eastern States was held May 1 and 2 in Detroit, Michigan, under the auspices of the Illiteracy Commission of the National Education Association, of which Mrs. Cora Wilson Stewart is chairman. The illiteracy conferences have stood uniformly for the Towner-Sterling Education Bill and for the elimination of illiteracy in the United States by 1930.

A CARAVAN of two hundred automobiles is expected to make the drive from the Inland Empire States (Washington, Oregon, Idaho, and Montana) to the Oakland-San Francisco meetings, according to a recent letter from Superintendent Theodore B. Shank, of Cœur d'Alene, who is State director of the National Association for Idaho.

MANY NOTES and announcements have been omitted to make room for material relating to the summer meetings.

# ACTIVE MEMBERSHIP FOR LIFE

IN THE

# NATIONAL EDUCATION ASSOCIATION

A MOVEMENT is under way to add $100,000 to the Permanent Fund of the National Education Association by securing 1000 active members for life as soon as possible. We already have 50 members.

The successful development of the Association depends not only upon its professional ideals and educational standards, but also upon the efficiency of its business management and the certainty of its financial resources.

The Association has had for many years two main sources of income—membership dues and interest on the Permanent Fund. When there were only 7000 to 8000 active members, the income from the Permanent Fund of $200,000 constituted an important part of the total income of the Association. Now that there is an active membership of over 125,000, the interest from the Permanent Fund covers a much smaller proportion of the operating expenses. It would require a Permanent Fund of more than $2,000,000 to serve the larger Association as well as the Permanent Fund of $200,000 served the smaller Association.

This fund formerly provided income to tide over the years when annual meetings were not held and when the receipts from membership dues had dropped very low. It made it possible to put the annual membership dues on a $2 basis. It gave the Association a high business standing and enabled the Executive Committee to borrow money at the time when the epidemic of influenza had cut off practically all receipts from membership dues. It made a permanent home possible. But owing to the remarkable growth in membership this fund can no longer adequately meet these needs.

The membership fee was fixed at $100. This amount would be placed at once in the Permanent Fund of the Association, and the income therefrom used during the life of the member to pay his annual dues and furnish him with THE JOURNAL, the Volume of Proceedings, and other publications of the Association. After the death of the life member, the income of this $100 would be used as the income on the Permanent Fund is now used—to apply on the current expenses of the Association. Thus the $100 would continue perpetually to render service to the cause of Education.

For the member the life connection is a most fruitful one. It does away with the annoyance of the annual payment of dues. It shows a permanent interest in the work of the Association. It stands as a mark of high professional spirit.

If preferable a payment of $25 can be made, with three notes of $25 each; one for one year, one for two years, and one for three years.

Each one who takes out the $100 membership will receive a membership card, and also an appropriate certificate which may be framed and hung on the wall of the office or schoolroom.

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NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
1201 Sixteenth Street N. W., Washington, D. C.

$25.00

----------1923.

One year after date I promise to pay to the National Education Association of the United States, Washington, D. C., for value received, Twenty-five Dollars. Since this is one of the payments on a $100 membership for life, in default of payment I agree to the forfeiture of payments previously made and to the cancellation of said membership for life.

Name----------

Address----------

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NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
1201 Sixteenth Street N. W., Washington, D. C.

$25.00

----------1923.

Two years after date I promise to pay to the National Education Association of the United States, Washington, D. C., for value received, Twenty-five Dollars. Since this is one of the payments on a $100 membership for life, in default of payment I agree to the forfeiture of payments previously made and to the cancellation of said membership for life.

Name----------

Address----------

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NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
1201 Sixteenth Street N. W., Washington, D. C.

$25.00

----------1923.

Three years after date I promise to pay to the National Education Association of the United States, Washington, D. C., for value received, Twenty-five Dollars. Since this is one of the payments on a $100 membership for life, in default of payment I agree to the forfeiture of payments previously made and to the cancellation of said membership for life.

Name----------

Address----------

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----------1923.
(Address and date)

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(Name of bank)

Pay to the order of National Education Association $25.00 (Twenty-five Dollars) for first payment on life membership.

Name----------
(Signed)

Address----------