

OCT 16 1923

Department of Superintendence Will Meet in Chicago, Illinois, February 24-28, 1924

VOL. XII

SEPTEMBER, 1923

No. 7

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

Message from Our New President	255
Resolutions Adopted at Oakland	257
Education for World Conduct	259
Education and World Progress	261
Oakland-San Francisco Meeting—Abstracts of Addresses	263
Teaching History	267
The National Council of Teachers of English	268
An Interplanetary Test	269
Salaries of State Superintendents of Education	270
Federal Leadership in Agriculture	271
Editorial	276
Enrolment and Affiliation	278
National Education Association—Officers 1923-24	279
Educational Crusaders	280
Minutes of the Annual Meeting	281
Our National Association	287
Guide to Books	289
American Education Week—Program	292
Classroom Teachers at Summer Meeting	293
How Beaver City Observed American Education Week	294
World Conference on Education	295
Notes and Announcements	299
In the Field	300
Directory of Advertisers	A-146

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

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

A Gain of 1500 Schools in Two Years

Muzzey's American History (Revised Edition)

Muzzey's American History sets the important problems of today against their proper historical background; bases its discussion of men and actions upon sound scholarship; paints the great events of history with sure and vigorous strokes. Teachers who conceive of the history course as a focal point of ideas and inspiration select Muzzey.

Used in 51 of the 100 Largest Cities

Today 5683 American Schools Use Muzzey

GINN AND COMPANY

BOSTON . NEW YORK . CHICAGO . LONDON
ATLANTA . DALLAS . COLUMBUS . SAN FRANCISCO

NEW PROFESSIONAL BOOKS of the First Importance

BRIM

Rural Education \$1.40

FORBES

Good Citizenship through Story-
Telling 1.60

MCMURRY

How to Organize the Curricu-
lum 2.00

THORNDIKE

The Psychology of Algebra . 2.40

THE MACMILLAN COMPANY

NEW YORK BOSTON CHICAGO
DALLAS ATLANTA SAN FRANCISCO

ARE YOU STRESSING SILENT READING?



THE remarkable reading ability developed by silent reading has been shown and proved repeatedly by tests. The results are almost unbelievable. Teachers everywhere, realizing the increased reading power, are emphasizing the study of silent reading, and practically every State is stressing it this fall.

THE SILENT READERS

Registered United States Patent Office

By LEWIS and ROWLAND



- ¶ The Silent Readers develop ability to read rapidly with increasing comprehension.
- ¶ The content and testing material in the books comprise every known device for teaching and testing speed and comprehension.
- ¶ It is a further fact that The Silent Readers, besides developing reading ability, help pupils in all subjects because of the increased reading power resulting from their use.
- ¶ The Manuals for teachers give specific directions for instructions in the various types of silent reading.
- ¶ This series of readers is complete for grades three to eight inclusive.

Results of tests held in various sections of the country are available upon request

THE JOHN C. WINSTON COMPANY

CHICAGO
SAN FRANCISCO

WINSTON BUILDING
PHILADELPHIA

DALLAS
TORONTO

Message From Our New President

Ideals of the National Education Association and Plans for 1923-24

THE DAY is past for a president of an association to announce his or her purposes, plans, and policies. That belongs to a day when great distances, inadequate means of communication, and an ignorant or uninformed membership compelled the president to assume the selection of and the responsibility for the policy of an organization and often to assume a power not rightfully his. That is a mistaken idea of leadership. A president of the National Education Association is today an executive, a leader chosen to execute the will and ideals of that organization as expressed in assembly by the representatives the teachers have sent to speak for them.

If the teachers err in the selection of their representatives, then they must learn by their mistakes and choose more wisely next time. But the representative is the one responsible for the expression of the ideals of his group. He is the one on whom rests the heavy responsibility of leading his group to understand what he finds, after conference with his fellow representatives, to be the best good for the whole body of teachers in America, and to submit to the expression of that purpose by majority vote in a representative assembly.

This is representative government, the ideal of our country as expressed in the Constitution of the United States. This is my idea of the National Education Association. This is real democracy, government by the people. Anything else is "mob-ocracy" or "local-ocracy," to use a phrase coined by State Superintendent Will C. Wood, of California.

During the convention week, July 2-6, 1923, I watched the action of the Representative Assembly from a new viewpoint—not that of a delegate trying to convince the delegates of each State, but with an ardent desire to sense rightly the spirit which controlled the great body of delegates, comprehend its aims and purposes, and judge aright its sincerity and adequacy. I am convinced that the hopes of those who labored for years to

create the Representative Assembly and abolish the "local-ocracy" of the past are realized and were demonstrated by the Assembly of 1923, as in 1921 and 1922.

No one can have watched the operation of the Representative Assembly of



OLIVE M. JONES, who was elected President of the National Education Association by its Representative Assembly at Oakland, California, on July 6, 1923. Miss Jones, who is principal of Public School No. 120, New York City, has here set forth a message that every teacher should read.

the National Education Association since the reorganization went into effect in 1920, without realizing with solemnity as well as rejoicing, that each and every teacher elected as a delegate feels the responsibility of his trust and an obligation to vote wisely and conscientiously. With each succeeding year it has been increasingly evident that the Representative Assembly is not moved by oratory, by hysterical appeal, by glittering generalities, or by specious pretense of wisdom or of generosity. It is impatient of attempts to secure votes by appeals to faction, rank, sex, or self-interest.

During the convention of 1923, I watched the Representative Assembly probe into the motives underlying a motion or the proposal of a course of action. I watched it question the consequence of a decision. I listened to its murmurings of impatience with reports that carried no statement of constructive action accomplished or made no suggestion for concrete, constructive action to come. I watched it send out a challenge to all forces that would break down public education even when consent to that challenge meant the loss of immediate individual financial security. In a word, the Representative Assembly has made teaching a profession, and the vision of that noble band of far-seeing men and women who constituted the first National Association of Teachers and secured our Charter from Congress has come true.

To be President of the National Education Association is a high honor and words are futile things wherewith to express my deep appreciation. It is a solemn responsibility in the light of the new view of leadership and of the serious sincerity with which the delegate assembly acts. I cannot feel that I have any right to express individual or personal policy.

My duty as President, as I see it, is to execute, to carry into action, the aims, the beliefs, the policies, of the National Education Association as expressed by its great Representative Assembly. My duty as leader is to find the right people and the right methods by which can be accomplished the best good for education as the delegates sent to represent many and varied teaching groups have seen fit to express by majority vote their idea of wherein that good consists. With the loyal support of the entire membership of the National Association, I shall endeavor to give faithful service to the teachers and to the cause of public education.

The Representative Assembly of 1923 passed many motions and resolutions which must take form in concrete action during the coming year. Practical minds

will begin at once to inquire what plans are contemplated. Earnest members of the National Education Association will want to know how they may help. Experienced organization workers will realize that coöperation and fulfilment of the many motions and resolutions can be brought to pass only when the membership feels that it has an active share in the execution of the organization's plans, both individually and by groups. The Board of Directors of the Association recognized on the closing day of the convention that there is need for co-ordination of all the various departments, sections, committees and affiliated associations.

Assisted by the headquarters staff in Washington, I mean to ask the heads of all departments, sections, and committees of the National Education Association to prepare at once their plans for carrying out the wishes of the Representative Assembly, so that when the Executive Committee meets in the fall, it will be able to consider the various plans and provide all necessary opportunity for the committees authorized by the Assembly to work, to make ad interim reports to the Association membership through *THE JOURNAL* and by other means of publicity, and to deliver to the Representative Assembly in July, 1924, reports of definite, constructive action—of results as well as hopes. At the same time, the coördinating committee requested by the Board of Directors will be appointed and urged to make an early report.

For the results to be truly satisfactory, they must include all the information and suggestion that the membership of the National Education Association can provide. The Association is not the property of any individual; it is not the instrument of any group. Even the headquarters staff, loyal and dependable though every man and woman in the Washington office may be, does not constitute the National Education Association. Therefore, definite constructive action can result satisfactorily only if the officers and the headquarters staff are kept fully informed by members of the Representative Assembly and by the State directors regarding the trend of things "back home." By so doing may the Assembly hold up the hands of those to whom it has assigned responsibility.

Another element in the successful fulfilment of organization hopes and aims is an intimate acquaintance with the headquarters staff in Washington. I do not mean the president's personal intimate

acquaintance with the members of the staff—essential though that is. I mean that every member of the Association should know who are the men and women engaged throughout the year in the mass of detail work required to preserve Association interests. Every teacher should know who edits *THE JOURNAL*, who manages the business of the convention, who watches out for the special interests of classroom teachers, who guards the wise expenditure of Association funds, who are the field secretaries and what they do, who is the administrative officer to direct, suggest, and coördinate the work of all officers and employees.

With this thought in mind, I plan to ask the editor of *THE JOURNAL* to print in an early issue information contained in the Official Manual distributed to delegates at the convention. To bring the personal element into relation with this information, it is my hope that the most important function of the 1924 meeting, whether luncheon or dinner, will be one at which the heads of all divisions of the Association headquarters staff will tell the story of their work. I mean to urge all departments of the Association to plan their meetings and luncheons so as not to interfere with this opportunity for teachers to know personally the headquarters staff in the Washington office.

A still bigger factor in bringing into definite constructive accomplishment the motions and resolutions of the delegate assembly will be unity of action. The National Education Association must maintain its place in America as a unified force for the adequate education of every child in the land. Labor has today an organization which is the recognized unified force to preserve the rights of the workingman. Capital has its organization for the guarding of its own interests. However high-minded and noble the individual members of the organization of either Labor or Capital may be, neither group has, as a group, the same opportunity for self-sacrificing devotion to country as the National Education Association, which is the guardian of the educational interests of the Nation as a whole.

Only when the National Education Association acts as a unified force will education command the same respect that now attends the expressions of resolutions by Labor and Capital, and its counsels influence political opinion and local and National action in matters affecting the welfare of schools and teach-

ers. Only when all ranks and factions and sexes in the teaching world learn to forget their individual differences and ambitions when they meet as the National Education Association and to unite upon ways and means to defend and extend public education, can the Association hope to be that unified force.

I believe the day is at hand, and I hope that the program for the convention of 1924, as well as the executive acts of the Association during the year will prove to the world that the teacher has come into his own and that Education is a force to be reckoned with as much as Labor or Capital. So may we teachers prove to be the instrument that will preserve the world's peace by teaching children, not the benefits or the evils of either peace or war, or of Labor or Capital as such, but the good citizenship which will make for a contented and industrious working man, a contented and patriotic capitalist, and a lasting and honorable peace.

And it is with purpose that I say the teacher has come into his own, for we are all teachers, whether we function as superintendent, or principal, or classroom teacher. The ultimate aim of each rank is the same—the giving to children of an adequate education—and all ranks must unite or else not even the most gifted and the most consecrated teacher can succeed. One of the most wonderful exhibitions of the convention of 1923 was the laughter and contempt with which classroom teachers greeted the news article of a novelist who made the wornout appeal to them as an over-ridden, submerged, and suppressed rank of workers in the field of education. They recognized it for what it really was, propaganda of the agencies of discord and division, and an indication that the National Education Association as a unified force for education is commanding the respect which such agencies fear.

Those agencies of discord are of two types, equally antagonistic to an educated public opinion and a teaching body working in unity regardless of rank. One type is the demagog, preaching radicalism and destruction, inciting suspicion and distrust of the great work of the educators of yesterday and today, aiming only at creating a proletariat in America ready to follow him blindly into chaos and disorder, while he enriches himself at their expense and through their gullibility. The second type is at the other end of the scale and includes a group of unpatriotic taxpayers, economists, and corporate interests whose

longing for increasing profits turns their attention to the schools as a place of saving and shuts their eyes to the consequences of permitting an uneducated, and therefore unthinking, citizenry in a land of popular voting.

Both of these agencies, and others I might name of less immediate danger, seek to control the manner of education for the child of today, their hoped-for followers and victims of tomorrow. Whether they work together or in strife

with each other, the end is the same and their main reliance is the destruction of the American ideal of public education.

The bulwark of defense against such attacks is a body of teachers who reply to every attempt at splitting their ranks—as the National Education Association has already done—that we teachers realize the danger and that we stand together as the National Education Association—a unified force for adequate education for every child in the land.

State responsibility—We believe that equalization of educational opportunity for all children can be secured only by the recognition of the principle of a larger responsibility on the part of the State for the adequate financing of education, and further, that along with the adoption of this principle, must come the development of larger units of taxation and administration to replace the local district system.

We believe that the principle that education is a State function is a sound one; that local boards of education are in this sense officers of the State, and that they should be free to determine and administer their own financial budgets, subject to State control but unhampered by municipal authorities.

We believe that justice demands greater study and consideration of the means by which rural education may be improved.

The National Education Association indorses the principle that the public schools of the Territories of the United States be given equal recognition with the public schools of the several States.

The status of the teacher—We cannot emphasize too strongly the fundamental importance of improving the status of the teacher if we would improve child service. To provide an adequate supply of well-trained teachers, we must equip and support more and better teacher-training schools and colleges; we must offer salaries adequate to attract high-minded and well-educated youth into the profession; we must insure to them promotion on merit alone as well as permanent tenure while they render satisfactory service; we must remove from them the fear of destitution by adequate retirement annuities and pensions; and we must recognize their right to express their professional opinions and to develop in every proper way personal initiative.

Political sniping—For more than half a century, the National Education Association has advocated sound professional leadership in all educational offices, whether in State, county, city, or district. From long experience, we have had a right to assume universal acceptance of this principle by all who are working for the establishment of good government in the United States. That this principle should be acknowledged in the selection of those who are charged with the responsibility of leadership in the office of State superintendent, or State commissioner of education, we hold to be of surpassing importance.

The friends of public education de-

Resolutions Adopted at Oakland

POLITICAL SNIPING was condemned, the Education Bill was reindorsed, a child labor amendment to the Constitution was favored, a policy of developing in the city of Washington a model system of schools, and a clear statement demanding improved status for teachers were included in the Resolutions drafted under the chairmanship of Commissioner Payson Smith, of Massachusetts, by a committee representing all of the States and Territories of the United States, and unanimously adopted by the Representative Assembly at Oakland, California, in its final session on July 6. The Resolutions also acknowledged the service rendered the cause of education by the press throughout the Nation and commended the achievements of the World Conference on Education. They are as follows:

The Education Bill—We reaffirm our sincere, devoted, and unqualified support of Federal aid and Federal recognition for public education without Federal interference in any way with State and local control as embodied in the Towner-Sterling Bill. We believe that National leadership in education and the efficient administration of the educational activities of the Federal Government demand the creation of a Department of Education with a Secretary in the Cabinet of the President. We know that the aid furnished to the States and Territories by the Federal government has been a most important feature in the development of their school systems. The deficiencies now existing in our system of public education will be most effectively and rapidly removed by providing Federal aid for the removal of illiteracy, for the Americanization of the foreign-born, for the development of a more adequate program of health service, for the training of teachers, and for the equalization of educational opportunity as provided in the Towner-Sterling Bill.

No backward steps—We affirm our faith and confidence that the American people will not be misled by the erroneous conclusions of those representing the Carnegie Foundation with reference to the cost of the public schools. Analyzed in the light of the increased attendance in all schools, the longer school year, the varied educational opportunities now offered, and with a view to the changed purchasing value of the dollar, the costs of public education are not excessive. The investment which is being made in the education of each child, as reflected in per capita costs, is inconsiderable in comparison with the important civic, economic, and social returns that are expected from that investment.

We believe that in expenditures for public education, as for all other public enterprises, every effort should be made to yield one hundred cents of value for every dollar spent. The Association does stand, however, emphatically for the proposition that the only safe course for the protection of the political, industrial, and social welfare of the American people lies in a thorough, adequate, and universal system of public education extended throughout the Nation and available to every prospective citizen of the Republic. We believe that increasingly more children will attend schools. We believe they will attend for longer periods of time. We believe that more attention must be paid to individual capacity, to individual needs, and to potential individual service. We believe, therefore, that more money and not less must be expended for schools. America will not return to the grossly inadequate program of education of a generation ago. This Association invites the citizenship of the Nation to repel the insinuation that a great and rich nation needs to adopt a policy of narrow economy in those matters that affect the Nation's children and through them the Nation's future.

plore the recent flagrant violation of this principle in the case of the highest educational office in the Commonwealth of Pennsylvania. An educational leader having a record of proved accomplishment had been invited to assume the responsibility of framing for the State a far-reaching and forward-looking program of education. In coöperation with the educational forces of the State, this program was framed and put in force. It was later examined and approved by a commission appointed by the Governor and by a second commission chosen from the National field of educators.

The press and the people of the State expressed in no uncertain manner their intense satisfaction at the record that had been made and at the promise of further accomplishments. This accomplishment of the Legislature of the State assured by the act of its approval in law of every item of the program that had been framed.

In spite of these conditions, the man who had been invited to this leadership and had thus demonstrated to the satisfaction of public professional and legislative opinion his unqualified fitness for that leadership was offered opportunity of continued service in his office on terms which, if they were not unconstitutional, were so distinctly humiliating that no self-respecting administrator could accept them.

So directly does such an act in a leading State affect education throughout the Nation that this Association believes it must record its disapproval of so unworthy an executive act, while it expresses its satisfaction at the general approval of the citizens of the State of the vigorous and forward-looking educational program that had been inaugurated, and at the professional attitude of the man who in this instance has so worthily stood in Pennsylvania as a representative of the best in educational leadership.

We heartily rejoice that, in this legislative year, governors and legislators have generally given vigorous support to the maintenance and extension of public education. In the few instances in which the legislatures and governors have been responsible for a curtailment of financial support of teacher training and other important activities of education we are convinced that new advances will be made when the people have had an opportunity to act.

Child labor amendment—The National Education Association, reaffirming its belief in the vital importance to the children of a law establishing a Federal

minimum of protection from premature or excessive employment, favors a Child Labor Amendment to the Constitution authorizing Congress to enact such a law.

Physical education—The National Education Association urges that adequate provision be made for the organization and supervision of courses in physical education and recreation in all

WHAT THE SCHOOL IS FOR

I should urge we stress very carefully the constant need of adjusting the educational routine to the types of students taught, the condition of the community, contributions made by other educational factors, and the great problem of Americanization in its double sense—the renewal of the spirit of devotion on the part of the older Americans, and the development of understanding in the newcomers. The letting go of the accepted and loved educational traditions, and the winning of new life through the fresh attacks on our problems, should be more important than the further analysis of the subjects to be taught, or the lengthening of our curriculum.

I would like to be very sure that every child leaves the public school not with a packed brain, but with an eager desire to share all that life has taught others. If the book is the key, let us make him eager for the book; if companionship is the clue, let us give him comradeship; if the library is to be his teacher, let us show him he owns it; if his task is to lead him to understanding, then let us teach him how to work and to love work. Along these lines we have so much to do that it is reasonable to put aside the lesser aims.

From a letter written by Sarah Louise Arnold, Dean Emeritus of Simmons College, Boston, Massachusetts, and a member of the Editorial Council of The Journal of the National Education Association.

elementary, secondary, normal schools, and colleges of this Nation. The purposes of such education include the correction of physical defects and the development of useful bodily and mental habits through socialized recreation.

National capital—We should be able to find in the city of Washington, the capital of the Nation, leadership in matters concerning school administration, supervision, teaching, business management, and for the promulgation of a far-seeing and adequate educational program for city schools.

The schools of the capital city belong to the Nation, and for this reason we urge Congress to create a Board of Education for the City of Washington, which shall be absolutely free from party control, which shall have entire control of its financial budget, and which shall have an adequate financial income to maintain schools of which the Nation may be proud.

We believe it to be the primary function of the teaching of American history to inculcate in the American people a lasting devotion to America and her institutions. This objective can best be attained by placing before American children, in a manner appropriate to various ages an accurate and truthful portrayal of the events that have had a place in the growth and development of the country and her institutions. We believe that it is possible to develop through right history teaching a deep love and lasting respect for America without creating hatreds or animosities toward other Nations or their peoples. We approve that attitude in historical teaching which aims to present actual and truthful pictures of the past and to promote with older pupils the disposition to consider both National and international political, economic, and social problems on the basis of fundamental principle and not primarily on the basis of partisan, sectional, or narrowly National self-interest.

World conference on education—We recognize with deep gratification the fine spirit shown and the real contribution made to the cause of better understanding among the Nations by the World Conference on Education held at San Francisco. We believe that we can most surely promote a lasting spirit of good-fellowship throughout the world by taking advantage of appropriate opportunities to tell the coming generation of the good qualities and useful achievements of other nations as well as of our own.

Humanity is one. Injury to one nation or race involves injury to all, just as the proper growth of one nation or race carries with it an advantage to all mankind. Mutual coöperation and goodwill are absolutely necessary to mankind's steady growth in happiness and service.

The plan of the Committee on Foreign Relations for holding further conferences in other lands meets with our hearty endorsement.

We acknowledge the great service rendered to the cause of education by the intelligent and public-spirited reports on our deliberations, published not only by the local press but by many other great papers of our Nation.

We extend our grateful appreciation of the hearty hospitality which has been so generously given to the members of the Association by the committees, organizations, and citizens of Oakland, San Francisco, Berkeley, and the vicinity.

Throughout, there has been shown careful foresight and untiring endeavor on the part of innumerable volunteer

workers who have magnificently contributed to the success of the sixty-first convention of the Association.

Education for World Conduct

WILLIAM B. OWEN

*President of the Chicago Normal College
Chicago, Illinois*

ACTING in my official capacity as President of the National Education Association of the United States, I extend to you the greetings of the Association, coupled with the sincerest wish that this Conference may give you all great personal satisfaction and achieve results for the good of the countries you represent, of America, and of the world. As we enter on the work of the Conference as planned in the published program there are two facts that I should like to bring before you.

The first is that the National Education Association is a voluntary organization of the teachers of America incorporated by Act of Congress. The Act of Incorporation declares, "That the purpose and object of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States!" Education in America is not under the control of the Federal Government, but by the Constitution remains a State function. America has a National school system without National control. To our guests from abroad this may seem a strange anomaly. To us at home it seems a wise arrangement, from which we should be unwilling to depart. The forty-eight States control each its own State system of schools and education. The National Education Association welcomes to membership all teachers, whether of public or private schools. The public-school teachers are under State and local control. Law and custom have limited this control in practice to such matters as the general public can and should pass upon. The more strictly technical and professional management of the schools is left to the judgment of the administrators and teachers who are guided in their acts by professional standards evolved by the formal and informal cooperation of their professional colleagues. Because of the absence of Federal control and the actual limitation of

State and local control the scope of work of teacher organizations is very great. In the course of a hundred and fifty years America has created a great public-school system which has been unified, standardized, and led by the cooperative endeavors, not of a remote and autocratic bureaucracy, but by a self-governing profession. As American teachers we are mindful of and loyal to our governmental authorities. But we are conscious and proud of the responsibilities that rest on us as teachers and are confident that our freedom and opportunity are a challenge to our initiative, wisdom, professional knowledge, courage, and patriotism. It is this professional organization, ladies and gentlemen, that has taken the step of calling this World Conference on Education.

The second fact that I would mention is that the holding of this conference at this time is the fulfilment of a plan formed as the World War was drawing to a close. It seemed to the members of the National Education Association that the governmental authorities that were charged with the great task of setting the disturbed world on its new course were too occupied or too hurried to provide a place for the consideration of education as a practical instrumentality for the creating of a new world order. Or was it that statesmen and diplomats, generals, and economists naturally regard education as dealing primarily with children and of a non-realizable value? Whatever the reason, education was left to put in its own claim. The National Education Association took steps to call such a conference as this. But a careful inquiry convinced the officers that many of the older States and most of the new ones could not arrange to send delegates who could bring to or take from such a conference the advantage that should be gained at such a world gathering. This meeting is the final realization of the plan formed five years ago. The conference could not be held earlier. It is early enough for a great beginning. I believe that the outcome will prove that it was not called too soon.

There is an urgent need that a World Conference on Education should be held. The world is one. Science, invention, industry, commerce, communication, transportation contemplate and act on this view. Government, imperialism, diplomacy, militarism have all tried to unify and hold in subjection the life of the world. Human nature is more powerful than any external form of institutional control that society has produced. The one outstanding possibility that has never been given a fair and full trial is education. Why not try it? This is the reason for calling this conference. We would not belittle or ignore the unifying and fundamental function of government, nor of diplomacy in its place, nor of a system of national defense in the world of present reality. But while we utilize other traditional forms of social control, we want to try what can be done through education. As a means of developing and insuring peaceful international cooperation no one can claim that it has ever been tried. We are going to begin here and now.

The Foundation of this World Conference is laid in some fundamental assumptions in regard to education that should be made explicit. These assumptions underlie all modern endeavor in the field of education. May I venture to formulate some of them?

1. The aim of education is the control of individual life, of national life, of international life. The control that it seeks is one of knowledge, wisdom, skill, resulting in happiness. Mastery of the forces of human nature and the world is the instrument of this desired control. But education as a form of social control will not come of itself. Men and women must organize and labor to effect an education that will realize the individual and social values that we seek. It is astonishing to observe in all the literature on world recovery the pathetic confidence in education as the sole remedy for our ills and to contrast with this diagnosis the feeble efforts made to apply the one approved remedy. In spite of what we write and say, the world does not believe that education as a form of social control is comparable with armies, navies, diplomacy, and statecraft.

It is idle for professional educators to lament this traditional view. We should spend our time and efforts in shaping a constructive educational program that will demonstrate what education can do. This conference marks the beginning of an effort to do this.

Educational method is in its very na-

¹ Address before the World Conference on Education, Native Sons' Hall, San Francisco, California, Thursday evening, June 28, 1923.

My Creed

Richard K. Piez

State Normal and Training School
Oswego, New York

I believe in man's divinity and its potency to advance the individual and society to higher planes of living.

I believe in a humanized society in which the Christian conception of human relations shall be dominant; in which all individuals shall have equal opportunity to realize the latent capabilities with which they are endowed; in which childhood and youth shall be respected and cherished as society's most valuable asset; in which law shall rule above desire because it is for the common good; in which bigotry shall yield to tolerance and prejudice to the scientific temper.

I believe in human personality actuated by goodwill and sincerity of purpose. I believe in the subordination of personal freedom to the public welfare. I believe in intellectual honesty and open-mindedness. I believe in work and play, in laughter and joy, in happiness and contentment. I believe in the enjoyment of beauty in whatsoever field it may be found. I believe in the sanctity of the body, in health, in clean living. I believe in the banishment of worry, in performing the tasks and accepting the gifts of each day as I go through life.

I believe that the education of youth is the finest of the fine arts and that my task as interpreter of life to youth is a great trust placed upon me. I believe in the aspirations and enthusiasms of youth. I believe in the power of example. I believe in coöperation with all humanizing agencies. I believe in patience and perseverance and faith in the final outcome of education and of life.

ture experiential and experimental. In this day of all days, when we are just gaining the assurance of achieved results that scientific experiment is possible and practical in the field of education, this conference should found its proceedings and conclusions on this fundamental method. Dogmatism and doctrinaire theories have no place in educational deliberations. Each of us is acquainted with an educational system that in some fashion represents the life of his own country. Progress is to be made by beginning where we are and proceeding by experimentation, however broad or narrow, to recreate the old and establish the new. We shall learn of one another all that can be gathered here and return to our own countries to try out the new, holding fast to that which is good.

The organization and administration of education is or ought to be a professional task. The day of mere tradition, of amateur improvisation, of external domination has been brought to a close by the achievements of the developing

science of education. Again, progress in each country and the world will depend on the development of an organized body of teachers scientifically trained to secure progress by professional methods, a body of professional men and women intellectually equipped to serve the nation as experts and protected by public opinion and legal safeguards in the performance of their duties. The National Education Association of the United States is taking every legitimate means to build such a profession in this country. A world conference under the professional guidance of the world's educators can inaugurate a new world education.

Education is national. The sciences underlying education are universal in their validity. Geography, mathematics, physics, chemistry, biology recognize no boundaries of peoples and nations. Education is personal, social, human. For the individual, education is founded on peculiar talent, taste, interest, and aspiration. It aims to develop and con-

serve individual personality through the use of universal principles and laws. In this respect the comparison between the individual and the nation is more than a mere extended analogy. A fair and dispassionate realism in education will start with the nations and peoples of the world as they are. It will recognize the value of what each nation is and has to offer to the life of the world. It will seek world betterment, not in the dissolving of national life into a hypothetical and doctrinaire internationalism, but in an international co-operation that will preserve and cherish the personality of each nation while it contends against blindness, ignorance, retarding hate, and mutual suspicion. The National Education Association of the United States is composed of teachers passionately devoted to their country and deliberately patriotic in the service they render. But they want to coöperate with all teachers from all lands in the effort to make war and international injustice perish from the earth and make understanding, appreciation, mutual self-respect, and fair play control men's conduct at home and abroad.

This conference, ladies and gentlemen, will be what we make it. If we undertake or expect too much, we shall accomplish little. There are things that education can do, if educators but resolve to see that they are done. This first World's Educational Conference should be the beginning of a series reaching out into the future. It should not adjourn without planning for the next one. At any time and at any place the teachers of America will meet you through their representatives with modest but determined resolution to see what education can do to make of us brethren in mind and heart and act. May this spirit rule and mold your deliberations.

INTELLIGENCE TESTS—It has frequently been inferred that only fifteen per cent of the population of the United States are superior in intelligence. It is surprising that these claims should even be questioned; for, regardless of the validity of intelligence tests, it must be obvious to any person that a certain proportion of the people in any group are superior in intelligence to the rest. In order to select the fifteen per cent whose intelligence is superior, it is necessary to apply a yardstick. Intelligence tests represent an attempt to provide such a device.—Henry C. Link in *The Atlantic Monthly*.

Education and World Progress¹

AUGUSTUS O. THOMAS

State Commissioner of Education, Augusta, Maine

THERE was a time when people used to have a barn-raising, and then they blacked each other's eyes and bloodied each other's noses, and it was a coward who refused to fight. Your fathers and mothers will tell you of those days. Men will not do it now. The courageous men will not fight as they used to fight. Only a few generations ago men fought out their differences with their sidearms and slew each other in the name of honor. They do not do it now. A generation or two hence, men will think longer and more seriously before they fight out their differences on the field of battle.

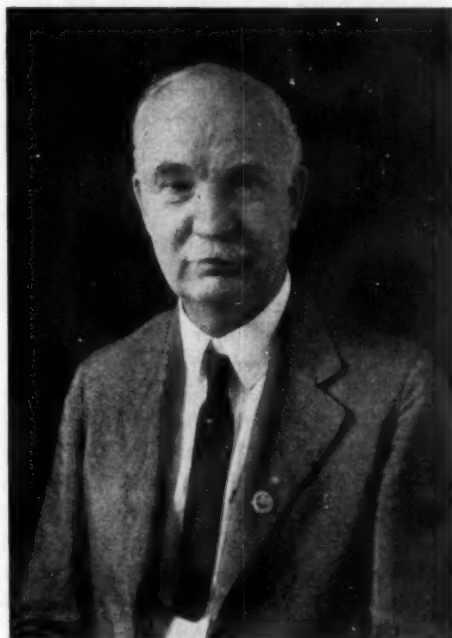
It was not in the minds of those who called this Conference that wars have ceased. No matter how much we might hope and pray for that day when the Prince of Peace should come, and peace perpetually should reign over the face of the earth, it has not yet come.

We do not deceive ourselves. So long as there is hatred or malice or jealousy and revenge in the human heart, we shall find it in the heart of nations. So long as we find it in the heart of nations, we are liable to find men and nations clashing upon the battlefield.

Leagues of nations, world courts, reduction of armament conferences, and peace treaties are greatly to be admired and greatly to be desired in order that there may be a better understanding among the peoples of the earth. But before we can confirm and establish the principles which will make those effective, we must have the spiritual values in order to back them up, and in order to get the spiritual values to back up these great movements we must await the longer processes of education. No great movement, no great reform affecting the people vitally and eternally has ever been wrought out in one generation.

In order, therefore, to change the ideals of the nations we must begin with the child when he first becomes teach-

able, because the child is unprejudiced, and as we lead him up through the winding path of education and experience we gradually instil into him our own prejudices. But if we can begin with childhood and teach the common origin of mankind and the common destiny, and teach that all men now must associate together—that no part



AUGUSTUS O. THOMAS, whose service as chairman of the Foreign Relations Committee of the National Education Association was recognized at San Francisco in his election as the first president of the World Federation of Educational Associations.

of the world can live independently—we can do much at least to lengthen the intervals between wars, until finally we hope that wars may cease.

The world is not wanting brains to-day. All we need to do is to look about us and on every hand we see discoveries and inventions that startle us, for we live in a miracle age. All we need to do is to think of something and it is done. But there is one thing the world needs more than it needs brains. A young man starts out in life and seeks a job. The man to whom he applies tells him that he must have an indemnity bond, and he goes to the bonding

company and the bonding company bets the employer that the young man is honest. If the young man defaults, the bonding company pays the debt. It becomes necessary today, therefore, where men are employed in responsible positions, that they should guarantee to their employer that they are honest, that they have integrity; in other words, that they have character. Therefore, I say that today the world needs character more than it needs brains, and the formation of that character comes largely through the instruction of the home and school working together.

We have in this Conference brought together the nations of the earth. Thirty-two distinct racial groups have been deliberating here in this beautiful city for ten days, trying to find a way to carry a message to the child heart that will cause that child to grow up in an unprejudiced way, with a better understanding of his neighbors both in his own nation and in other nations, that they may have better coöperation through that understanding. The keynote and the spirit of this Conference has been coöperation and friendship.

Here we have met these men and women from the uttermost parts of the earth. We have looked into their faces and we have taken them by the hand. We find they think as we do. We find they have aspirations and aims as we have. We find they are looking for improvement, as we are. We find they have vision of a better day the same as we have, and we have been surprised to find how much there is in common among the peoples of the earth.

We believe that if the five million teachers of the world teaching the more than two hundred million children, can have some common principles which may be universally applied, and teach ideals of respect for neighbors and for self, that we can have a deciding vote in the future of the world; that if we could analyze and select a group of ideals and if it were possible thereafter to teach those ideals effectively to the children, we could shape the destiny of tomorrow.

This very hour the statesmen and financiers of the world are endeavoring

¹An address delivered before the joint meeting of the World Conference on Education and the National Education Association, in Convention Hall of the Exposition Auditorium, San Francisco, California, Thursday evening, July 5, 1923.

to settle the debt of the past. This group of men and women here have been endeavoring to settle the debt of the future. It was your own minister of education, Mr. Sainsbury, who (referring to Lord Fisher) when the men were fighting with their backs to the wall, stood up in Parliament and said that education is the debt of maturity to youth; that it is a debt eternal. When we gather here for the purpose of determining what this generation owes to succeeding generations, and endeavoring to discharge that obligation, we are settling the debt of the future. Out of this Conference will go a spirit worldwide which will have an influence upon all of the nations, that eventually they may know more about each other and understand each other better and have a greater sympathy for each other.

There was a day when a person was simply a citizen of his locality, and possibly of his country. There was a day when communication was difficult, when they waited long in order to get information about what was being transacted or what was transpiring within the country and between countries. But today we receive the news from London and interpret it with as much readiness as we receive the news from Washington. We receive the dispatches from points in Asia and begin to understand them just as thoroughly as we understand those things which transpire within our own country.

Today the citizen must be a citizen of the world. He must know the world, what is transpiring in the world, and know how to interpret that in the language of the relationships of the world. Therefore, the children of today must receive that larger viewpoint and that larger understanding. That understanding and viewpoint must come through the teachers of the schools of our country.

My heart swells within me whenever I visit Washington and stand on the marble steps and look out over our capital city, out over those great stone buildings that house the Department of State; look out over the Potomac and see the white columns of Arlington. As I view that magnificent scene, my heart swells within me and thrills with pride, and I think of the power and the magnificence and the glory of my country. As I go about, I see the Supreme Court dispensing righteousness. I see Congress working upon great problems. I go down to the White House and I see

the President bending over his mighty task, and I think, it is a great country.

During war days I have gone out to Fort Myer, and watched the young men, the stalwart young men of our country, the rich young blood, the hope of life, marshalled there upon the field, being trained for officers for the war. I said, "They are a great group of young men, and we have a great Army." I went down to the seaside and watched the great battleships as they were there in the harbor, and I said, "We have great battleships and a great Navy."

Then I came home, and not many months ago on one of my visits to a country place as I came along the way, I came upon a little schoolhouse. It was one of those little, single-teacher schools that stands by the roadside in many of our States. It was standing there in the trees and looking out a little distance over a beautiful, shining lake—the scene was attractive. I stopped, as I always do when I pass those little institutions, and said, "I want to go in and see the teacher and see the children at their work and offer a word of greeting and encouragement."

Just as I came to the schoolhouse the door opened and there stood the teacher in the doorway. Her face was lined and her hair was gray. She had given her life for the cause she loved. As she stood thus, there came a little lad and she buttoned his coat about him in order to protect him from the cold, and gave him a loving look. Another boy, stalwart and strong, and she said, "I will see you tomorrow, John." Then she took a little girl in her arms and tucked her cloak about her so she would be properly prepared for going out into the weather. As the children passed they smiled upon her and she smiled back at them.

I said, "After all, it is a magnificent country, a splendid Capital, a magnificent scene at Washington, a strong Government. And yet, the strength of our country rests not in our courts, not in our Congress, nor yet in our President, powerful as these sometimes are; nor in our armies or our navies. But the strength of a free government lies in the hands of the teachers who train the young and rising army for the duties and responsibilities in citizenship and in their relations to their neighbors throughout the world."

Out of such forces, represented in this Conference, will grow the spirit that will help the nations of the world to

find some way to solve some of the most difficult problems which now confront them.

MORE WAGES FOR TEACHERS—Whatever faults we may find in the schools are due, almost entirely, to one great outstanding cause. Our teachers are underpaid everywhere. Their wages are but a fraction of what they should receive. The most important work in the preservation of our Nation, next to home training, is the influence of school life. We want the very best obtainable talent in our schools.

The next generation and succeeding generations depend upon the training of the present generation. And are the best obtainable teachers any too good for service of this character? Teachers everywhere know that they can go elsewhere and earn more money. Many of them remain in their present occupation because they love the work. They believe their activities are to a certain extent humanitarian. They are doing their duty towards the next generation.

But such conditions are little short of a National disgrace. Here we are, the world's richest nation, with millions and billions of wealth, and we are so shortsighted that we cannot make intelligent use of this wealth. We have builded hundreds of thousands of miles of railroads. We are draining swamps. We are erecting great buildings. We are encouraging enterprises that make dollars by the billions.

But what are we doing for the next generation? Building our National house on a foundation of sand! What will our civilization amount to unless we develop a race of men and women who are well balanced mentally and splendidly strong, physically? We must depend for results primarily upon the schools.

The schools have lost thousands of splendid men and women who have found other jobs, but there should be no business or occupation of any kind that offers more opportunities for advancement and for the attainment of fame and honor and happiness than is offered in our schools.

When the highest ambition of the average American youth is to become a teacher, then we will have reached a status wherein universal intelligence is being recognized as the very foundation of human society.—Abstracted from an editorial by Bernarr MacFadden in *National Brain Power*, September, 1923.

Oakland-San Francisco Meetings

Abstracts of Addresses

SO NUMEROUS, rich, and varied were the programs of the meetings in Oakland-San Francisco during June and July that no one could have attended even a majority of them. Twenty series of departmental meetings and twenty series of meetings of allied organizations were listed in the official program. Added to these were numerous informal conferences and group meetings, many of them of the highest significance. Addresses delivered before the general sessions were grouped largely around the theme, "The American School Program." The following abstracts cover addresses delivered before the general sessions excepting three or four which will appear in *THE JOURNAL* in full or which are not available at the time of going to press.

With the development of the Representative Assembly the reports of committees have assumed increasing importance. The October *JOURNAL* will publish some of these reports in full along with suitable abstracts or summaries of others.

THE ideals of the American public school—Education has two purposes: First, to help the youth to acquire a knowledge of the true values of life and a determination to live his life in terms of those values. Second, to help the youth to acquire such general and special fact information and such ability to use the faculties and the knowledge he possesses that in the environment and conditions of his generation he may succeed in living a life of real value to himself and to his fellowmen. The relative importance of the first is greater than that of the second. Right thinking and right living are more important than merely skilful or brilliant thinking or living.

Our country's greatest growth and achievement in the last fifty years has been in industry. For the next fifty years the greatest needs and possibilities of our country are in education, which includes the teaching of the essentials of life that underlie all true religions and philosophies, as well as acquiring information and the ability how best to use our facts and our faculties. If our ideals of education are achieved, our race will be dominated and perpetuated by

men and women both good and able, and the achievement will have been that of our public schools.—Harrison S. Robinson, President, Chamber of Commerce, Oakland, California.

THE Pan-Pacific Union and education—Through education and through education alone can entrance be gained into that growing group of kindred spirits of whatever race, known as citizens of the world. Education alone can break through the prison walls of ignorant men and set them free to be joined in a higher union which embraces the understanding spirits of all the world. But this process of education must be grounded in love, for all too frequently educational methods touch only the intellect leaving the heart stone cold.

Whether the stupendous readjustments which must be made as the earth grows smaller and smaller and our population grows larger and larger are to be effected without further resort to the ruthless method of the jungle, depends upon whether in the minds of men, education and love keep pace with scientific advance—and draw a circle big enough to include the whole of mankind.—Frank F. Bunker, Executive Secretary of the Pan-Pacific Union, Honolulu, Territory of Hawaii.

RESPONSE to address of welcome—Forty-eight years ago this week I crossed the Sierras for the first time, and that which impressed me most was the stability and solidity of everything and everybody. The Golden Gate meant more than a brilliant sunset for there was gold everywhere. This is the fifty-fifth time I have enjoyed a visit to the Pacific Coast and it has been a moving picture with a new film every time. Wonderful as this country was in 1875, it is more wonderful today and has been more and more wonderful every time I have come down from the Sierras.

These eight years since last our Association met in Oakland have seen greater changes in the interest of educational democracy than did the seventy preceding years. The enrolment in the high schools of the United States has increased more than one hundred per cent. Then colleges and universities had experts

scouring the country for recruits. Now they have installed barbed-wire protection to keep out the high-school crowd.

We bring California after eight years in the East a New World. But the best is yet to be, the last for which the first was made. We are here with greater plans and nobler purpose than was dreamed of even when we adjourned in Boston last July.—Albert E. Winship, Editor, *Journal of Education*, Boston, Massachusetts.

THRIFT education—Who are the great financiers of America? Immediately one thinks of Morgan and Rockefeller with their huge financial exchanges, but I assert that the twenty-three million housewives, listed in the last census of the United States as of "no occupation" are our greatest financiers. The pay envelop of our country for 1922 held \$70,000,000,000. Of this vast sum more than \$50,000,000,000 was dispensed by women in carrying on the most important business of the nation—that of homemaking.

We must acknowledge that hitherto the education and training of our women have not produced one hundred per cent efficiency in money spending. Realizing this fact, the General Federation of Women's Clubs, the largest and most forceful organization of women in the world, with a membership of three million, has appointed a budget specialist, thus sponsoring a Nation-wide effort to establish a budget system.

But we older housewives are not satisfied to have future generations repeat our ignorant blunders and suffer their disastrous consequences. We beg that every girl of today and tomorrow shall be given a chance in the public schools to learn budgeting and account keeping—*planned money spending*, in order to fit her for her inevitable business career, that of homemaker.—Edith McClure Patterson, Budget Specialist of the General Federation of Women's Clubs, Dayton, Ohio.

EDUCATION for parenthood—The basic findings of clinic, court, and school have been numerous and representative enough during the last twenty-five years to permit of the formulation of tentative standards of physical, mental, and social-moral well-being for various age levels. It is by these that we as educators so often judge the home from which the child comes, forgetful that the parents are scarcely aware that

such standards exist and should be striven for.

Consider, then, the plight of the modern parents! Like all their predecessors, they have assumed their responsibilities with collections of attitudes, knowledges, and skills haphazardly acquired from memories of how they were treated as children, from observations of how other folk deal with their youngsters, from efforts of the trial-and-error as well as those of fumble-and-success varieties to which new situations provoke them. The wonder to me has always been that some parents succeeded admirably under this handicap of unpreparedness such as society today permits for no other vital activity. The wonder grows that so many of them attain a fifty-fifty mixture of success and failure in the rearing of children and that comparatively few are complete failures.—Alma L. Binzel, Assistant Professor, Child Training, Home Economics Department, University of Minnesota, Minneapolis, Minnesota.

THE conservation of talent—Sir William Hamilton once said that the greatest thing in the world is man, and the greatest thing in man is mind. He might have added that except for character the greatest thing in the mind is intellect. Our instincts, our emotions, and our strivings have much in common with those of our infra-human cousins of the forest and jungle; in our ability to think is found the mark of our kinship with the gods.

Now there is reason for believing that a considerable part of the world's talent fails of fruition. That "genius will out" is but a dangerous half-truth, or less. Certainly it is true that children of superior ability are not always recognized in the schools. The defective child attracts attention by his inability to do the work and by his maladjustment to school discipline. The gifted child is likely to be submerged with the masses because of his very adaptability to the school environment.

The real need is for a *differentiation of curriculum and of methods* such as will give to every child the type of educational diet from which he can derive the maximum nourishment. No one would claim that in the education of gifted children we are yet in sight of any such goal. Nevertheless, interesting and promising experiments are under way.—Lewis M. Terman, Professor of Psychology, Stanford University, Calif.

THE financing of the American schools—It has been suggested during the last year that we cannot afford, in the United States, to finance our present generous program of public education. Those who fear that we must retrench base their belief upon the large expenditures that are now being made. Whether the problem be considered locally or in the State or in the Nation, those who argue for retrenchment must make their case against some part of the school system as it is now developed. If the public is fully informed, it does not seem probable that they will be willing to dispense with any of the educational opportunities now provided.

If this expansion of the educational program is justified, then the increase in support per pupil per day in attendance is remarkably small. If this kind of educational program is to be carried forward throughout the country, it is perfectly clear that the thousand million dollars spent for public education in 1920 must be very greatly increased during the years which lie immediately ahead.

If we believe that the American ideal which suggests that every individual should have an opportunity for making the most of himself is more important than amassing wealth, more important than any other governmental enterprise, then we shall certainly support our schools. It is the obligation of our profession to hold before the people of the United States this ideal of the founders of our Republic. We must seek to develop that standard of values which places opportunity for individual growth and development above any other good which can be secured. We must help our public to stand fast and to work, yes, even to sacrifice, in order that the day may come in America when there shall be guaranteed to all "a fair start and an equal chance in the race of life."—George D. Strayer, Professor of Education, and Director, Institute of Educational Research, Teachers College, Columbia University, New York City.

EDUCATIONAL research and the American school program—One cannot overemphasize the fact that educational research, whatever its shortcomings and whatever its failure in the past to coordinate its efforts with those of practical school officers, is the typical American method of solving the problem of school control. In the long run, American communities are willing to be guided by reason. They will not submit to dic-

tation from persons, but they will be guided by facts. The most impressive characteristic of our democracy is its substitution of the authority of scientifically verifiable findings for the authority of arbitrary powers.

The American school system is unique in its decentralized control and its mobility. The American school system is unique in the energy which it has put into the cultivation of the science of education. The two statements belong together. He who thinks of educational research as a thing apart, as divorced from practice, as unfriendly to the daily routine of school life, fails to see that in the fundamental character of our school system is imbedded that seed of scientific control which is growing so rapidly into its marvelous fruition.

The details of our science are by no means worked out, but the major victory is won. There can be no doubt that universities and colleges will go on developing the resources of departments of education, that State and National governments will go on supporting research in this field, and that city systems will increasingly organize bureaus of investigation.—Charles H. Judd, Director of School of Education, University of Chicago, Chicago, Illinois.

PARENT power—The parents owe much to the open schoolhouse for the opportunity to see their child as others see him, to be able to recognize the differing relationships, the fresh impressions, the wider range of thought and interest which are enriching his life, and in this new life to study him with the frank admission that never again can he be the same, but that he is still their child, and that in order to stay with him, they must go forward also, educating themselves in this new science of parenthood.

The wise educator will grasp with both hands this opportunity to train the parents of his pupils to be efficient collaborators. In these school groups he will find a ready soil in which to plant the seed of understanding of the school and its needs, its system, its demands upon the scholar, its curriculum, and his aims and hopes for its future, and in which to cultivate that fine flower of friendship. He will realize that when parents and teachers are friends, before and after the children enter school, the problems of succeeding years will be met and solved as between friends instead of between rival workmen, and will become

matters of coöperation rather than of contention.—Mrs. A. H. Reeve, President, National Congress of Mothers and Parent-Teacher Associations, Philadelphia, Pennsylvania.

THE American school program from the standpoint of the Nation—We have slowly changed education, in the conceptions of the people of this Nation, from a local and a personal affair to a State affair, in which all have a common interest. During the last half century this idea has been built up in the minds of our people, and today we conceive of education, in theory at least, as something maintained by the State and as maintained as an exercise of the State's inherent right to preservation and improvement. The problem of the next quarter of a century, perhaps, will be similarly to establish public education in the minds of our people as a great National undertaking, in which the States coöperate to provide something of fundamental importance for the welfare of the Nation as a whole.

Education today has become the great constructive tool of modern civilization. A hundred years ago the school was of but small importance in the life of the State; today its proper maintenance has become the prime essential to good government and national progress. In this hundred years the school has been transformed from a little district institution for the teaching of the simplest tools of learning into a great State undertaking for the preservation and advancement of the intelligence of the people and the promotion of the welfare of the Nation. Under a democratic form of government such as ours, with the many new problems—internal and external—confronting it, the education of the people in a series of State schools, animated and directed by a national purpose, becomes the greatest of all constructive undertakings for the promotion of the national welfare, and it is from this broad national point of view that our people must next be made to see the school.—Ellwood P. Cubberly, Dean of the School of Education, Stanford University, California.

THE American school program from the standpoint of the city—The leading cities of our country are remarkable not only for their rapid growth but also for their political and social influence. As distinct from rural communities they may be called the ganglia of

our vast body politic. They are highly energized and unstable centers of human energy, receiving, transforming, and sending afar stimuli that determine the character of our National life. The city which I have the honor to represent is perhaps the most striking exemplification of such truths.

The cities, as well as the Federal and the State governments, have been strong, persistent, beneficial influences in the development of educational service, and as the cities grow in number, in wealth, and in power, they will inevitably exert an influence and a control over the development of our school program that will be as beneficial and as stimulating in the future as it has been in the past. Just as cities have been a vital influence in relation to the industrial, the commercial, and the political life of the Nation, so also have they exerted a continuous, stimulating, and constructive influence in the development of our schools.—William L. Ettinger, Superintendent of Schools, New York City.

THE American school program from the standpoint of the rural school—Perhaps no better indication of the progress being made along rural school lines can be found than in the placing of the rural school interests on a program of this character. We have by no means solved the problem of rural education in the United States, but we are awake to the importance of our problem and we are already beginning to achieve some results looking toward a partial solution at least.

Not only in education but in all economic lines this Nation is awakening to the fact that the welfare of the country people financially, socially, and educationally must be safeguarded and increased in order to keep these millions of people in their country homes and to make the foundation of National welfare secure. And all over the country educators are seeing more than ever before that a great responsibility rests upon associations like the National Education Association to better the conditions of rural education in order that the country people, as their economic conditions grow better, shall not have to move to large centers, just because their children cannot secure an equal education in the schools of the rural neighborhood. The National Education Association and our university extension courses and rural educators have been making strenuous efforts to better rural school conditions.

I believe they are succeeding to a great extent, although much still remains to be done.—Florence M. Hale, State Agent for Rural Education, Augusta, Maine.

CITIZENSHIP through education—America is today a member of the great family of nations—a leader of the nations. The American people have established such economic world relations that we cannot but be interested in the affairs of the rest of the world. The last century of American life concerned itself largely with domestic affairs; the present century will concern itself largely with foreign affairs. The foreign relations of America, under our form of government, will be determined finally by the voters of America. They cannot be settled on a basis of provincialism.

Wars are due chiefly to misunderstanding between nations, and misunderstanding between nations is due usually to lack of understanding of one another. World peace and concord hence depend upon the elimination of provincialism and the study of the history and institutions of our neighbors.

A study of the history and institutions of foreign countries should not be allowed to dim our eyes to the glory of America and American ideals. In literature and history, in song and story, we should strive to keep alive the peculiar National purposes of America. The ideals of the Declaration of Independence, of the Constitution, of Washington's Farewell Address, of Lincoln's inaugural and Gettysburg speeches, of Theodore Roosevelt's powerful appeals for righteousness, and of Woodrow Wilson's famous messages—all of these deserve a high place in the training of our future citizens.—Will C. Wood, State Superintendent of Public Instruction, Sacramento, California.

THE place of the junior college in public education—The contribution of the junior college to public education should be in two general directions. It should, of course, carry on the training of our young people from the levels of the secondary school to those of the university and the professional school; and in the second place it should furnish a variety of training peculiarly responsive to the needs of the region in which the junior college is located, both of a socializing and vocational nature, so that the community requirements may be met in a willing if not generous spirit.

Life in the junior college is simpler than in the great universities because of the fewer numbers; it is less stimulating, more conducive to an appreciation of the serious business of an education provided at the expense of all the citizens. The junior college now functioning as a training school for the university and for professional colleges will attain more significance when it shall function as the *community school* for advanced study and vocational opportunity. In this rôle, it should be the most useful school in our system, only dividing honors, if at all, with the junior high school and that because of the greater numbers benefited by the latter.—Susan M. Dorsey, Superintendent of Schools, Los Angeles, Calif.

HEALTH *aspect of the world's children*—If we are to have a future world peace it must come through the efforts of the children of today when they are grown men. If we are to have clear vision and salutary action by the statesmen of the world they must have back of them adult populations that have grown to maturity with sound minds and healthy bodies. With the changes that have come about in our methods of living the importance of physical education and physical training is pre-eminent.

No program of world peace nor of world education can hope to succeed until we can fit the human being in any given part of the world into his environment and give him the opportunity for normal, healthy bodily development there. Above all, as educators, we must keep in mind our double function and see that the education of the mind and the development of the body are given equal importance.

In the spread of the benefits of civilization over all parts of the world we can anticipate success only if we bring those benefits directly into the life of the child. That the future of the world depends upon the average morality of the world child is evident. The world's progress is indicated by the gradually expanding status of woman. Our forward advance in the future in the moral and in the political fields will inevitably depend upon the expanding power of women demonstrated in the field of child health, child protection, and child education. We must see that the education of the mind and the development of the body are given equal importance.—Ray L. Wilbur, President, Stanford University, California.

THE hope of the nations—Teachers of every nation should impress deeply upon the souls and minds of the rising generation the highest principle that the welfare of the world at large must be considered equally as important as the welfare of their own nation. I believe all nations of the world will unite one day to form a great confederation. So far as our present generation is concerned, all nations should become more intimate, socially and morally. For that purpose, it is important to implant in the minds of children the idea that men are brothers, and nations are a family of nations.

Such an idea of brotherhood has been found, both in the Occident and in the Orient from earliest times, although till now it has not been extensively taught. From now on, we must maintain this idea as the most vital and fundamental. It must be taught thoroughly and constantly to children and be treated as are the principles of honesty, justice, and kindness. In this way, each child should be trained to become a worthy citizen of his country and at the same time become a good citizen of the world.

The awakening and fostering, in the minds of children, of these principles, is the noble task of the teachers. Thus, the teacher is the mightiest spiritual factor in determining the destiny of the world. In the hands of the teacher lies the key which opens the door to the new hope of nations.—M. Sawayanagi, President of the Japanese Imperial Education Association.

WOMEN in education—Nature has made women educators. Century after century, through the home, of which they were the moral and the material center, women have held within their hands and have furthered the higher ethical elements of education. Women, because of their position within the home, were not always prevented from taking part in intellectual and in public life. Great women have always seemed to know how to reconcile their double nature of public and private workers. Under present conditions of society, women are in great masses being brought into public life. That condition of equality which was recognized in theory even by Aristotle is now being or about to be experienced in regard to sex.

Women are or will soon be in direct contact with public life in every way, and very soon each woman according to her capacity will be taken beyond the

limitations of home life into partaking actively in the government of mankind. Each of us women who has been here has realized, I am sure, in a way never realized before, the meaning that the mission of the woman educator can have in furthering that ideal of world peace which has led us to come together at this time.

Those of us who have followed the development of this World Conference will have grown more able, I am sure, to realize in a clearer fashion, through this meeting of men and women from all over the world, what the mission of an educator can be, and what education can mean to the world if it takes as its aim world peace.—Princess Santa Borghese, Rome, Italy.

INDIA and the world—We have come to learn through bloody experiences that the apparent diversities of India are in truth "a fertile source of strength and wealth." The destructive and inhuman policies of exterminating diverse elements to form a national unity is not compatible with the genius of India. That can be attained only through coöperation. The presence of so many languages in India is indeed a drawback to the rapid development of the Nation as a whole. Hindustani, however, may be said to serve as a *lingua franca* of India. But the fact of cardinal importance is not the language, but the ideas expressed in it. The languages of India do not disseminate hostile aims and conflicting traditions, as is the case in Europe. We see that nations which have inherited the same language fight with each other while the trilingual Switzerland prospers in peace. We see the Thirteen Colonies tear themselves away by force of arms from their mother country. We see the North fight the South. More important than language to the peace and harmony of the world, therefore, is the ideal. When ideals clash, language as an agent of peace melts as mist before the morning sun.

It is therefore refreshing to know that in spite of the diversity of tongues, the art and literature of India today are expressing thoughts and feelings common to all India. India is a unit—geographically, culturally, and spiritually. It is unfortunate for India that the world has failed to appreciate her efforts in harmonizing and unifying a land as large as all Europe west of Russia, with at least as many castes, creeds, races, and culture.—Hemendra K. Rakhit, India.

Teaching History¹

H. G. WELLS

HISTORY should be taught not as many subjects, but as one subject, in the same terms in all civilized countries. In that fashion, it is not only most efficiently taught, but most easily. It is as reasonable to teach it in small separate packets, as is done now, as it would be to teach chemistry or biology in that manner. It is as unreasonable to have such subjects as English history or French history as to have English chemistry or French biology or German mineralogy. The teaching of *world* history distinct from *national* history is more interesting, easier to teach, and more readily understood.

My own experience in this matter probably parallels memories of many in this audience. The history I was taught at school began with the Britons in Britain. I was never told how they got there or hardly anything about them except that they stained themselves with woad. That woad was featured extensively. The early Britons were True Blue Britons. They made Stonehenge and carried on a sort of religion under the auspices of a sort of Father Christmases called Druids. Afterwards I learned that all that was nonsense, that I had learned nothing about Avebury, or of the people who made the wonderful lake village, discovered at Glastonbury, or, indeed, anything worth knowing of the long past of our race, although even in England there were abundant vestiges of the romantic beginnings of the human story. Incidentally I learned that the Phœnicians called these islands the tin islands, but who the Phœnicians were was of no consequence.

Into the spectacle of blue Britons with tin linings came Julius Cæsar, of whom I thought I had heard in my Scripture lessons, but totally unaware, however, that it was not the same Cæsar. This Cæsar came from a place called Rome, which I had also heard about in church. Cæsar came and went, and, according to his own words, conquered—and with his going he left English history blank for nearly a century. Then the Romans came back in force, made straight roads everywhere, and the

woad-soaked Britons were bleached. There was a great coming and going of Romans—agitated emperors appeared, built walls, and hurried off—one never knew why. And at last a noise of barbarians was heard without, and *exeunt* the Romans.

Then from the unknown outer darkness came Saxons, Angles, Jutes, Picts, and Scots, making a tremendous din. In that din the Romans reappeared, marvellously changed; Rome was now the seat of a personage called the Pope, who was a spouting fountain of missionaries and clergy, and the English were Christianized. Afterwards came an interlude of vague invasions and meaningless wars and a smell of burning cakes.

The Danes vanished in the twinkling of an eye, and the Normans took their place—William the Conqueror, 1066. As soon as the Normans had settled down to their cruelties and tyranny something called the Crusades occurred; like anything else that mattered, it began "off stage." I was given an impression that a person called Saladin had taken the Holy Sepulchre from the Christians, whereas it had been in the hands of the Mahommedans before the days of King Alfred. Little did I realize that the warriors of the cross never attained their ambition. Presently English history forgot the Crusades; they faded out.

Then began the French wars, and I was taught minute details about the claims of the English kings to the crown of France. I formed a picture of the Middle Ages, of knights in armour, ladies in fantastic dresses presiding over tournaments, troubadours, monks, nuns, shrines, nice little famines, picturesque pestilences—Merrie England. I never even heard of the Mongol and Turkish conquests in the thirteenth, fourteenth, and fifteenth centuries; never a word about these most crucial events in human affairs until somebody rushed into English history with the alarming information that the Turks had captured Constantinople. Then suddenly came the Renaissance and Reformation without notice or understanding. It was just as if somebody had flung a large rich egg across the picture of Merrie England, and there was nothing to be done but smear it off and begin a new picture. And so English history went on, always secondary, always controlled by things outside England. It was the story of a single room in the busy mansion of mankind, and until the ocean-

going ship arrived our England was not even a very important room.

It is impossible to understand history unless it is put on a wider basis than this. How much wider? European? That is not enough. Even the old world history is not enough. The only way to understand the history of any particular country now is to place it in its proper position as a part of the general history of mankind. It might be objected that to teach even English history properly takes time, and that it would take much more time to teach the history of the world. But that is not true. The whole is greater than the part, but it is often simpler and more readily understood. It is easier to teach a boy how a clock works with a whole clock than with detached bits. It is easier to teach children to read with a full alphabet instead of half a dozen letters. A house is easier to understand than a room.

History should be taught by beginning with the dawn of life on this globe and going on with the development of the human race, the growth of civilizations, the results of such crucial things as the use of iron weapons, the coming of the horse into the old civilizations, the change from picture writing to real writing, the effect on mankind of coined money, and so on. It is a far simpler and more inspiring story than the fiddling fag ends of national history.

The matter has become an urgent political necessity, because the nations of Europe today are suffocating and festering in pits of stale, unventilated history. International relationship has been revolutionized in the last hundred years by the increased facilities of transport and communication, the enormous increase of productive power, and the vast addition to the destructive side of war, without any increase in its decisiveness. Our world is becoming, through invention and in spite of every obstacle, one economic and financial system, and some sort of mutual control and concession is an urgent need. What is nationality? It is not a common language, or common religion, or common economic need, or even a common complexion, but a common historical idea that holds nationalities together. Nations are determined by history, and most of them by uncommonly bad history, and the only possibility for a wider and saner arrangement of human affairs lies in a wider and saner vision of one nation and people in relation to the whole adventure of mankind.

¹ Report of an address made at the London School of Economics, April 10, 1923, as a part of a debate between Mr. Wells and Mr. E. B. Osborn, with Mr. H. A. L. Fisher presiding.

The National Council of Teachers of English¹

J. W. SEARSON

Professor of English, University of Nebraska, Lincoln, Nebraska, and President of the National Council of Teachers of English

BORN in a spirit of violent but constructive protest, the National Council of Teachers of English has risen rapidly to a position of prominence and usefulness among the technical organizations of education in America. Its membership has numbered approximately a thousand teachers of English in high schools and college professors of English, with affiliated local associations extending from New England to California.

The origin of the Council—A strained controversy over college entrance requirements and the relation of high schools to universities prompted the beginning of a closer organization of English teachers of America. The English Round Table of the Department of Secondary Education of the National Education Association at Boston, July, 1910, appointed a committee on college entrance requirements in English to enter protest against the requirements set up by the college entrance examination board. The chairman of the English Round Table, Edwin L. Miller, of Detroit, appointed as chairman of the new committee, Dr. James Fleming Hosc, then professor of English in the Chicago Normal School. Doctor Hosc and his committee undertook not merely to formulate a protest but to make "a constructive study of the problems of high-school English." In this work his committee was supported fully by Ella Flagg Young, then President of the National Education Association. The committee organized, began its work, and made a preliminary report to the English Round Table of the National Education Association at San Francisco in July, 1911. At that meeting the English Round Table of the National Education Association requested the committee on college entrance requirements in English to organize a Council of Teachers of English which, though separate, would naturally work in sympathetic cooperation with the National Education Association.

¹ The next annual meeting of the National Council of Teachers of English will be held in Detroit, Michigan, November 29, 30, and December 1, 1923.

The first definite organization—Then it was that Doctor Hosc, chairman of the committee, instituted a vigorous program to organize the National Council. The first meeting was called in Chicago, December 1 and 2, 1911. Through the extraordinary diligence, activity, and tact of Doctor Hosc, then head of the Department of English in the Chicago Normal College, fifty persons outside of Chicago were assembled at the first meeting. Among the first members were such leaders as Dr. Fred Newton Scott, of the University of Michigan; Dr. John M. Clapp, of Lake Forest University; Mrs. Henry Hulst, of Grand Rapids, Michigan; Emma Breck, of Oakland, California; E. H. K. McComb, of Indianapolis; Dr. Allan Abbot, Teachers College, Columbia University; Dr. Edwin M. Hopkins, of Kansas University; and Charles Swain Thomas, then of Newtonville, Massachusetts. At this meeting a constitution was adopted, officers were elected, and the general policies of the Council were outlined.

Credit for the excellent organization of the Council, for the immediate establishment of *The English Journal*, and for directing the general affairs of the Council through the first years of its existence must be given to Doctor Hosc, whose broad vision, intense devotion, indefatigable work, and active service as secretary stirred the English teachers of the country to a finer realization of the opportunities for the right teaching of English in the high schools and colleges of the country.

Touching the whole country—It has been the general policy of the Council to hold two out of three of its annual meetings in Chicago. Annual meetings outside of Chicago have been held in New York City, Boston, and Chattanooga. In addition to the annual meetings held regularly during the Thanksgiving recess, the Council has presented excellent programs in connection with the Department of Superintendence in winter and the National Education Association in summer in Philadelphia, Richmond, Kansas City, Cincinnati, Saint Paul, Detroit, Chicago, Cleve-

land, Salt Lake City, Portland, and Oakland. In this way the National Council has come into almost direct contact with the teachers of English throughout the country.

Government and leadership—The government of the Council is vested in the usual officers, an executive committee, and a board of directors, largely representing the local associations. The board of directors is vested with the responsibility of electing the officers, determining the policies, and conducting the business of the Council. Following is a list of the presidents of the Council since its foundation: F. N. Scott, University of Michigan, 1912-13; Franklin T. Baker, Teachers College, Columbia University, 1914; E. H. K. McComb, Manual Training High School, Indianapolis, 1915; Edwin M. Hopkins, University of Kansas, 1916; Allan Abbot, Teachers College, Columbia University, 1917; Edwin L. Miller, Northern High School, Detroit, 1918; Joseph M. Thomas, University of Minnesota, 1919; James F. Hosc, Teachers College, Columbia University, 1920; Harry G. Paul, University of Illinois, 1921; Charles R. Gaston, Richmond Hill High School, New York City, 1922; J. W. Searson, University of Nebraska, Lincoln, Nebraska, 1923.

Notable committee reports—"No aspect of the National work of the Council has been more notable than the work of its committees," declared Doctor Hosc in his president's address at the meeting in 1920. "More than a score of these," he said, "have been from time to time appointed and the reports of several of them have been far-reaching in their influence. Such, for example, are the reports on Labor and Cost of English Teaching, on Equipment for English Teaching, on Articulation of the Course in English in the Elementary Schools with the Course in English in the High Schools, on Home Reading, Grammatical Nomenclature, American Speech, Economy of Time in English Teaching, and the Reorganization of English in Secondary Schools."

In addition to *The English Journal*, the Council has published many important bulletins and reports, among them a List of Plays for Schools and Colleges, the Home Reading List, three Reports of the Committee on Essentials, the Labor and Cost of English Teaching, and the Guide to American Speech Week. The bulletin on the Reorganization of English in the Secondary School, though published by the U. S.

Bureau of Education, is the report of a joint committee of the National Education Association and the National Council.

The Council's working program—The best general working program of the Council and the one which most nearly expresses the ideals toward which the Council has continually worked is that definitely stated by James F. Hosis, as follows: "First, the Council should play its part in popular movements for the improvement of education. It should interest parents in the betterment of the conditions which surround our work. It should urge its members to join with the National Education Association and other bodies in the movement for better salaries and the dignifying of the career of the teacher. In the second place, it should continue its work of defining the aims and essentials of English in the different stages of the educational scheme. In the junior high school provision must be made for individual differences. In the senior high school and in the junior college that background of culture and competence in the use of the vernacular which has been described should be insured. It is especially important that the smaller high school, obliged to work with more limited facilities and with less supervision, should be particularly borne in mind. The Council should, moreover, lend a sympathetic hand to the development of the program for the younger children wherever this is possible, and it should join with the more progressive who wish to see a better definition of the types of scholarly investigation which are worthwhile in the field of English study and in the field of education. It should itself increasingly engage in such investigation, supplanting mere opinion with facts painstakingly ascertained. It should aid in establishing a distinction between courses that are for the ordinary citizen, for those who are going to make teaching a profession, and for those who hope to spend their lives in scholarly research. Finally, it should spare no effort looking to the improvement of English teaching as a profession."

Officers of the National Council of Teachers of English—President, J. W. Searson, Lincoln, Nebraska; first vice-president, O. B. Sperlin, Rolling Bay, Washington; second vice-president, Alonzo C. Hall, Greensboro, North Carolina; secretary-treasurer, Wilbur W. Hatfield, Chicago, Illinois; auditor, C. C. Certain, Detroit, Michigan.

An Interplanetary Test

MANY a teacher has been loath to leave the teaching profession and enter other fields because leaving will entail the giving up of certain privileges. One of the strongest of these is the spirit of camaraderie which prevails in some communities to an almost unlimited degree. At a teachers' jinks in Berkeley, California, the following skit, written by Miss Laura Belle Everett, was given before an attentive audience. The Martian, Professor Skysky, megaphoned her directions in a strong, clear voice from the gallery.

INSPECTOR: It is no longer possible in this day and age to live to ourselves alone. We must measure up to the standards of others. Now that communication with Mars has been completely established, we are considering some exchange professorships with that planet, and they have asked to try certain intelligence tests on our people. These tests, which are much like our own, will be megawaved to us by Professor Skysky, the famous Martian.

(*To Professor Skysky:*) Please give the test for a college professor. Are you en rapport?

Professor Skysky (through megaphone): I am. Follow my directions: (1) Draw a diagram of a perihedral figure indicating the fourth dimension. (2) Demonstrate the whyness of the how, complicated by the H. C. L. Indicate its relation to the isness of the thus. (3) Evaluate the tintinnabulation of incrudescant thought waves.

Inspector (taking paper from professor). (*To audience:*) This is a very remarkable paper. The applicant shows an intelligence quotient of 233, which is unusual. (*To applicant—shaking hands with him:*) You have passed the test with honor and will be immediately appointed to a college position with a yearly salary of six hundred dollars. Let me congratulate you. (*To clerk:*) Call the applicant for president of a woman's club. (*To Professor Skysky:*) Give the next test, please.

Professor Skysky: This is the test for applicants for the presidency of women's clubs. Are you ready? Go. (1) With what emotion would you put a motion that you know would produce a commotion? (2) What would you do when the dogmatic woman with the Pomeranian poodle accuses the automatic woman with a limousine of run-

ning the club? (3) If a motion has no seconds how can the secretary keep the minutes?

Inspector (taking paper). (*To audience:*) This applicant shows an I. Q. of 138, but her mental age is only forty-three, while a successful president of a woman's club should have a mental age of at least sixty. We shall have to put her in a class for special instruction. (*To clerk:*) Please call the applicant for the weather bureau position. (*To Professor Skysky:*) The next test, please.

Professor Skysky: This is a test for weather bureau clerk: (1) To what extent has the weather bureau a moral responsibility for the theft of umbrellas? (2) Show that the ownership of a garden tends toward optimism and the ownership of a spring hat toward pessimism in case of spring showers.

Inspector (*To audience*): This applicant's papers show an I. Q. of 88; his mental age is only ten. However, as that is an age at which the imagination is highly developed, I find him well qualified for the position and he will immediately be appointed at a salary of \$4000 a year. Please call the applicant for scoutmaster.

Professor Skysky: The next test is for scoutmaster. (1) If your twelve-year-old boys smoke like Old Nicotine, would you drop them out or blow them up? (2) Do you take your boys on fewer long walks because of the hike cost of living? (3) If twenty boys have two hundred pressing personal problems and two thousand whims and vagaries, how many calories of ingenuity must a scoutmaster have? Please call the applicant for traffic cop.

Inspector: Next test, please. These papers will be passed upon later.

Professor Skysky: Traffic cop. (1) What would you do if you saw an airplane and a perambulator approaching from opposite directions? (2) (Ought) Autocar Ford the Hudson or Dodge the Overland or Chase the Moon? (3) Draw a diagram showing the directions you would give for crossing the street during the rush hours to a woman with a bird cage and a balky bulldog on a chain.

Inspector: Please call the applicant applying for entrance to college.

Professor Skysky: (1) Give seventeen of your most ingenious excuses for unprepared work. (2) Compare the rela-

Salaries of State Superintendents and Commissioners of Education

States	Actual salaries of State superintendents in 1909	Salaries which in 1922 equal in purchasing power those paid in 1909	Actual salaries of State superintendents in 1922	Loss or gain in purchasing power of State superintendents' salaries 1909 to 1922
1	2	3	4	5
United States (average).....	\$2,970	\$5,201	\$4,871	\$330 loss
Alabama.....	3,000	5,253	5,000	253 loss
Arizona.....	2,000	3,502	3,300	202 loss
Arkansas.....	2,500	4,378	3,600	778 loss
California.....	3,000	5,253	5,000	253 loss
Colorado.....	3,000	5,253	3,000	2,253 loss
Connecticut.....	3,500	6,129	9,000	2,871 gain
Delaware.....	No office		5,000	
Florida.....	2,500	4,378	4,500	122 gain
Georgia.....	2,000	3,502	4,500	998 gain
Idaho.....	2,400	4,202	2,400	1,802 loss
Illinois.....	7,500	13,133	7,500	5,633 loss
Indiana.....	3,000	5,253	5,000	253 loss
Iowa.....	2,200	3,852	4,000	148 gain
Kansas.....	2,500	4,378	3,000	1,378 loss
Kentucky.....	2,500	4,378	4,000	378 loss
Louisiana.....	2,000	3,502	5,000	1,498 gain
Maine.....	2,500	4,378	5,000	622 gain
Maryland.....	3,000	5,253	8,000	2,747 gain
Massachusetts.....	4,500	7,880	9,000	1,120 gain
Michigan.....	2,000	3,502	5,000	1,498 gain
Minnesota.....	3,000	5,253	5,000	253 loss
Mississippi.....	2,500	4,378	4,500	122 gain
Missouri.....	3,000	5,253	3,000	2,253 loss
Montana.....	3,000	5,253	3,600	1,653 loss
Nebraska.....	2,000	3,502	5,000	1,498 gain
Nevada.....	2,000	3,502	3,600	98 gain
New Hampshire.....	2,500	4,378	4,500	122 gain
New Jersey.....	5,000	8,755	10,000	1,245 gain
New Mexico.....	2,400	4,202	3,000	1,202 loss
New York.....	7,500	13,133	10,000	3,133 loss
North Carolina.....	3,000	5,253	4,000	1,253 loss
North Dakota.....	2,000	3,502	3,000	502 loss
Ohio.....	2,000	3,502	6,500	2,998 gain
Oklahoma.....	2,500	4,378	2,500	1,878 loss
Oregon.....	3,000	5,253	4,000	1,253 loss
Pennsylvania.....	5,000	8,755	12,000	3,245 gain
Rhode Island.....	4,000	7,004	6,000	1,004 loss
South Carolina.....	1,900	3,327	2,500	827 loss
South Dakota.....	1,800	3,152	1,800	1,352 loss
Tennessee.....	2,500	4,378	5,000	622 gain
Texas.....	2,500	4,378	4,000	378 loss
Utah.....	2,400	4,202	4,000	202 loss
Vermont.....	2,000	3,502	6,000	2,498 gain
Virginia.....	3,500	6,129	3,500	2,629 loss
Washington.....	3,000	5,253	3,000	2,253 loss
West Virginia.....	3,000	5,253	5,000	253 loss
Wisconsin.....	5,000	8,755	5,000	3,755 loss
Wyoming.....	2,000	3,502	3,000	502 loss

The table shows in column 2, the salary of each of the State superintendents in 1909. Column 3 gives the salary which in 1922 had the same purchasing power as that paid in 1909, according to the cost of living statements issued by the United States Department of Labor. Column 4 gives the actual salary paid in 1922 and Column 5 indicates the amount of loss or gain in purchasing power.

Between 1909 and 1922 the public schools of 29 out of the 48 States lost in their ability to command capable leadership in so far as the quality of leadership is determined by the salary paid State superintendents.

Between 1909 and 1920 the Nation's income measured in dollars increased 120 per cent. Between 1909 and 1922 the salaries of State superintendents increased, on the average, 64 per cent and should have increased 75 per cent in order to have maintained their purchasing power.

The figures on which this table is based were made available by W. G. Reeder, professor of education, Ohio State University, Columbus, Ohio. It is here reprinted from the Report of the Salary Committee of the National Education Association, July, 1923.

bluff, work, and luck. (4) Does auto-suggestion explain the marked disagreement between your mental age and your school performance?

Inspector: Please call the applicant for barber.

Professor Skysky: Are you ready? Here is the test for barber: (1) What proportion of your time do you spend spinning yarn, combing wool, or weaving tales? (2) Do you charge more for hair-cutting than for shaving because a man's hair is twenty years older than his beard? (3) Do you still raise the charge when you razor the chargee? (4) Answer this question by *yes* or *no*. Have you left off snipping your patrons' ears?

Inspector: Please call the applicant for teacher.

Professor Skysky: Here is the test for teacher: (1) Make out a list of your expenses for the year. Place all moving expenses under the head of drayage, and all traveling expenses, whether for taxi, street car, or cab, under the head of cabbage. No matter what your garb—cords, overalls, or old clothes—put all clothing expenses under the head of garbage. Enter all unpaid bills under dunnage. If married, put your family expenses under marriage. Put all doctors' bills under pillage. What is left of your salary mark as salvage. (2) When a class of forty-nine children is interrupted seven times in a forty-minute recitation, what is the correlation coefficient of distraction? (3) If you forget to punch out with the time-clock, will you be paid double time for overtime? If not, why not?

Chinese boy:

Mr. Inspector, tell me why
The teachers talk it on the sly.
They think that I no hear, they do,
And then they say I queue, I queue.
Now, me no queue. You tell me
why
They say I queue and say it sly.

Inspector: O never mind, they don't mean you.

It's common talk to say I. Q.

But you will need no test by book,
Because they all want you for cook.

(Exit Chinese, dragged by eager employers.)

Now, Martian, let us pause to rest
From interplanetary test.

tive convexity between ear-muffs and tendency toward extremes. (3) Analyze brain lobes and multiply by the racial and give proportional value of

Federal Leadership in Agriculture¹

HENRY C. WALLACE

Secretary of Agriculture, Washington, D. C.

IN spite of the fact that at the close of the Revolution our forefathers had practically a virgin country, rich in the mold of ages, and unlimited room for expansion, not a few of them realized that something should be done for the betterment of agriculture. President Washington, far-sighted and well acquainted through experience with the problems of growing crops and livestock, in 1793 urged upon Congress the desirability of establishing a new arm of the Government to promote better farming and the improvement of animals. The suggestion was favorably received by many public men, but Congress did not reach the point of establishing the Department until 1862. Nevertheless, unorganized work for this fundamental industry was done almost from the beginning.

Without special authority of law, an Agricultural Division was established in 1836 in the Patent Office. The first appropriation, \$1000 for "collecting and distributing seeds, prosecuting agricultural investigations, and procuring agricultural statistics," was made three years later. The law setting up an independent department was passed May 15, 1862, the United States Agricultural Society, organized in 1852, being an active factor in securing its passage. In the same year, on June 19, Congress passed the Morrill law which provided for the establishment of the land-grant agricultural colleges.

In the beginning the head of the new Department was called the Commissioner of Agriculture, and the first man to fill the place was Isaac Newton, a native of New Jersey and later a leading farmer of Pennsylvania. During his period of office, 1862 to 1867, the first research work was started by the appointment of a chemist and an entomologist, and an office was established which later became the Weather Bureau.

¹ This is the first of a series of articles outlining the growth and describing the activities of the various executive Departments. These articles are being prepared especially for THE JOURNAL and will contain a great wealth of information on what our Government is doing and how our taxes are being spent.

The next Commissioner, General Horace Capron, who held office until 1871, established the system of exchanging seeds and plants with many foreign countries, and a Division of Botany was formed. It was during these years that



HENRY C. WALLACE, Secretary of Agriculture since March 4, 1921. Mr. Wallace, himself a farmer and stock grower, was editor of Wallace's Farmer for more than twenty years and served as professor of dairying in the Iowa State College 1893-95.

the present Administration Building of the Department was built.

There were four more Commissioners up to 1889—Frederick Watts, William G. LeDuc, George B. Loring, and Norman J. Coleman—and during each term the scope of the work for agriculture was broadened and Congress, recognizing the need of the country for greater knowledge of its basic industry, rapidly increased the appropriations. Provision was made for the investigation of forestry, diseases among hogs and other domestic animals, important economic insects, tea culture, the making of sugar from sorghum and beets, irrigation, vegetable and animal fibers, silk culture, foreign demand for American farm products. During the latter part of Com-

missioner Coleman's term of office, largely through the efforts of the National Grange, the Department of Agriculture was made one of the executive departments of the Government, and Mr. Coleman held the office of Secretary for one month.

The first Secretary of Agriculture to serve a full term was Jeremiah M. Rusk, appointed from Wisconsin, who held office from 1889 to 1893. He first recommended the publication of Farmers' Bulletins which have become so popular. The succeeding four Secretaries were J. Sterling Morton, James Wilson, who held the office continuously for sixteen years, David F. Houston, and Edwin T. Meredith. Limitations of space prohibit the enumeration of the good work these men did for the Department and for American agriculture.

Starting with a mere handful of employes, the Department of Agriculture has grown until at the present time it employs about 20,000 full and part-time workers scattered over the entire country, and now receives for its regular activities appropriations amounting to more than thirty millions a year. The 3000 scientists in this one organization constitute the greatest scientific body in the world. In addition to the research work carried on as a basis, the Department has various extension activities, and does regulatory work provided for in a large number of laws framed for the benefit of agriculture and for the protection of the people as a whole.

It is a common impression that the Department of Agriculture is the farmers' branch of the Government, but an analysis of the various activities shows that practically one half of the work is done for the benefit of the general public, and some of it may be said to have only a distant relationship with agriculture. We might say that indirectly all of the work carried on by these 20,000 persons is for the benefit of the people as a whole. A great many of the discoveries and advances have been a benefit to the entire world. It has been said at different times that the money appropriated for the use of the Department is a subsidy to the farmer, but even the most cursory study of the



***I**NSECTICIDES and fungicides are tested by the Department by applying them to trees, gardens, field crops, dogs, and poultry. This is an orchard on a Department of Agriculture farm near Washington.*

accomplishments and the present activities will show that this is untrue. Such obvious farm benefits as the improvement of crop and livestock production are most certainly also an advantage to consumers as well as producers.

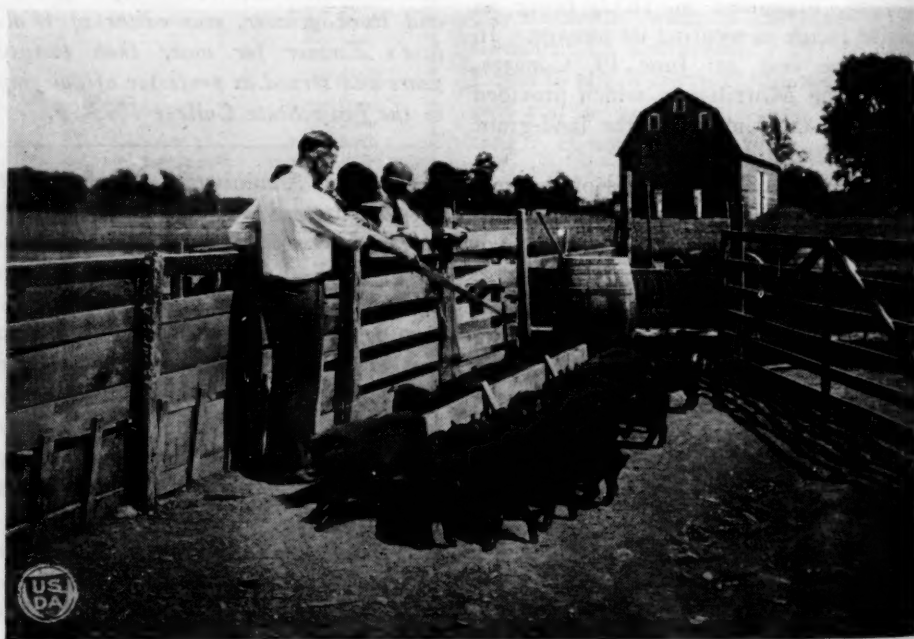
The most direct benefit to the general public comes through the administration of certain laws and through various service activities. Through the operation of the Federal Meat Inspection Law, all the meat going into interstate commerce is inspected and the consumer is thereby protected to a great extent from unwholesome meats and meat products. The Food and Drugs Act is one of the most widely known laws ever passed by Congress, and through it the many thousands of offenders have been stopped from defrauding and injuring the public. The Grain and Cotton Standards Acts have facilitated business in these commodities and have been a benefit to everyone. The Department also has the administration of the Packers and Stockyards Act, under which the Government supervises the meat packers, stockyards, and related agencies. It exercises supervision of future trading on the various grain exchanges through the Grain Futures Act. The service supplied by the Weather Bureau, which is a part of the Department, touches all of us so intimately and has become such a part of our daily life that we do not stop to think of the thousands of men on land

and sea who make observations and send in reports which are the basis for weather and flood predictions. The Forest Service looks after our 150,000,000 acres of National Forests and is doing work designed to conserve this important National resource and to reforest denuded areas. The Bureau of Public Roads administers the Federal-aid road funds in the building of roads which is done in cooperation with the States and conducts investigations on

materials and methods of highway construction. The Bureau of Chemistry studies problems of almost infinite variety, from the effect of different kinds of polishes on shoe leather to the making of sirup and the prevention of dust explosions in factories and threshing machines.

Through the control of insects and diseases and the development of better methods of storage and improved conditions in transit the Department has reduced food losses to a very great extent. As an example, shippers of watermelons once suffered great losses through a disease known as stem-end rot which appeared while the melons were in transit or on the market. The Department developed a simple chemical treatment for the cut stem which practically has eliminated these losses.

Most of the benefits already mentioned are of the sort easily recognized as of wide benefit. But the Department works on all sorts of problems related to agriculture even though the field covered often may be small. The primary work, of course, is in the field of research, which is the basis of the extension and much of the regulatory work. The various discoveries have added hundreds of millions of dollars to the wealth of the country simply through the introduction of new crops or the improvement of old ones; and other hundreds of millions through methods of combating plant and animal pests and diseases, better feeding meth-



***T**HOUSANDS of boys through pig-club work, and other Department projects, have developed an interest in live stock and have learned many of the fine points about stock raising and judging.*

ods, and the encouragement of better breeding.

Many of the advances made are full of romance; and some of them have been the beginning of the solution of seemingly unrelated problems that for ages had baffled humanity. Take the case of the cattle tick which is now gradually being driven from the South. Through investigations by Department veterinarians it was found that the widely prevalent disease, Texas fever, was carried from animal to animal by means of a certain kind of tick. As a result methods were developed which have been and are being used successfully in wiping out this scourge of the cattle industry in the Southern States. But of still more importance was the discovery that disease can be carried from one animal to another by an insect. Provided with this fundamental fact scientists went to work and soon discovered that the dreaded yellow fever was carried in the same way by a certain species of mosquito. This disease is now seldom heard of and is no longer found within our borders nor in many other countries where it once destroyed lives. Many other diseases have been found to be transmitted by insects.

When pork production reached large proportions in this country hog cholera soon began to cause enormous losses and had it not been for the development of a preventive serum treatment by Department scientists the raising of hogs might have become unprofitable. Now



NO PART of the public domain is more valuable than the vast expanses of National forests. Forest rangers are always on the job. They follow many lovely trails in their efforts to preserve the forests for future generations.

this plague is pretty well under control. Only recently, while studying methods for ridding domestic animals of internal parasites, one of our men discovered a treatment very effective for hookworm in sheep and dogs. There was some reason to believe that the chemical, carbon tetrachloride, would be effective in ridding humans of a similar parasite, and tests made in many parts of the world have given most promising results. The fight against tuberculosis of cattle

is being carried on with new plans and renewed vigor. Many areas are now entirely free of the disease, and there is reason to believe that we are on the way to being rid of this costly plague. On the other hand breeds of animals are being improved, new breeds have been developed to fill present-day needs, and various other phases of animal production are being studied.

While one group of scientists has been working on animals others have been doing similar work on the plant crops, bringing in new ones, improving the old, devising methods for controlling diseases and pests, improved cultural practices, and new things in harvesting, storage, and transportation. Many of the crops introduced from foreign countries have become of great importance commercially, the annual income from these naturalized aliens being estimated at nearly \$100,000,000. Some of the plants now contributing to this total are durum wheat, Sudan grass, Pima cotton, dates, Peruvian alfalfa, avocados, and scores of fruits and nuts and field crops of lesser importance. Great progress has been made in controlling the enemies of orchards, fields, and gardens—new and more effective poisons and better ways of applying them, such as dusting fields and groves from airplanes.

But, perhaps, the most important of all the many discoveries are those of new principles which have a wide application. One of these is the discovery that the



NEW DIGNITY has been given to household tasks by many varieties of clubs conducted under the direction of the Department of Agriculture. These girls belong to one of the numerous sewing clubs.

yield and quality of fruit can be greatly improved by bud selection as a result of which trees, at least orange, lemon, and grapefruit, may be improved by grafting on buds from trees which have proved themselves superior to the general run.

Another fundamental discovery announced by the Department a short time ago is that flowering and seed production is greatly influenced by the length of the day and that it is not the approach of cold weather nor the age of the plant which determines when it shall bloom or form fruit, but the gradual shortening of the day. This discovery is of great scientific and practical value and has stimulated a new line of experimentation in many parts of the world. It has made possible the crossing of plants which formerly could not be crossed because they could not be made to bloom at the same time.

These are but a few examples showing the nature of a great deal of the research work of the Department. Chemists, bacteriologists, economists, pathologists, animal husbandmen, meteorologists, and a score of other investigators are continuously digging into problems the solution of which will be of great importance to our welfare. One may be studying the life history of a certain troublesome insect, while another is trying to make sirup keep better without turning to sugar, and still another is developing a new process for making phosphate fertilizer. As a result of all this varied work life is being made easier and conditions which might make it much more difficult are avoided. It is hard to imagine that this country could get along without this type of work.

In its regulatory work, which is based largely on research work, the Department seeks to improve practices in the various businesses affected and as a result many industries, mostly engaged in handling food products in some stage, have been maintained on a high plane. Sometimes the work of administering the laws amounts to little more than ironing out the difficulties between different groups concerned. This is true in the establishment of standards for different products, such as grain and cotton,

and of many of the controversies which have been settled under the Packers and Stockyards Administration Act under which the Department exercises supervision over the meat-packing industry, the various stockyards, and related agencies.

The Department now administers several laws under which standards are



WEATHER BUREAU reports are of invaluable service to farmers and others. These men are studying wind movements by means of free balloons, whose direction and velocities are measured accurately by the instrument.

established—the Standard Container Act, which provides for containers of certain capacity for various food products; and the Grain and Cotton Standards Acts, which facilitate business and remove causes for disputes. Perhaps the most widely known law administered by the Department is the Food and Drugs Act which has resulted in a vast improvement in the handling of foods and has forced the selling of both foods and drugs for what they really are. In the butcher shop the little purple stamp so often seen on meats is concrete evidence of the work of the Department in keeping watch over all meat which goes into interstate and foreign commerce. It carries to the buyer the assurance of wholesomeness.

The crops of this country are guarded against dangerous insects and diseases in foreign countries which might be introduced. The Federal Horticultural Board maintains the guard by authority of the Federal Quarantine Act. Since the formation of the board no serious pest has entered our borders. The work of the Insecticide and Fungicide Board bears some relation to that of the Federal Horticultural Board. Its work is to prevent the sale of worthless or falsely branded insecticides and fungicides. We see here also some relation to the Food and Drugs Act. There is another quarantine law through the operation of which the country's flocks and herds are protected against dangerous diseases which might come in on animals or in some other manner.

These are the principal laws administered by the Department of Agriculture, but there are other interesting ones. For instance, there is what is commonly known as the "twenty-eight hour law," a humanitarian bit of legislation designed to prevent cruelty to animals in transit in interstate commerce. Under this law common carriers are prohibited from confining animals in transit for more than twenty-eight hours without unloading them into properly equipped pens for rest, water, and feeding for at least five hours.

Under a treaty with Great Britain, the United States is obligated, together with Canada, to protect birds migrating between the two countries. The law, which is extended to protect the greater part of the birds hunted in this country as game and most of the insectivorous and non-game birds, is administered by the Biological Survey, one of the Department's bureaus. Other important laws administered by the Department are the Alaska Game Law, the Warehouse Act, the Act to Establish Bird Refuges, and the Virus-Serum Toxin Act, which has to do with the manufacture of serum and virus for the protection of hogs from cholera. And there are still more.

The extension work of the Department is even more firmly based on the research work than are the regulatory activities. When some new fact is dis-



covered there remains the job of getting it to the farmer or to other persons who may be interested and may be able to make use of it. There are many avenues through which the Department puts out its information—through newspapers, farm papers, bulletins of various kinds, some popular and some professional, motion pictures, exhibits, and personal contact.

The extension work as carried on at present is broader than ever before. Farmers are kept in constant touch with market and production conditions through daily, weekly, and monthly reports. Reports are sent out by mail, telegraph, and radio.

Since the passage of the Smith-Lever Act in 1914 more money has been available for extension work and the States have been required to match the Federal funds in order to get their shares of the money provided by Congress. For the fiscal year 1923 Congress provided about \$7,000,000 for this purpose and the States about \$12,000,000. The work provided for under this law is done largely by 4500 workers, including county agricultural agents, home demonstration agents, specialists in different lines of work, and leaders in boys' and girls' club work. The importance of this club work can be realized when we consider that last year there were more than 500,000 boys and girls in some kind of club work in the United States. There are 2100 county agricultural agents in the 2650 agricultural counties, 720 counties have home demonstration agents, and 150 have special agents for boys' and girls' club work.

The number of publications issued by the Department is large as may well be imagined from the wide variety of work

done and the number of persons to be reached. During 1922, both directly and through members of Congress, more than 35,000,000 copies of publications were sent out, a large part of this great total being Farmers' Bulletins. In addition, thousands of letters are answered every day giving information on farming and many other subjects.

The crop information service is based upon the coöperation of an army of 200,000 volunteer reporters, mostly farmers located in all parts of the country who give regular reports on conditions in their vicinities.

The Department of Agriculture, starting in 1862 with a single Commissioner doing most of the work, has grown with the industry and the population it was created to serve. Its scope may be made clearer by showing by way of summary the way the work is divided. Broadly the work of the whole Department is now divided into three parts in charge of directors of Scientific Work, Extension Work, and Regulatory Work, each responsible to the Secretary. Under these broad heads are the Weather Bureau, Bureau of Animal Industry, Forest Service, Bureau of Plant Industry, Bureau of Chemistry, Bureau of Soils, Bureau of Entomology, Biological Survey, Public Roads, Agricultural Economics, Federal Horticultural Board, Insecticide and Fungicide Board, and the Nitrogen Research Laboratory, and other divisions and offices.

The Old Professor

MARIE DRENNEN

Buckhannon, West Virginia

Another year!—the leafy avenues
Of smoky, golden light; the mottled shade
Of campus walk; the maple woods aflame;
The blackbirds congregating in the elms—
And I poking my stick among the leaves!

The students come!—with romance in their eyes,
Strolling in couples on the river road
As did their sires and mothers years ago;
And stern professors, grave and purposeful,
Push up the hill; and in the lanes I meet
Pert young instructors, striding proudly by,
Unheeding of the pathway's steep ascent—
I fumbling in the pebbles, breathing hard!

I lean my head to hear the sounds once more—
The chapel bell, the swelling organ notes,
The cadenced murmurings from lecture halls,
The cheers reverberating from the field—
I silent in the shadow of the tower!

Too old, too old—they think I am too old
To touch these tender minds. They gave to me
The honor name Emeritus. But I—
I wonder if in worlds of Time and Space
Such words as age and youth can mean so much!
I wonder—poking here among the leaves.

Parting

MILLIE RUTH TURNER

Butler, Pennsylvania

My whole world reeled that bright autumnal day,
As with an aching heart I saw him march away,
His shoulders squared, his head held high,
A questioning wonder in his boyish eye.
His work forgotten, his games all laid away—
The law had claimed him and I could not bid him stay,
But when he turned to wave a last good-bye
'Mid all my loneliness I set me down to cry,
Yet, crying tried my feverish grief to cool—
'Twas but my little son's first day at school.

The Journal of the National Education Association

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

President, Olive M. Jones

Secretary, J. W. Crabtree

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

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

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

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

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

The *Journal* is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

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

Editor-in-Chief, William C. Bagley

Publication Staff

Joy Elmer Morgan
Managing Editor

Harold A. Allan
Business Manager

EXECUTIVE AND EDITORIAL OFFICES:
1201 Sixteenth Street N. W., Washington, D. C.

President Harding

IN the sudden death of President Harding, American education lost a friend. Himself an educator of the people through his newspaper, Mr. Harding showed a keen interest in educational projects. The statement issued during his campaign for the presidency favoring Federal aid for education was later supplemented by a declaration in a message to Congress and by an increasingly favorable attitude toward the project for a Department of Education. In his plan to reorganize the executive branch of the Government, President Harding favored a Department of Education and Welfare and it is reasonable to believe that when the matter came up for consideration in Congress he would have lent his strength to the legislative program of the National Education Association.

Those who had the privilege of knowing President Harding personally are agreed that he was a fine type of American citizenship. Although his brief service as president is ended, he will live in the hearts of the American people and will be remembered with an affection not unlike that given to the memory of President McKinley. Schools throughout the country are planning to hold suitable memorial exercises at which will

be emphasized the many ways in which a president serves the people of the country.

The United Front

THE summer meetings clearly demonstrated that educational workers will stand solidly against efforts to stop the educational advance by unwise retrenchment and political interference. Those who would put political ambition or love of money above the interests of childhood have made their influence felt during the past year. The effects of the movement for reduced expenditure for education and the fight on leaders in education were clearly set forth in the report of Secretary Crabtree which was presented to the delegates of the Representative Assembly.

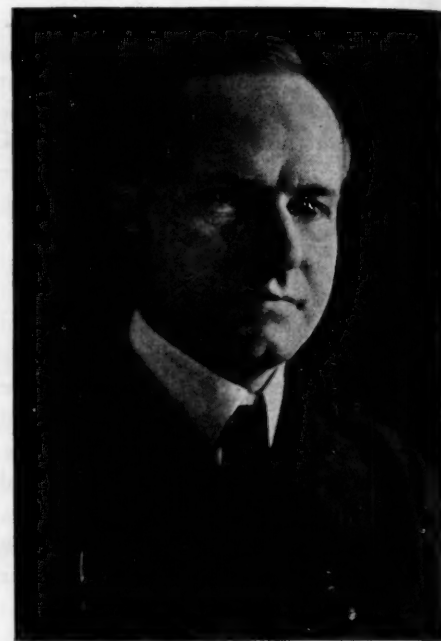
The challenge of those who would thus cripple education was also met squarely on a score of other occasions, both official and unofficial, during the July meetings. It was made plain that educators will unite and fight for the child's right to sound education and a fair start in life. The attitude expressed on this and similar questions at Oakland-San Francisco affects directly the work of all teachers. By supporting National, State, and local associations in their stand for justice to children and teachers, every teacher can have his part in the great educational advance.

World Goodwill Day

HAD the World Conference on Education at San Francisco done nothing else but set aside May 18, which commemorates the opening of the First Hague Conference as annual World Goodwill Day, it would have been notable in the history of better world relationships. The enthusiasm with which the World Conference was received by the press and people throughout the civilized world is clear indication that men and women everywhere are searching for a better basis of international understanding and cooperation. At the close of the Great War, from both official and unofficial sources, a chorus of cries went up that it should not happen again and the "war to end war" seemed a morning star of hope. In the light of the aftermath of the Great War it appears that the "war to end war" has not yet come, but the hope of outlawing war between nations—as the duel has been outlawed between men—is gaining

ground and the search for an intelligent way of dealing with the world's problems daily grows more intense.

For the nations of the world to set aside a day for common celebration—a day which is dear to all of them because it commemorates the opening of the first gathering of nations in time of peace to find a means of settling international differences by intelligent methods—is indeed an auspicious achievement. It is doubly fitting that this should have been accomplished by the educational forces of the world who are charged with the shaping of the ideals of the boys and girls who tomorrow will be the world's governors. World Goodwill Day has been generally received with commendation. It may be expected to command the support not only of educational associations,



Copyright 1923 by the United States.

CALVIN COOLIDGE, thirtieth President of the United States, whose speeches on education have attracted wide attention. In addressing the American University, Washington, D. C., June 7, 1922, he made a statement which might well be taken as a text by professional educators—"The world needs education in order that there may be a better estimation of true values. It is not easy to assemble facts. It is not easy to draw deductions. It is not easy to distinguish between the accidental and the essential. In the complications of modern civilization these are becoming more and more difficult. If world problems are to be solved, it will be through greater application, through more education, through a deeper faith, and a more complete reliance upon moral forces."

but also of such powerful influences as the American Legion, the General Federation of Women's Clubs, the League of Women Voters, and civic, fraternal, and religious organizations everywhere which have at heart the constructive needs of mankind.

Pennsylvania's Misfortune

THE teaching profession of the United States is nothing if not patient. Slapped in the face, it will even turn the other cheek—if, by so doing, the cause that it represents may be conceivably advanced. The most resounding slap that it has received for a generation came early in the summer, when Governor Pinchot, of Pennsylvania, failed to reappoint Dr. Thomas E. Finegan as State Superintendent of Public Instruction.

Under ordinary conditions this might not have been a matter of more than passing interest to the teachers of the Nation as a whole. But the conditions were far from ordinary. Dr. Finegan had conceived and put into partial effect a far-reaching program of educational development. This program had attracted the Nation-wide interest and commendation that it deserved. Standards were being set that would have spread far beyond the borders of Pennsylvania had Mr. Pinchot given Dr. Finegan the whole-hearted support that Governor Sproul both promised and delivered when Dr. Finegan undertook the difficult task.

A special commission, with a personnel whose ability, integrity, and impartiality are unquestioned, investigated Dr. Finegan's administration and submitted a report strongly approving his policies. The teachers of the State, with a degree of unanimity and enthusiasm unparalleled in the educational history of American commonwealths, requested Dr. Finegan's reappointment. The progressive forces in education throughout the country, recognizing the National significance of Dr. Finegan's work, awaited the outcome with the deepest concern and were stunned and inexpressibly disheartened when the blow fell.

Mr. Pinchot maintains that he has the public-school interests of his State deeply at heart. We understand that he promises great developments. These phrases have a familiar sound in the ears of our profession—but we have been schooled to patience. By the laws of chance, some political leader who makes

Fresh From the Classroom

IN AN effort to conserve the experience of teachers throughout the country as it relates to teaching conditions, President Olive M. Jones has appointed a Committee of One Hundred on Classroom Teaching Problems, with Mrs. Mary C. C. Bradford as chairman. This committee wishes to hear directly from as many teachers as possible. What is the greatest problem you met last term in the classroom? What is the great service of the teacher? Are you rendering this service? If not, why not? Is it your fault? Is it due to poor training? To too little supervision? To too much supervision? To the wrong kind of supervision? To the course of study? To wrong community attitude? To weaknesses in the system? Every kind of suggestion will be welcome. The committee wishes to discover the real problems of teaching in order to develop a scientific basis for bettering classroom conditions. Do not hesitate to condemn what you think to be wrong practice or to commend sound policies.

Here is your chance to contribute to the improvement of teaching. Write at once to Mrs. Mary C. C. Bradford, State Superintendent's Office, Denver, Colorado. Selections from the best letters received will be published in *THE JOURNAL*. In order that freest possible criticism may be obtained, these abstracts will be published without name or address.

glowing promises for the development of education will, in the course of the ages, mean what he says and act accordingly. Mr. Pinchot may be this man. He can prove it by translating promise into performance,—but toward this end, it must be confessed, he has made a very sorry start.

The New School Year

SEPTEMBER is a month of beginnings. In the United States more than 2,000,000 children are for the first time entering school, joining over 20,000,000 others who have been in school before. Some 700,000 teachers are giving to this great army of children the best they have in character and training. Upon what they are able to give will depend the future of America and—to a large degree—the future of the world. Perhaps 200,000 of these teachers are teaching their first school this year. Over 200,000 have been in summer schools during 1922—an example of devotion and ambition worthy of the highest praise and recognition. Tens of thousands of them have been refreshed by travel and other tens of thousands by change and rest. While there are two or three hundred thousand untrained or inadequately trained teachers in the country, the outlook is probably better than at the opening of any previous year. Let us rejoice, therefore, in the

advances that have been made. Let us also put all shoulders to the wheel and working through local, State, and National associations seek to improve educational conditions throughout the country. The battle for better salaries, better working conditions, and proper tenure and retirement is still on and must not cease until every child is assured a competent and well-trained teacher free to give his best to the service of education and democracy. Can any teacher afford not to pay the small fee required to enlist in an army which is fighting such a battle?

Defenders of Education

THE public schools need friends. They need individual support and organized support. The burden of the war debts is upon us. There are those who would pay them at the expense of a fair start for the boys and girls. Some of the shrewdest minds of the country will attack the public schools indirectly, insidiously. They will magnify weaknesses in an effort to cut expenses. They may do incalculable harm if their attacks are not met squarely. Perhaps education is passing through one of the greatest struggles of its history. The battle line is being drawn. Every teacher may well emphasize in school and out the importance of education in the life of the individual and society.

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.

- ALLEDALE, ILL., *Teachers Association of Wabash County*, Harriett Berminger, President.
 BAKERSFIELD, CALIF., *Bakersfield Teachers Club*, Mrs. Alma M. Gardner, Secretary.
 BEVERLY, MASS., *Massachusetts Association of School Superintendents*, S. Howard Chace, Secretary.
 BRANDON, COLO., *Kiowa County Educational Association*, Mrs. J. W. Dawson, Secretary.
 BROOKLYN, N. Y., *Association of Public Schools 28, 144 and 129*, Ida Badish, Secretary; *Extension Professional Elementary Teachers Association*, Maud R. Osborne, Secretary; *New York City High School Teachers Association*, Ada M. Harrington, Secretary.
 CLARINDA, IOWA, *Page County Teachers Association*, Mrs. E. Dale Buchtel, Secretary.
 HERMISTEAD, N. Y., *Public Schools 171 and 108*, Luman W. Best, Secretary.
 LACONIA, N. H., *Laconia Teachers Association*, Minnie B. Shattuck, Secretary.
 MACON, GA., *Bibb County Teachers Association*, Anice Douglas, Treasurer.
 NEW YORK CITY, N. Y., *Association of Public School 126*, Manhattan, M. V. Moore, Principal; *Association of the Schools of the Fourth District*, Phoebe A. Combs, Secretary; *Association of Walton Junior Senior High School*, Helen L. Devanney, Secretary; *Harlem Evening High School for Women*, Lillian M. Elliot, Principal; *Local Organization of Public School 54 and Public School 184*, Manhattan, James B. T. Demarest, Secretary; *Public Schools 2, 42 and 62*, Manhattan, Matilda C. Brooks, Secretary; *Riverside Association of Public School 90*, Manhattan, Julia S. Hennessey, Secretary.
 PASADENA, CALIF., *Pasadena Teachers Association*, Harriett B. Sterling, Secretary.
 RICHMOND, CALIF., *Richmond Teachers Association*, Theodore Madsen, Secretary.
 SAND SPRINGS, OKLA., *Sand Springs Public School Teachers*, C. C. Jelks, Secretary.
 UNION GROVE, WIS., *Wisconsin Branch of the National Council of Administrative Women in Education*, Edith McCaechron, Secretary.
 WORCESTER, MASS., *Worcester Teachers Association*, Georgiana K. Fiske, 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 June JOURNAL.

- BROOKLYN, N. Y., *Public School 108*, Frederic W. Mar, Principal.
 CASTLE HILL, MAINE, *Castle Hill Public Schools*, Elmer H. Webber, Superintendent.
 CHAPMAN, MAINE, *Chapman Public Schools*, Elmer H. Webber, Superintendent.
 CHICAGO, ILL., *Burrrough School*, Mary E. Frawley, Principal; *Dore School*, Nora F. Doran, Principal.
 COLORADO SPRINGS, COLO., *Midland School*, Augusta Kneip, Principal.
 CRIPPLE CREEK, COLO., *Golden School*, W. W. Black, Principal.
 DENVER, COLO., *Berkeley School*, Angela Gilmore, Principal; *Columbian School*, Mary E. Morris, Principal; *Garfield School*, Flora I. Doble, Principal; *Lincoln School*, Anna L. Force, Principal; *Newton Street School*, Lydia G. Meeker, Principal; *Perry School*, Genevieve Simpson, Principal; *Sheridan School*, L. A. Stueland, Principal; *University Park School*, Elizabeth M. Keller, Principal.
 EAST SAINT LOUIS, ILL., *Canady School*, J. A. McCollam, Principal; *Hawthorne School*, J. E. Wesley, Principal; *Jefferson School*, John E. Miller, Principal; *Longfellow School*, J. A. McCollam, Principal; *Manners School*, J. E. Wesley, Principal; *Rosemont School*, J. E. Wesley, Principal; *The Ungraded School*, Margaret Mulberry, Principal.
 EL PASO, TEXAS, *Fannin School*, Lilla Thomas, Principal; *Neill School*, Mrs. M. L. Patterson, Principal.
 FAIRHAVEN, N. J., *Fiske Street School*, Horace J. Booker, Principal; *Willow Street School*, Roland Pennimore, Principal.
 FAIRBAULT, MINN., *McKinley School*, Catharine Mandler, Principal.
 FRESNO, CALIF., *Kirk School*, J. W. Cappleman, Principal.

- HILO, HAWAII, *Kaiwika School*, Mrs. Georgiana Southerland, Principal; *Kalapana School*, Mrs. Annie Goo Sun, Principal; *Kapehu School*, Mr. Abel Ah You, Principal; *Kauikaauli School*, Mrs. E. M. Wakefield, Principal; *Kaunana School*, Mr. Tyssowski, Principal; *Kurtistown School*, Mary K. Naillima, Principal; *Laupahoehoe School*, Mary Evans, Principal; *Mountain View School*, Mrs. Gladys Weatherbee, Principal; *Ookala School*, Mrs. Ruth M. Donaldson, Principal; *Pahoa School*, Manual B. Olival, Principal; *Waikawaena School*, Mrs. E. Porter Giacomette, Principal.

- HONOLULU, HAWAII, *Hanahawoli School*, Della Z. Copp, Principal.

- HOOQUIAM, WASH., *Central School*, Mrs. Adele Oliver, Principal; *Emerson School*, Nell B. Allen, Principal; *High School*, Marie C. Smith, Principal; *Lincoln School*, Ralph Main, Principal; *Washington School*, M. B. Franklin, Principal.

- JAMAICA, N. Y., *Public School 49*, Queens.

- KANSAS CITY, KANS., *Abbott School*, Florence Dixon, Principal; *Armstrong School*, Ethel Herron, Principal; *Attucks School*, A. H. Harris, Principal; *Dunbar School*, Ella Robinson, Principal; *Eugene Field School*, Carrie Drisko, Principal; *Hawthorne School*, Alice Adams, Principal; *Lincoln School*, Rhoda Johnson, Principal; *Longfellow School*, Grace Roberts, Principal; *McKinley School*, Esther Erickson, Principal.

- KANSAS CITY, MO., *Hyde Park School*, A. R. Curry, Principal.

- LANSING, MICH., *Cedar School*, Hanna McHenry, Principal; *East Park School*, Mrs. Grace Ackerman, Principal; *Moore Park School*, Lillian Isell, Principal; *Townsend Street School*, Nettie L. Walsh, Principal.

- LOS ANGELES, CALIF., *Commonwealth School*, Jean MacMillan, Principal; *Hammel Street School*, Mrs. Anna S. Connias, Principal; *Lankershim School*, R. M. Killian, Principal; *Latona Avenue School*, Mary I. Nagle, Principal; *Magnolia Avenue School*, May Stansbury, Principal; *Micheltorena Street School*, Mary C. Flynn, Principal; *San Pedro Street School*, W. F. Hughes, Principal; *Utah Street School*, Alice J. Cushing, Principal; *Yorkdale School*, Emma E. Lillie, Principal; *61st Street School*, Margaret H. Smith, Principal.

- LOWELL, MASS., *Sycamore Street School*, Florence Rowell, Principal.

- LYNN, MASS., *Coburn Street School*, Bertha P. Chesley, Principal.

- MAPLETON, MAINE, *Mapleton Public Schools*, Elmer H. Webber, Superintendent; *Mapleton High School*, Franklin S. Cunningham, Principal.

- MEDFORD, MASS., *James School*, Nellie M. Baker, Principal.

- MESA, ARIZ., *Franklin Junior High School*, O. P. Greer, Principal; *High School*, H. E. Hendrix, Principal; *Irving School*, Vivian Standage, Principal; *Lincoln School*, Elsa Hillerich, Principal; *Washington School*, Helen Vance, Principal; *Webster School*, Luella Sutton, Principal.

- MILWAUKEE, WIS., *Greenbush Street School*, E. W. Schuman, Principal.

- MODESTO, CALIF., *Seventeenth Street School*, Almira Goodman, Principal; *Sixth Street School*, Elsie Van Wyck Turner, Principal; *Washington School*, T. V. Cardozo, Principal.

- MOUNT VERNON, N. Y., *Commercial High School*, C. O. Thompson, Principal; *Mount Vernon High School*, A. D. Davis, Principal.

- NEW BEDFORD, MASS., *Cedar Street School*, Gertrude L. Corish, Principal.

- NEW ORLEANS, LA., *La Salle School*, Gertrude Ellis, Principal; *McDonogh Number Four School*, Addlena Labrano, Principal.

- NEW YORK CITY, N. Y., *Public School 23*, Bronx, Frederick N. Westphal, Principal.

- NORWOOD, OHIO, *Allison Street School*, George E. Reeves, Principal; *Sharpsburg Elementary School*, W. R. Housh, Principal.

- OAKLAND, CALIF., *Stonehurst School*, Angie H. Webster, Principal.

- PHILADELPHIA, PA., *Joseph C. Gilbert School*, Clarence W. Lehr, Supervising Principal.

- ROCK ISLAND, ILL., *Horace Mann School*, Natalie Mirfield, Principal; *Washington School*, Owen B. Wright, Principal.

- SAN BERNARDINO, CALIF., *Base Line School*, H. A. Wierwille, Principal.

- SAN DIEGO, CALIF., *San Diego Public Schools*, H. C. Johnson, Superintendent; *Emerson School*, B. E. Edmiston, Principal; *Encanto School*, Mrs. Anabel Read Scott, Principal; *Florence School*, A. H. Riddell, Principal; *Franklin School*, C. H. Schellbach, Principal; *Fremont School*, Mrs. Florence K. Marshall, Principal; *Garfield School*, Mrs. Adele Outcalt, Principal; *Grant School*, Frank Y.

- Van Valin, Principal; *La Jolla School*, B. F. Enyeart, Principal; *La Jolla Junior High School*, B. F. Enyeart, Principal; *Lincoln School*, Nell Breen, Principal; *Logan School*, Mrs. Mabel E. O'Farrell, Principal; *Loma Portal School*, Mrs. Maude C. McKim, Principal; *Lowell School*, M. Ellen C. Barber, Principal; *Memorial Junior High School*, E. B. Tilton, Principal; *Ocean Beach School*, Kate Spani, Principal; *Pacific Beach School*, Meta M. Woodson, Principal; *Point Loma School*, Charles C. Price, Principal; *Senior High School*, T. A. Russell, Principal; *Stockton School*, Martha E. Nye, Principal; *Theodore Roosevelt Junior High School*, T. Malcolm Brown, Principal.

- SAN FRANCISCO, CALIF., *Adams School*, Helen F. McFarland, Principal; *Department of Home Economics*, Ellen M. Bartlett, Supervisor; *Department of Part-Time Education*, C. L. Carlson, Director; *Dudley Stone School*, Mary R. Carew, Principal; *Emerson School*, Julia C. Coffey, Principal; *Francis Scott Key School*, Mrs. Mabel W. Davidson, Principal; *George Peabody School*, A. Dwyer, Principal; *Hancock School*, Nellie G. Gallagher, Principal; *Horace Mann Junior High School*, Richard D. Faulkner, Principal; *Jefferson School*, Mrs. Marjorie Stuart, Principal; *John Swett School*, M. M. Fitzgerald, Principal; *Marshall School*, Fannie Martin, Principal; *Mission High School*, William J. Drew, Principal; *Noe Valley School*, Edith H. Lyon, Principal; *Parkside School*, Mrs. R. B. Stolz, Principal; *Paul Revere School*, Rebecca Boukolsky, Principal; *Sara B. Cooper School*, Isabel Tobin, Principal; *Sutro School*, May R. Durand, Principal.

- SAN JOSE, CALIF., *Hawthorne School*, Selma B. Olinde, Principal; *State Teachers College*, W. W. Kemp, President.

- SANTA ANA, CALIF., *McKinley School*, Mary Andrews, Principal.

- SANTA BARBARA, CALIF., *Santa Barbara Public Schools*, Paul E. Stewart, Superintendent; *Franklin School*, Raymond R. Hutchings, Principal; *Garfield School*, Melvin E. Bowman, Principal; *Junior High School*, William J. Kircher, Principal; *Kindergarten Directors*, Viola M. Gilson, Principal; *Lincoln School*, J. Defray Silvia, Principal; *McKinley School*, Eva L. McPhail, Principal; *Riviera School*, Mylitta M. Morris, Principal; *Santa Barbara High School*, Homer Martin, Principal; *Santa Barbara Teachers Club*, Fred H. Pierce, Treasurer; *Washington School*, Samuel O. Welden, Principal; *Wilson School*, Hattie B. Phenix, Principal.

- SANTA ROSA, CALIF., *Lincoln School*, Minnie Coulter, Principal.

- SPRINGFIELD, MASS., *Brightwood School*, Jennie E. Whitaker, Principal; *Eastern Avenue School*, Georgiana A. Hodskins, Principal; *Sumner Avenue School*, Josephine C. Foster, Principal.

- STOCKTON, CALIF., *Lafayette School*, Bradley Grover, Principal; *Lottie Gransky School*, A. W. Lynde, Principal.

- STONEHAM, MASS., *South School*, Mrs. Laura L. Stevens, Principal.

- SUPERIOR, WIS., *Franklin School*, Elizabeth McCormick, Principal.

- WAUKEGAN, ILL., *Waukegan Township Secondary School*, Paul G. W. Keller, Superintendent.

- WILMINGTON, CALIF., *Brooklyn Avenue School*, Armina M. Breen, Principal.

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 Education Association Officers 1923-1924

Olive M. Jones, President, New York City.
J. W. Crabtree, Secretary, Washington, D. C.
Cornelia S. Adair, Treasurer, Richmond, Va.

EXECUTIVE COMMITTEE

Olive M. Jones, President, New York City.
William B. Owen, Vice-President, Chicago, Ill.
Walter R. Siders, Chairman, Board of Trustees, Pocatello, Idaho.
Cornelia S. Adair, Treasurer, Richmond, Va.
Cora Wilson Stewart, Member by Election, Frankfort, Ky.

BOARD OF TRUSTEES

Walter R. Siders, Chairman, Superintendent of Schools, Pocatello, Idaho.
Olive M. Jones, President, Principal of Public School 120, New York, N. Y.
Agnes E. Doherty, Teacher, Central High School, Saint Paul, Minn.
Thomas E. Finegan, 613 North Front Street, Harrisburg, Pa.
Carroll G. Pearse, 455 Kenwood Boulevard, Milwaukee, Wis.

VICE-PRESIDENTS

William B. Owen, President, Chicago Normal College, Chicago, Ill.
C. B. Glenn, Superintendent of Schools, Birmingham, Ala.
C. E. Rose, Superintendent of City Public Schools, Tucson, Ariz.
Annie G. Griffey, Primary Supervisor, Little Rock, Ark.
Mary F. Mooney, Vice-Principal, Washington School, San Francisco, Calif.
Anna L. Force, 216 Sherman Street, Denver, Colo.
C. F. Garrett, Superintendent of City Public Schools, Fairfield, Iowa.
Florence M. Hale, State Agent for Rural Education, State House, Augusta, Maine.
E. Ruth Pyrtle, McKinley School, Lincoln, Nebr.
Carroll R. Reed, Superintendent of Schools, Akron, Ohio.
R. O. Stoops, Superintendent of Schools, York, Pa.
S. L. Smith, General Field Agent, Julius Rosenwald Fund for Rural Schools, Nashville, Tenn.

BOARD OF DIRECTORS

Directors Ex Officio

Olive M. Jones, President, New York City.
William B. Owen, First Vice-President, Chicago, Ill.
Cornelia S. Adair, Treasurer, Richmond, Va.
Walter R. Siders, Chairman of the Board of Trustees, Pocatello, Idaho.
J. W. Crabtree, Secretary, Washington, D. C.

Life Directors

Robert J. Aley, President of Butler College, Indianapolis, Ind.
Mary C. C. Bradford, 1735 Bellaire Street, Denver, Colo.
Thomas W. Bicknell, 207 Boyle Avenue, Providence, R. I.
Board of Education, Nashville, Tenn.
Elmer Ellsworth Brown, President of New York University, New York City.
Nicholas Murray Butler, President of Columbia University, New York City.

P. P. Claxton, Superintendent of Schools, Tulsa, Okla.
Edwin G. Cooley, Union League Club, Chicago, Ill.

Oscar T. Corson, R. F. D. No. 2, Oxford, Ohio.
Charles W. Eliot, President Emeritus of Harvard University, Cambridge, Mass.
H. A. Graham, Mt. Pleasant, Mich.
Fred M. Hunter, Superintendent of Schools, Oakland, Calif.

David B. Johnson, President, Winthrop Normal and Industrial College, Rock Hill, S. C.

David Starr Jordan, President Emeritus of Stanford University, Calif.

James Y. Joyner, La Grange, N. C.
T. Marcellus Marshall, Stouts Mill, W. Va.
William B. Owen, President of Chicago Normal College, Chicago, Ill.

Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.
Carroll G. Pearse, 455 Kenwood Boulevard, Milwaukee, Wis.

Charles R. Skinner, Librarian, Legislative Library, Capitol Building, Albany, N. Y.
State Teachers' Association of Illinois, Robert C. Moore, Secretary, Carlinville, Ill.

George D. Strayer, Teachers College, Columbia University, New York, N. Y.

Joseph Swain, Swarthmore, Pa.
A. R. Taylor, Decatur, Ill.

Teachers' Institute, Philadelphia, Pa.
John J. Tigert, U. S. Commissioner of Education, Bureau of Education, Washington, D. C.

Charles G. White, Menominee, Wis.
Charl Ormond Williams, Field Secretary, National Education Association, Washington, D. C.

State Directors

Alabama, C. B. Glenn, Superintendent of Schools, Birmingham.

Alaska, Lester D. Henderson, Commissioner of Education, Juneau.

Arizona, A. J. Matthews, President, State Normal School, Tempe.

Arkansas, Annie G. Griffey, Primary Supervisor, 800 Louisiana St., Little Rock.

California, William P. Dunlevy, 2924 Ash Street, San Diego.

Connecticut, Edward B. Sellev, Superintendent of Schools, Middletown.

Colorado, H. B. Smith, Secretary, Colorado Education Association, 532 Commonwealth Building, Denver.

Delaware, H. V. Holloway, State Superintendent of Public Instruction, Dover.

District of Columbia, Harry English, Head of Department of Mathematics, Franklin Building, Washington.

Florida, Agnes Ballard, County Superintendent of Schools, Palm Beach County, West Palm Beach.

Georgia, K. T. Alfriend, Department of Education and Psychology, Bessie Tift College, Forsyth.

Hawaii, W. E. Givens, Superintendent of Public Instruction, Honolulu.

Idaho, Elizabeth Russum, State Superintendent of Schools, Boise.

Illinois, Sarah L. Thomas, 410 Kishwaukee Street, Rockford.

Indiana, H. Lester Smith, Dean, School of Education, Indiana University, Bloomington.

Iowa, Thomas R. Roberts, Superintendent of Schools, Independence.

Kansas, M. E. Pearson, Superintendent of Schools, Kansas City.

Kentucky, R. E. Williams, Secretary, Kentucky Education Association, 4518 Southern Parkway, Louisville.

Louisiana, Loretta R. Doerr, 1323 North Rampart, New Orleans.

Maine, Josiah W. Taylor, State Agent for Secondary Education, State House, Augusta.

Maryland, William Burdick, State Supervisor Physical Education, 7 East Mulberry Street, Baltimore.

Massachusetts, Mary McSkimmon, Principal, Pierce School, Brookline.

Michigan, T. E. Johnson, State Superintendent of Public Instruction, State House, Lansing.

Minnesota, W. H. Shephard, North High School, Minneapolis.

Mississippi, J. S. Vandiver, Moorhead.

Missouri, Thomas J. Walker, Missouri State Teachers Association, Columbia.

Montana, A. H. Douglass, 111 Montana Street, Butte.

Nebraska, C. Ray Gates, Superintendent of City Schools, Grand Island.

Nevada, E. L. McKeown, Superintendent of Schools, Carson City.

New Hampshire, Wallace E. Mason, Keene Normal School, Keene.

New Jersey, Charles B. Dyke, Room 304, Stacy-Trent Building, Trenton.

New Mexico, Isabel L. Eckles, State Superintendent of Public Instruction, Santa Fe.

New York, Ambrose Cort, Public School 73, 75 Rockaway Avenue, Brooklyn.

North Carolina, Robert H. Wright, President, East Carolina Teachers College, Greenville.

North Dakota, M. E. McCurdy, North Dakota Education Association, Washburn.

Ohio, Frank E. Reynolds, Secretary-Treasurer, Ohio State Teachers Association, Chamber of Commerce Building, Columbus.

Oklahoma, A. C. Parsons, Superintendent of City Schools, Oklahoma City.

Oregon, George Hug, Superintendent of City Schools, Salem.

Pennsylvania, James H. Kelley, Secretary, State Education Association, 10 South Market Square, Harrisburg.

Philippine Islands, Luther B. Bewley, Commissioner of Education, Manila.

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

Rhode Island, William O. Holden, Head, Commercial High School, Pawtucket.

South Carolina, George H. Webber, Superintendent of Schools, Beaufort.

South Dakota, Harold W. Foght, President, Northern Normal and Industrial School, Aberdeen.

Tennessee, S. L. Smith, General Field Agent, Julius Rosenwald Fund for Rural Schools, Nashville.

Texas, Catherine Gorbett, 2 Wallace Annex, El Paso.

Utah, C. N. Jensen, State Superintendent of Public Instruction, Salt Lake City.

Vermont, Donald W. McClelland, President, State Teachers Association, Bennington.

Virginia, S. A. McDonald, Principal, Ruffner School, Norfolk.

Washington, Jennie M. French, Principal, Point Defiance School, Tacoma.

West Virginia, J. H. Hickman, State Department of Schools, Charleston.

Wisconsin, John F. Sims, President, State Normal School, Stevens Point.

Wyoming, A. A. Slade, Superintendent of Schools, Casper.

Educational Crusaders

SEPTEMBER is high tide educationally with the great masses of the American people. Millions of families have sent their children into the school-houses afresh and are wondering what the year will bring forth. This is therefore a good time to call attention to the needs of children generally. It is the logical time to renew the crusade for sound and adequate education throughout the country. The Education Bill—well known as the Towner-Sterling Bill—is the Magna Charta of American education.

Speakers who would present the provisions of the Bill and the corresponding needs of education clearly before public gatherings, students in teacher-training institutions, teachers' associations, and other meetings were listed in THE JOURNAL for June. Additional names are published herewith. This like the one preceding is only a partial list. Additional names will appear later.

If the legislative program of the National Education Association has not been presented to the people of your community, write to one of these speakers at an early date and arrange for a suitable public discussion of this important measure and the needs that have led the teachers of the Nation to unite in its behalf.

Cornelia S. Adair, Teacher, Treasurer of the National Education Association, 1719 Grove Ave., Richmond, Va.

C. F. Adamson, Assistant County Superintendent of Schools, Meadville, Pa.

G. W. Ager, President, State Teachers' Association, Bend, Ore.

Walter D. Agnew, President, Woman's College of Alabama, Montgomery, Ala.

A. P. Akeley, County Superintendent of Schools, Coudersport, Pa.

R. H. Alderman, President, Southern College, Lakeland, Fla.

C. E. Allen, President, State Teachers' College, Valley City, N. Dak.

Joseph H. Apple, President, Hood College, Frederick, Md.

George F. Arps, Dean, College of Education, Ohio State University, Columbus, Ohio

A. J. Ashman, Superintendent of Schools, Richfield, Utah

J. W. Bailey, Head, New Testament Department, Berkeley Baptist Divinity School, Berkeley, Calif.

Agnes Ballard, County Superintendent of Schools, West Palm Beach, Fla.

Walter Barnes, Vice-President, State Normal School, Fairmont, W. Va.

Charles Barthelmeh, County Superintendent of Schools, New Philadelphia, Ohio

C. F. Becker, Superintendent of Schools, Ellwood City, Pa.

H. G. Bennett, President, State Teachers' College, Durant, Okla.

E. R. Bentley, Superintendent of Schools, McAllen, Texas

A. C. Berg, State Rural School Inspector, Towner, N. Dak.

George A. Biscoe, Superintendent of Schools, Ashland, Ore.

D. J. Blocker, President, Shorter College, Rome, Ga.

C. Louise Boehringer, Editor, "The Arizona Teacher," Yuma, Ariz.

J. S. Bolin, Instructor in Education, University of California, Berkeley, Calif.

A. O. Bowden, President, State Teachers' College, Silver City, N. Mex.

L. B. Bowers, President, Kansas Wesleyan College, Salina, Kansas

Roy B. Bowers, Superintendent of Schools, Bristol, Va.

Mary C. C. Bradford, State Superintendent Public Instruction, Denver, Colo.

W. A. Brandenburg, President, State Teachers' College, Pittsburg, Kansas

Elmer L. Breckner, President, Washington Education Association, Superintendent of Schools, Olympia, Wash.

Ann Brewington, State Supervisor of Commercial Education, State House, Boise, Idaho

M. L. Brittain, President, Georgia Tech, Atlanta, Ga.

C. L. Broadwater, Principal, High School, Middlebourne, W. Va.

C. E. Bunnell, President, Alaska Agricultural College and School of Mines, Fairbanks, Alaska

Ernest Burnham, Director, Department of Rural Education, Western State Normal School, Kalamazoo, Mich.

L. A. Butler, Superintendent of Schools, Ann Arbor, Mich.

Norman W. Cameron, Director of Training of Teachers, Baltimore, Md.

P. L. Campbell, President, University of Oregon, Eugene, Ore.

Mabel Carney, Professor of Rural Education, Teachers College, Columbia University, New York City.

John W. Carr, Jr., County Superintendent of Schools, Durham, N. C.

H. D. Casey, Superintendent of Schools, Springfield, Vt.

O. H. Caspers, County Superintendent of Schools, Grantsburg, Wis.

A. H. Chamberlain, Executive Secretary, California Teachers' Association, San Francisco, Calif.

Carroll D. Champlin, Professor of Education, State Normal School, California, Pa.

A. R. Chandler, Jr., President, State Normal School for Women, Fredericksburg, Va.

W. L. Chase, Superintendent of Schools, Canton, Maine

M. G. Clark, Superintendent of Schools, Sioux City, Iowa

Elizabeth Cleveland, Supervisor, Girls' and Women's Activities, Detroit Public Schools, Detroit, Mich.

W. G. Clippinger, President, Otterheim College, Westerville, Ohio

E. H. Clowse, Principal, High School, Richmond, Vt.

Charles E. Cobbe, President, Cotner College, Bethany, Nebr.

William C. Cook, County Superintendent of Schools, Welch, W. Va.

William John Cooper, Superintendent of Schools, Fresno, Calif.

Byron Cosby, Chairman, Commission on Recommendations, Kirksville, Mo.

C. Cottingham, President, Louisiana College, Pineville, La.

F. A. Cotton, President, State Normal School, La Crosse, Wis.

E. M. Cox, Assistant Superintendent of Schools, Oakland, Calif.

John G. Crabbe, President, Colorado State Teachers' College, Greeley, Colo.

R. V. Cramer, Superintendent of Schools, Lebanon, Mo.

C. W. Crandell, Superintendent of Schools, Cadillac, Mich.

J. O. Creager, Dean, College of Education, Tucson, Ariz.

C. W. Dautette, President, State Normal School, Jacksonville, Ala.

T. S. Davis, County Superintendent of Schools, R. D. No. 1, Altoona, Pa.

M. H. Deardorff, Superintendent of Schools, Warren, Pa.

L. H. Dennis, Director, Vocational Education, Harrisburg, Pa.

S. J. Derrick, President, Newberry College, Newberry, S. C.

L. C. Dick, County Superintendent of Schools, London, Ohio

Fred W. Diehl, County Superintendent of Schools, Danville, Pa.

H. O. Dietrich, County Superintendent of Schools, Norristown, Pa.

Carl G. Doney, President, Willamette University, Salem, Ore.

Mrs. S. M. Dorsey, Superintendent of Schools, 716 Security Bldg., Los Angeles, Calif.

Spright Dowell, President, Alabama Polytechnic Institute, Auburn, Ala.

O. B. Drake, Superintendent of Schools, Canon City, Colo.

Lee L. Driver, Department of Public Instruction, Harrisburg, Pa.

Gertrude F. Eaton, Principal, Sioux City Normal School, Sioux City, Iowa

J. Linwood Eisenberg, President, Normal School, Slippery Rock, Pa.

Alberto M. Eldridge, Principal, Perkins School, Braintree, Mass.

E. C. Elliott, President, Purdue University, Lafayette, Ind.

E. L. Enloe, Superintendent of Schools, Socorro, N. Mex.

A. S. Faulkner, Superintendent of Schools, Norman, Okla.

H. G. Faust, Superintendent of Schools, Shawnee, Okla.

David Felmley, President, Illinois State Normal University, Normal, Ill.

Mrs. Jessie M. Fink, Principal, Palmer School, Grand Rapids, Mich.

E. C. Fisher, Superintendent of Schools, Rock Island, Ill.

W. H. Frazer, President, Queens College, Charlotte, N. C.

Arthur H. French, Head, Science Department, Francis W. Parker School, San Diego, Calif.

C. E. Githens, Superintendent of Schools, Wheeling, W. Va.

W. E. Givens, Superintendent of Public Instruction, Territory of Hawaii, Honolulu, U. S. A.

I. J. Good, President, Indiana Central College, Indianapolis, Ind.

J. W. Gowans, Superintendent of Schools, Hutchinson, Kansas

Chester H. Gray, Farming and Legislative Work for Farm Bureau, Nevada, Mo.

W. A. Greeson, Superintendent of Schools, Traverse City, Mich.

C. H. Griffey, Superintendent of Schools, Adrian, Mich.

J. C. Guilds, President, Columbia College, Columbia, S. C.

J. M. Hackler, Director of Training School, Tahlequah, Okla.

Hiram E. Hall, County Superintendent of Schools, Bowling Green, Ohio

F. R. Hamilton, President, Marshall College, Huntington, W. Va.

May Hamilton, County Superintendent of Schools, Casper, Wyo.

A. C. Hampton, Superintendent of Schools, La Grande, Ore.

H. Lloyd Hansen, Superintendent of Schools, Monticello, Utah

F. S. Harris, President, Brigham Young University, Provo, Utah

Robert R. Hartzell, President, Tehama County Teachers' Association, Red Bluff, Calif.

D. C. Hastings, Superintendent of Schools, Crossett, Ark.

M. C. Helm, Superintendent of Schools, Fairport Harbor, Ohio

L. D. Henderson, Commissioner of Education, Juneau, Alaska

(To be continued)

Minutes of the Annual Meeting¹

Oakland-San Francisco, California, July 1-6, 1923

FIRST BUSINESS SESSION—The first business session of the annual meeting was called to order by President Owen Tuesday morning, July 3, 1923, at nine o'clock in the theater of the Oakland Civic Auditorium.

Report of Committee on Credentials, adopted as read by the Chairman, U. W. Lamkin.

PRESIDENT OWEN: That constitutes this, the Representative Assembly of this annual meeting; we are now ready to do business. It is now in order to adopt rules of procedure for this convention.

It was moved from the floor that the rules which had been used during the two preceding years, as printed on page six of the Official Manual, be adopted. The motion was seconded and carried.

PRESIDENT OWEN: We now have a set of rules. Shall we have a Committee on Rules?

A motion was made, seconded and carried that the President appoint such a committee, and the following were appointed: Superintendent, R. J. Condon, Cincinnati; Miss Rose Pesta, Chicago; Mr. Johnson, San Diego; Miss Sterrett, Seattle; Mr. Rosier, West Virginia; Mary McSkimmon, Boston; F. A. Hathaway, Jacksonville, Florida.

The next thing in the order of business before us is the adoption of the minutes of the last meeting of the Representative Assembly. The chair recognizes the Secretary of the Association.

SECRETARY CRABTREE: The minutes are published and printed in the Official Manual, which has been given to each delegate. I move the adoption of the minutes of the Boston meeting as printed in the Official Manual. Motion seconded and carried.

PRESIDENT OWEN: The next thing is the adoption of the order of business. That means, of course, that this provisional order in the program which had to be set up by the officers can be adopted by the Assembly, or can be made as the Assembly deems wise. (Motion made that the order as arranged by the officers be adopted; seconded and carried.) The next order of business is the report of the President.

The President then spoke on the life and growth of the Association, pointing out the advantages which had come from the reorganization of the Association in 1920 on the representative basis. He attached importance to the deliberations of the Representative Assembly, to the wisdom during the next few years of developing proper forms of business procedure, mentioning in detail items in procedure which should be observed in order to keep the work of the Assembly on a high plane and in order fully to represent the democratic spirit of the Association and teaching profession.

Mrs. A. H. Reeve, president of the National Congress of Mothers and Parent-Teacher Associations, Philadelphia, Pennsylvania, was then introduced and spoke briefly on the work of her association and advantage of coöperation with the National Education Association.

PRESIDENT OWEN: We have a number of reports to be presented to us. First is the

Greetings from the President of the National Education Association

TO be President of the National Education Association is to represent the greatest body of teachers in the world. It is to accept a solemn trust that lifts one above the ordinary responsibilities of locality or group to broader duties to the profession as a whole and to the Nation. In accepting this trust I dedicate myself to the service of the entire Association and to the profession it represents. The Association has an efficient headquarters staff upon which I shall rely. It has a well-conceived program which shall be my program. It has an outstanding mission to which I shall give my best and for which I bespeak the enlistment and wholehearted coöperation of the teaching profession. The cause of education is the foundation upon which we can unite to build a greater profession and a greater and better Nation.—Olive M. Jones, President of the National Education Association.

report of the Committee on Salaries. The chairman of this Committee is Professor E. S. Evenden, of Columbia University, who is not able to be here. Professor Rugh, of the University of California, is to present the report. He is a member of the committee.

Professor Rugh spoke briefly concerning the report which had been printed and placed in the hands of delegates. In answer to a question from the floor Professor Rugh gave assurance that additional copies of the report in pamphlet form could be secured by writing the central office.

PRESIDENT OWEN: Next we will have the report of the Committee on Character Education, by the Chairman, Milton Bennion, Dean of the School of Education, University of Utah, Salt Lake City. (After the presentation of the report, which is printed in pamphlet form, a motion was passed to adopt the report and to continue the committee for another year.)

PRESIDENT OWEN: The next is the report of the Committee to Coöperate with Motion Picture Producers. The Chairman is Charles Hubbard Judd, director of the School of Education, University of Chicago.

In presenting the report, which was in the hands of delegates in pamphlet form and which will also be published in the Annual Proceedings of the Association, Dr. Judd called attention to the organization of the committee and to the steps in the preparation of the report, and moved the adoption of the report, including the following recommendations of the committee: (1) That the present committee be discharged; (2) that the Association express to the Motion Picture Producers and Distributors of America appreciation for support given to the committee; (3) that this Association recognize the desirability of legislation regulating the use of inflammable films and making more readily available to schools the non-inflammable films; (4) that a program on visual education be arranged for the next winter meeting to include all discussion of this subject at that meeting; and (5) that a committee be appointed by the President of the Association to carry on studies of the administrative and instructional methods which are employed and should be employed in the introduction of visual materials into the school curriculum.

MRS. BRADFORD: I move that the present committee be retained.

PRESIDENT OWEN: That is an amendment to the report. The motion comes to amend the report to read that the present committee be retained.

MR. WILSON: A question of information: What is the scope of the responsibilities of the new committee? The printed document did not reach our hands.

PRESIDENT OWEN: The other committee was set up, if I may explain, with the definite plan of working in coöperation with the motion picture producers and distributors on a proposition from them.

DELEGATE: If we adopt this report, is there any implication of that coöperation, or does it mean from this time on it can coöperate or not, but it is going to study the whole question?

CHAIRMAN JUDD: The recommendation is that your new committee canvas all aspects of the subject with such resources as can be secured, providing they do not hinder the operations of the committee as an educational committee.

MR. FAIRCHILD, of Washington: It seems to me it would be much better policy for us to refer the creation of this new committee to our Executive Committee. I should like to move an amendment that the work of creating this new committee be referred to the Executive Committee. (Motion lost.)

MR. CORT, of New York: I understood from the Chairman of the Committee, that the Committee would welcome the addition of some people closely connected with this work.

¹This is a brief statement of the proceedings of the three business sessions of the Representative Assembly at the sixty-first annual meeting of the National Education Association, as prepared by the Secretary. The complete copy of the notes taken by the reporter is in the Secretary's office.

Speakers at Oakland-San Francisco



CHARLES H. JUDD
director of School of Education, University of Chicago, Chicago.



PRINCESS SANTA
Borghese, Rome, Italy, delegate to the World Conference.



WILL C. WOOD
State superintendent of public instruction, Sacramento, California.

PRESIDENT OWEN: The chair will rule on that. The President of the Association has the power to remove all the individual members of that committee and make it all new. It is a question of continuing the committee as a committee and not the personnel. We hope the same committee will go on. (Motion is put for the amendment, seconded and carried.)

PRESIDENT OWEN: Now the next point in the recommendation was that the Association express to the motion picture distributors appreciation for their support. (Motion made, seconded, carried.)

A motion for the adoption of the third point was also made, seconded and carried.

PRESIDENT OWEN: On the fourth point, in regard to the progress for visual education at the next winter meeting, the chair will have to rule that we have no power over that. It is only a recommendation to the Department of Superintendence. With that interpretation, are you ready to vote on the adoption of the report as a whole? (Motion seconded and carried.)

H. B. WILSON: Was not another element involved—namely, that no steps should be taken to organize a department of visual instruction? Is it determinative? Is that a question for the Executive Committee?

PRESIDENT OWEN: The Board of Directors can make a department on its own action. I suggest that we get rid of this first, then take it up.

MR. WILSON: I speak of that because since I have been organizing a visual education conference for this meeting, a number of persons have been urging that action be taken. If our action is not determinative, it is of no use.

PRESIDENT OWEN: It is not determinative. All in favor of the motion, etc. (Motion carried.)

The next report is that of the Committee on the Reorganization of Elementary Education, by Miss Olive M. Jones, of New York City.

After calling attention to the reports in the hands of delegates, and after outlining work of the committee since it was created, Miss Jones said: It is therefore recommended to you now that the original commission be discharged from its work; that the Committee on Publication be discharged from its duties; that all matters of publication of reports of

these committees hereafter be left with the publication of the National Education Association. It is also recommended that the three sub-committees on English, Mathematics, and Social Studies be continued, but that they take the position of committees of the National Education Association, and not sub-committees of a commission that had a general problem to solve, and feels that its work is completed. (Motion made for the adoption of the report; seconded and carried.)

PRESIDENT OWEN: The next report is that of the Editorial Council, which will be presented by Dr. W. Carson Ryan, Jr., Professor of Education in Swarthmore College, Swarthmore, Pennsylvania.

W. CARSON RYAN: I know I express the regret of every one present that Dr. Bagley is not here to give his report. (Reading of report by speaker, followed by a motion for its adoption, which was seconded.)

MR. CORT: As a matter of information, may I ask if the various departments of this Association are kept in close touch with *THE JOURNAL*?

DR. RYAN: Most of the departments appear to think that the editor of *THE JOURNAL* is so persistent in that respect that they are rather bothered by it. There is a constant communication between the staff at Washington and every department of the organization. I know, at least, that the headquarters staff most certainly encourages that. (Motion carried.)

PRESIDENT OWEN: We will now hear the report of the Joint Committee on Health Problems in Education, by the Chairman, Dr. Thomas D. Wood, of Columbia University, New York City.

THOMAS D. WOOD: Mr. President, members of the Assembly: You have received the printed copy of our committee report. I hope that you will all read it; I do not intend to take the time to read it to you now. (He then gave the report of the committee.)

A motion was made to adopt the report as read.

PRESIDENT OWEN: You have heard the motion that the report of this committee be adopted. Is there a second? (Motion seconded and carried.)

FROM THE FLOOR: May I ask if it is necessary that all members of the Rules Committee should be members of this body here?

PRESIDENT OWEN: I am going to rule that everybody must be a delegate. That is my ruling, and if you don't like that, direct the chair otherwise.

Motion made for adjournment of Tuesday morning session seconded and carried.

Thursday Forenoon, July 5, 1923

SECOND BUSINESS SESSION—The second business session of the Representative Assembly was held in the theater of the Oakland Civic Auditorium on Thursday forenoon, July 5, beginning at nine o'clock.

PRESIDENT OWEN: The meeting will please come to order. Now this morning we have a crowded program and I am going to ask each speaker to limit himself to ten or fifteen minutes at the outside, if he can possibly do it. If he can't, I can!

The first speaker brings to us a report of a very important investigation carried on in a field that does not affect many of us directly, so far as the elementary school is concerned; yet it is a field which in the higher levels of our educational life is of great significance. I have great pleasure in introducing to you Dean Andrew F. West, of Princeton University, who will give us an insight into the Classical Investigation.

DEAN WEST: President Owen, ladies and gentlemen: Ten minutes is time enough for anything I have to say. I shall not give you any rhetorical fireworks, but simply speak a few facts, although yesterday might be an excuse even for a professor of Latin to shoot off a few Roman candles! (He then delivered the excellent address which will be printed in the proceedings.)

PRESIDENT OWEN: The next presentation is out of the usual order. There is a great body of people who come in contact with us schoolmen at many points, and who may be looked upon as just troublesome talesmen or as real helpers in our work. Now Mr. Holmes has a big responsibility in coming before us. (Mr. Holmes then delivered an address, which will appear in the printed proceedings of the meeting.)

PRESIDENT OWEN: The chair will call on President Sims, of Wisconsin, to present the report of the Committee on Rural Education.

MR. SIMS: (After presenting the report which is printed in pamphlet form, he moved its adoption. The motion passed by a unanimous vote.)

PRESIDENT OWEN: The next report is that of the Committee on Tenure, which will be given by Mrs. Emma L. Dacre, of the San Francisco public schools. (In introducing Mrs. Dacre, the President referred to her part in the success of the local arrangements for the meeting.)

MRS. DACRE: I thank Dr. Owen for his remarks, but I never could have succeeded unless I had had the organization back of me in San Francisco, the San Francisco Grade Teachers' Association, the High School Teachers' Association, and the San Francisco Principals' Association. We all worked in harmony. (Following the presentation of the report, which is printed in pamphlet form, a motion was passed for its adoption.)

PRESIDENT OWEN: We now have a full Representative Assembly and with your consent, the chair will introduce the Chairman of the Legislative Commission, Dr. George

D. Strayer, Teachers College, Columbia University, New York City.

DR. STRAYER: Before I make the brief report which I have to present for the Commission, I should like to acknowledge the splendid service to the Association in support of the work of the Legislative Commission that has been rendered by your Field Secretaries. The Commission can meet from time to time and can serve you in the direction of the policies of the Association; but the actual hard work, day in and day out, twenty-four hours in the day, and all of the days in the month and in the year, is done by Miss Charl Williams and Dr. Engleman. (He then read the report and moved its adoption.)

MISS HOFFMAN, of Honolulu: I would like to second the motion. I wonder if I may at the same time beg that this Commission add, "and Territories" to "the States" in every case.

PRESIDENT OWEN: With that interpretation of the motion, the question is open for discussion. Of course this change will be embodied in the report in its final form. (The president announced that the motion carried by a unanimous vote.)

PRESIDENT OWEN: We will now have the report of the Committee on Pensions, which will be presented by Miss Mary McSkimmon, of Massachusetts. (After presenting the report Miss McSkimmon made a motion for its adoption.)

MISS HARDEN, of Illinois: I rise on a point of information. Will the adoption of this report place the National Education Association on record as endorsing Federal aid for pensions?

PRESIDENT OWEN: The chair rules not. The report recommends that one of the points of investigation might be that point, but no pronouncement was made as to our opinion, or no conclusion was drawn.

MR. THAYER, of Colorado Springs: I rise for a point of information. I am probably out of order, but it seems to me that the obvious and the appropriate thing for us to consider would be the economic possibility of an old-age pension for all and not for teachers exclusively.

PRESIDENT OWEN: The chair will rule that if this idea is to be embodied in the report, it will have to be in the form of an amendment.

MR. THAYER: I move to add to the Resolution, then, that this Committee shall at least consider the advisability of a recommendation dealing with old age pensions generally, an investigation along these lines. (Seconded.)

DR. WINSHIP, of Massachusetts: I move that the motion be deferred until tomorrow.

PRESIDENT OWEN: To defer the amendment will defer the whole report. (Motion seconded, but lost.)

PRESIDENT OWEN: The question now is on the amendment.

MR. MARSHALL, of West Virginia: Every once in awhile an action of this same kind comes up. I think it is well enough to hoe corn in your own field.

MR. THAYER: I realize it may seem a little grotesque to go outside our own field; but it is the disease of educators that they can never go out of their own field.

MR. MOORE, of California: I can agree

Speakers at Oakland-San Francisco



WILLIAM L. ETTINGER
superintendent of schools,
New York City, since May,
1918.



SUSAN M. DORSEY
superintendent of schools,
Los Angeles, California.



VAUGHAN MacCAUGHEY
associate editor, Sierra
Educational News, San
Francisco, California.

entirely with what the gentleman has just said, but I would like to say I believe personally in old-age pensions and would like to see it put over. But the thing to do is to go ahead and do this for the teachers, and then the work that is done will be available for all the people.

MR. GALLOWAY, of Iowa: I am absolutely and utterly opposed to any attempt to take on too much territory. When we attempt to assume the functions of government, of the United States Government, we are going too far.

PRESIDENT OWEN: We have before us the issue; are you ready to vote? (Motion lost.)

PRESIDENT OWEN: Now the vote is on the original motion, the adoption of the report. (Motion carried.)

We will next have the report of the Committee on Coordination of Research Agencies, by Jesse H. Newlon, superintendent of schools, Denver, Colorado. (After presenting the report Mr. Newlon moved its adoption.)

MISS BLAKE, of New York: In what way should the Commission be increased?

PRESIDENT OWEN: The method in the long run is very simple, because the personnel of these committees is reappointed each year by the incoming President, and the Chairman; then the personnel can be decided. (Motion carried to adopt report.)

Next is the report of the Committee on Thrift, a committee that has been working for some years, and I am sure has accomplished a great deal. It will be presented by the Chairman, Arthur H. Chamberlain, of San Francisco, secretary of the California State Teachers' Association.

MR. CHAMBERLAIN: It will be unnecessary to tell the California delegation what the others might not understand, that anything embodied in this report relating to thrift or economy is in no way in line with a type of economy which a certain governor of a certain illustrious State is proposing. (After giving the report, which is printed in pamphlet form, Mr. Chamberlain moved its adoption. The motion was passed.)

PRESIDENT OWEN: I have the pleasure of presenting one of our field secretaries, the former distinguished President of the National Education Association, Miss Charl Ormond Williams. (After Miss Williams had presented her report, President Owen stated that "This is a report that does not

require action. It is a report of one of our officers.")

The next report is that of another field secretary. We have accumulated another since a year ago. I want to say that one of the difficult things the Executive Committee had to decide when we were confronted with the work of the year was whether we could really afford to go to the length of putting two field secretaries at work. But the fact was that our efforts at Washington need the constant, genuine leadership that was recorded in that report that was just read. I have great pleasure in introducing to you Dr. J. O. Engleman, field secretary of the National Education Association. (Mr. Engleman then gave his report, which, like the one by Miss Williams, received generous applause.)

PRESIDENT OWEN: We will hear now the report of the Illiteracy Commission, which was to have been presented yesterday. Mrs. Cora Wilson Stewart, chairman of the Illiteracy Commission. (Written report read by the chairman, who moved its adoption. Motion seconded and carried.)

PRESIDENT OWEN: Any new business?

FROM THE BALCONY: Mr. President and members of the National Education Association: When you asked for a vote on the report of the Legislative Commission, I voted No, and you announced a unanimous vote in favor of the report. When I realized that you had not noticed my vote, or else ignored it, I repeated it, and you said I was too late. What I wish to state is that the adoption of the report was not unanimous.

PRESIDENT OWEN: Do you refer to that vote on the report of the Legislative Commission which was presented? The chair asked for those in favor, and he heard a volume of approval. He asked for those opposed, and heard nothing, so he announced the ruling. Afterwards somebody said, "No." The lady, who is a member of the National Education Association, says that she tried to make the chair hear, and even implies that the chair was not anxious to hear, for which we will forgive her. Then I will go on to say that she is not a member of the legislative assembly, and not a delegate, and while she has the privilege of expressing her opinion, she has no vote, hence, the action of the Representative Assembly stands unanimous.

Is there anything before us? If not, the Assembly is adjourned to meet Friday morning at 9:00 o'clock.

Friday Forenoon, July 6, 1923

THIRD BUSINESS SESSION—The third business session of the Representative Assembly was held in the theatre of the Oakland Civic Auditorium on Friday forenoon, July 6.

Meeting called to order at nine o'clock by President Owen, who because of the number coming into the room, and while waiting for the distribution of reports, suggested that the Assembly recess for fifteen minutes.

PRESIDENT OWEN (promptly at 9:15): We will listen to the report of the Committee to Coöperate with the American Legion, to be presented by J. M. Gwinn, superintendent of schools, San Francisco. (Reading of report by Mr. Gwinn.)

After Mr. Gwinn had presented the report, which was then handed to the Secretary, Mr. Sims, of Wisconsin, moved the adoption of the report, which was seconded and carried.

PRESIDENT OWEN (after making an announcement about the commercial exhibits and calling attention to their great values): We will now hear the report of the Board of Trustees, by Walter R. Siders, superintendent of schools, Pocatello, Idaho, who is chairman of the Board.

WALTER R. SIDERS: It is my understanding that the report of the Trustees is in your hands. To expedite business, will you pick up that report and turn the first page? There you will find some introductory remarks by the trustees, which point out the three funds of the Association.

(He then explained in detail the points in the report which might not be fully understood by reading the report. He called attention to the fact that the headquarters building purchased for \$98,000 could now be sold for \$150,000.)

PRESIDENT OWEN: Does any one want to discuss this report? (After the presentation of the report, which will appear in the printed Proceedings, Mr. Bunker, of Hawaii, moved its adoption. The motion was seconded, and carried.) We will now listen to the report of the Treasurer, Miss Cornelia Adair, of Richmond, Virginia.

MISS ADAIR: You hold the report in your hands. I am going to ask you to turn to page four, which is the formal report of the Treasurer. I am not going to read the figures, but I am going to ask you to turn to page seven, where a summary has been given. (She explained items in the report and made recommendations.)

MR. SMITH, of Tennessee, moved the adoption of the Treasurer's Report. The motion was seconded and carried.

PRESIDENT OWEN: Now there is a recommendation from the Treasurer that is also in essence a report of the Committee on Payment of Delegates' Expenses, of which committee Miss Adair is chairman. If there is no objection, I will ask Miss Adair to present that recommendation at this time.

MISS ADAIR: I had very much hoped that we could have this report yesterday morning, but circumstances prevented. This is a matter that has been before our organization

ever since the reorganization at Salt Lake City. Will you please look at your folder and get to the report of Financing Delegates? I move the adoption of this report. (Motion seconded.)

PRESIDENT OWEN: Any discussion?

MR. WELTY, of Oakland: May I ask a question? As the calculation produces the sum of \$20,000 and we are only approving an expenditure of \$10,000, would that not mean that only half of the expenses above fifty dollars would be paid? (Answered in the affirmative by Miss Adair.)

MR. BUNKER, of Hawaii: In the first sentence of the second paragraph it mentions "State delegates." I merely rise to ask for information. Does that term include delegates from the Territory of Hawaii and from Alaska as well? (Answered in the affirmative by President Owen.)

DELEGATE from Ohio (representing the Cincinnati School Masters' Club): Is it not true that our income now is just about equal to the expenses—that is, providing for these investigations that the National Education Association is conducting? Is that not a fact? I represent the Cincinnati School Masters' Club. It is an organization of 300 men in Cincinnati. Feeling that was the case, they instructed me to vote against any payment of expenses for delegates, believing that this fund of the National Education Association ought to be reserved for these investigations and studies and research work.

Following an explanation by Miss Adair there was prolonged discussion, mainly in favor of the recommendation. Among those who took part in the discussion were: Miss Jones, of New York; Miss Gardner, of Wisconsin; Dr. Kelley, of Pennsylvania; Mr. Galloway, of Iowa; Miss Wade, of California; Mr. Bunker, of Hawaii; Miss Peterson, of Ohio, and others.

MR. BANDMAN, from Alabama: How can they recommend that the National Education Association pay all railroad and Pullman expenses above \$50 and that only \$10,000 be set aside?

MISS ADAIR: The amount is to be provided proportionately.

PRESIDENT OWEN: With that understanding, are you ready for the question? (Motion carried.)

MISS ADAIR: On the first page of the present report, you will find a suggestion by the Treasurer, that we set up a reserve fund to carry ourselves over the summer time, but I understand that will be cared for in the budget.

MISS DOHERTY, of St. Paul: I think the chair did not hear the negatives on that last motion.

PRESIDENT OWEN: I am reminded that I did not take the negative vote, so we will take both again. (Vote retaken and the motion carried.)

MISS DOHERTY: I think in fairness to the members of this Cincinnati School Masters' Club, they should have a chance to register their vote on the floor of this house. I don't agree with them, but there has been general criticism all around me because they didn't have an opportunity to register their vote. If this is going to be a Representative Assembly, I maintain the members of this club in Cincinnati should have a right to register their opposition.

PRESIDENT OWEN: The chair agrees with Miss Doherty, and has proved his agreement, and the motion is carried. Now the report of the Executive Committee will be presented by Mr. Siders.

MR. SIDERS: This report is in your hands for comparison, while I read it. (Reads report as printed and gives explanations.) At the right time, the Executive Committee will offer a few amendments. I move the adoption of this report. (Question about a discrepancy in the figures, which proved to be an error on the part of the printer. Corrected by Chairman.)

MISS PARTRIDGE, of Berkeley: Why is the money for the Health Program and also Illiteracy, limited to the extent of money for carrying out the printing of reports, when the other committees have no limitation?

PRESIDENT OWEN: The facts of the case are that last year this Committee on Health Problems asked for \$1500 extra in order to prepare a report, which would be essentially a course of study in health for the schools. We felt that in coming before this body at this time it should be recognized that this was for the printing of the report. The same also concerning the report of the Illiteracy Commission.

MR. WALKER, of Missouri: On page three of this report, under the budget for special committees, we note that the Committee on Rural Education had an appropriation of \$800 last year, and that has been reduced to \$150. Will Mr. Siders explain this reduction? (It was explained that the committee asked for this amount.)

PRESIDENT OWEN: If you will trust the Executive Committee on that, we will remedy the errors made by the printer. The significant figures are the appropriation for committees. (Motion to adopt the report seconded and carried.)

PRESIDENT OWEN: We will now have the report of the Committee to Coöperate with the American School Citizenship League, by the chairman, Mrs. Fannie Fern Andrews, of Boston. This report was deferred from yesterday.

MRS. ANDREWS: Mr. President, Delegates of the National Education Association: I am very sorry I could not have made this report when it ought to have been made. Mixing it in with finances, it may seem rather out of place, but I think we can concentrate on a new subject for a few minutes. (She then read the report.)

MR. NEWLON: Does the adoption of this report imply the adoption of the Resolutions? The idea seems to be that history should be taught from the world point of view.

DR. SMITH, of Massachusetts: (After a short discussion of the report) I move that the report be referred to the Resolutions Committee of this Association, of 1924, for report at that meeting.

MRS. ANDREWS: I rise to correct Dr. Smith's statement that the first function in the teaching of geography and history, as stated in this report, is to do what he says. It distinctly says that it shall include the teaching of such matters, not that its first function is that.

PRESIDENT OWEN: Was it the intent of the motion to have the Secretary take out that part of the report and put it in the hands

of the Resolutions Committee next year, and vote on the rest?

DR. SMITH: It was the intention of my motion that the entire report be put into the hands of the committee.

MISS BLAKE, of New York: That means we would take no action on this question for next year. It seems for us to retire from any action on this matter is very disastrous.

MR. CORT, of New York: I understand the Chairman of the Committee itself has expressed satisfaction with our holding this matter over so as to consider it more carefully. (A vote was then taken, and as a division was called, another vote was taken. The result of a rising vote showed 224 in favor of referring the report to the Resolutions Committee; 182 against.)

PRESIDENT OWEN: The chair took the right—and it was a great pleasure—of extending to Mr. Sawayanagi, President of the Japanese Imperial Education Association, an invitation to appear before this body and to extend to us the greetings which he desires to extend from his association.

With your permission, at this point the chair will recognize and introduce to this audience Mr. Sawayanagi, President of the Japanese Education Association, and a member of the House of Peers of the Japanese Parliament.

MR. SAWAYANAGI then delivered a most excellent address. He was greeted with applause on taking the platform and with great applause as he closed his address with these words:

"I understand the United States of America is a land of freedom and democracy. I hope the United States of America will become the land of internationalism, where there are no traces of racial prejudices, where only justice and humanity reign. I think this object can be achieved by the educators rather than by the statesman. I thank you."

PRESIDENT OWEN: It is a great pleasure to me personally and an honor officially to present to this audience the man who has carried the burden of this great and significant World Conference on Education, out of which has been born, as was said a moment ago by our distinguished visitor, this International Federation of Educational Associations.

I have the pleasure of presenting the Chairman of our own Committee on Foreign Relations, and the newly-elected President of the International Federation of Educational Associations, Dr. Augustus O. Thomas, State Commissioner of Education, of Maine.

AUGUSTUS O. THOMAS: It is very difficult to attempt in ten minutes to give a report of the Proceedings of the World Conference on Education, which was called by the National Education Association. The United States, has through the Association, extended the hand of friendship and goodwill to the nations of the earth, and the warmth and genuineness with which that hand was accepted has been most remarkable.

(As Dr. Thomas continued his address it was evident from the interest and applause that the ideals of the World Conference on Education made a strong appeal to the membership of the Association.)

(At the close of the address:) Our Committee on Foreign Relations recommends

Speakers at Oakland-San Francisco



ALMA L. BINZEL
assistant professor of child training, University of Minnesota.



JAMES F. HOSIC
in charge of extra-mural classes, Teachers College, Columbia University.



EDITH McCLURE PATTERSON
budget specialist of the General Federation of Women's Clubs.

that the National Education Association of the United States become a member of this new organization. (Motion seconded and carried.)

PRESIDENT OWEN: This carries with it the approval of this last proposition that we become a member of this association. The details, I suppose we will get to in time, and we will have our own Chairman to keep us right.

MISS BLAKE: Will it be in order now to add to our motion of approval, a motion of profound thanks to the Chairman of that Committee for the very wonderful work that he has done? (Motion seconded and unanimously carried.)

AUGUSTUS O. THOMAS: I thank you for the motion, but I need no thanks. I would rather thank you for the opportunity. This could not have been carried through without the authority and coöperation of Dr. Owen and Secretary Crabtree and the Committee who have helped so wonderfully and have been sympathetic with all of it.

SECRETARY CRABTREE: The amendments proposed for consideration at this time are on page eight of the Official Manual. I take it that any one who desires to have an amendment considered will call attention to it and that you will not want me to read all these amendments, since they are printed in your Manual.

PRESIDENT OWEN: The first amendment was presented by Mr. Springer, of Michigan. I received a telegram from him this morning asking that it be deferred until next year. If there is no objection, that action will be taken. The next amendment was proposed by Mr. Stapleton, of Minnesota. It is essentially an interpretation of what was the intent of our By-laws.

MISS BLAKE: Am I right in thinking that that does not in any way limit the affiliated associations, but it means that I as a member can vote in my affiliated association, whichever one of the half dozen I belong to that I choose, and may also vote in the State Association?

PRESIDENT OWEN: That is the interpretation. An individual member of the National Education Association, if this were passed, could vote for a delegate to this Association in this way. He could vote in one affiliated local association only, then could also vote in the affiliated State association.

(Motion made, seconded and carried for the adoption of this amendment.)

PRESIDENT OWEN: The next is an amendment presented by Miss Blake, of New York.

MISS BLAKE: (After discussion from the floor.) I think I had better withdraw my motion and ask to have this laid over until next year.

PRESIDENT OWEN: The request is granted.

The next amendment is given, but there is no statement of what section is taken. Is there a motion on that paragraph? If not, we will pass to the next. (Motion by Miss Blake to adopt that amendment.)

PRESIDENT OWEN: What that does is this: It takes out of this Representative Assembly the State Superintendents of Public Instruction.

MISS GARDNER, of Wisconsin: This amendment was presented by the State Superintendent of Wisconsin at the request of the classroom teachers of Wisconsin, and we feel that it is a just amendment. But on account of the local situation in California, I feel that it would be better to have action postponed.

MISS BLAKE: I didn't know it would take him out when I made my motion.

WILL C. WOOD, State Superintendent of Schools, California: I appreciate what Miss Gardner has to say in regard to the local situation. While I appreciate the kindly sentiments very much, I feel that if the resolution is right, it should be adopted.

MISS GARDNER: I move that the amendment be laid on the table. (Motion seconded and carried.)

MR. SIDERS: (Having been called upon by the chair to present an amendment recommended by the Executive Committee.) This amendment is to clear up some question about the Association year. It recommends that Section 7, Article 1, of the By-laws be changed and amended to read as follows: (Reads and moves the adoption of the amendment.)

PRESIDENT OWEN: The point is this, that these two amendments have not been presented before the Association previously, and would have to be adopted at this time, if adopted at all, by unanimous consent. The motion is to adopt the first amendment presented.

MR. CORT, of New York: Would it not be better to have the definition of the mem-

bership year precede that statement, because it speaks of the requirement that members shall pay on or before November 1. That means between what date? How far back from November first? It seems to me it would be well first to define the membership year, then go on to the rest.

PRESIDENT OWEN: This is a good suggestion, and if there is no objection we will present the second amendment first and we will ask the Chairman to read it. (Chairman Siders reads as directed.)

MR. MINKEL, from Iowa: I am entirely in sympathy with the resolution, which would make the fiscal year run from September 1 to September 1, but I am altogether opposed to that part of the resolution which would make the magazine year run from November 1 to November 1. The thing we want to do is to bring the fiscal year and the magazine year both in accord with the fiscal year and the magazine year of nearly all our State associations, so that a member can budget her allowance for National, State, and district meetings.

MR. FRED HUNTER, of Oakland: I fear that Director Minkel, of Iowa, misunderstands the purpose of this whole proposition. I can speak upon this question both as a member of this Committee and as a delegate from California. I think it is the biggest obstacle that has stood in the way of our membership drive in California. These amendments will clear up that misunderstanding. Consequently, it is of the highest importance that this be the action at this time, because the resources of the Association are endangered unless these amendments do pass, Mr. President, with unanimous consent.

MISS MATTHEWS, of Milwaukee: Milwaukee would have had a far larger membership if it had not been for the confusion which we have had and which Mr. Hunter has just explained.

MR. HUNTING, of Nevada: Our membership is in great confusion today and there is a good deal of friction and dissatisfaction. I think it most important to pass the amendment.

MR. HUNTER: The director from Iowa and the Executive Committee are aiming at exactly the same thing. The Board of Directors, or the Executive Committee, in considering this amendment, Mr. President, went into the machinery of the thing very thoroughly. The amendments as proposed will do exactly what Director Minkel wants done. May I plead again that we have unanimous consent to put this in operation next year? (Motion which had been made was seconded and unanimously carried.)

PRESIDENT OWEN: Now let's go to Section 7, Article 1. (Mr. Siders reads the proposed amendment.)

The effect of that is to give every member a reasonable time to decide whether to renew his membership, but it obviates sending out magazines to a lot of people who don't care whether they receive them or not. (Motion to adopt this amendment seconded, and voted upon, but vote not announced.)

MR. MINKEL: I want to introduce an amendment to change that date from November 1 to September 1.

PRESIDENT OWEN: That is out of order; we are taking a vote. But we all want to hear this thing, and if you will let me, I

will ignore that we started to take the vote, until we get this clear.

MR. MINKEL: I introduce that as an amendment to the resolution. If you say I am in order, I move we amend the date from November 1 to September 1. (Motion seconded and voted upon and declared lost.)

MR. REED, of Akron, Ohio: I have an amendment, which as far as age and respectability go, should have been given precedence over all these others. It might be a Native Son, it is so old—

MR. HUNTER: I again appeal and say it is the most important thing for the resources of this Association that has yet come before us. Let me say to you, Mr. President, that the welfare of this Association is at stake, and it seems to me that there ought to be a waiving of the small technicalities which have been brought up here to prevent this thing from becoming operative in the Association. I cannot move a reconsideration; I voted for the amendment.

MR. CORT: I move a reconsideration. (Motion seconded and carried.)

MR. HUNTER: May I ask Mr. Cort to take this into consideration? We have, or have had, a plan of organization to date that has resulted in great confusion. The Executive Committee has thought out a plan which they think will relieve that confusion.

MISS JOHN, of Ohio: It seems so simple to me that I would like to state what I understand it means. I think it means that the dues are due on the first of September, to be paid in advance for the coming year, which will continue until the coming 31st of August. The bill is due on the first of September, and we are allowed sixty days' grace in which to pay. That is a sort of business arrangement that enables those who cannot spare the two dollars membership on the first of September, because they have earned no money for three months, to pay. They can save that much in two months and pay!

PRESIDENT OWEN: The motion is on the reconsideration of the vote on the amendment, which was lost. Are you ready to vote on the reconsideration? (Motion carried.)

(Motion then taken on amendment, which was unanimously carried.)

PRESIDENT OWEN: It is now time to introduce amendments to the By-laws to lie on the table for a year. The chair recognizes Mr. Reed, of Akron, Ohio.

MR. REED: Mr. President, this is not a new amendment. Two years ago at the Des Moines meeting, the Ohio delegation introduced an amendment to the By-laws providing for the nomination of the officers of this Association from the floor of the Assembly, and a vote by ballot, along the same lines as the Department of Superintendence has adopted.

This was presented at the Des Moines meeting, was allowed to lie over for one year. Last year it was represented at the Boston meeting and was laid on the table. Therefore, it is a legitimate item of business for this meeting. We have had copies of this amendment struck off and I think the most of you have a copy of it in your hands.

At this time I should like to read a resolution passed by the Ohio State Teachers'

Association, numbering 20,000 members, in their Representative Assembly. (Reads report.) Mr. President, I move that this amendment be taken from the table. (Motion seconded and carried.)

FROM THE FLOOR: Pardon the suggestion, Mr. President, but you have a little habit of calling for the Ayes, and stating that the motion is carried, without due consideration of the opposition.

PRESIDENT OWEN: Aristotle once said that one swallow doesn't make a spring. I did that one time, but I took the vote again. We will take this one again. (Recount; motion carried.) This amendment is before the house now for adoption.

MR. REED: We are a working body, Mr. President, of about 700 or 800 delegates, and I see no reason why we should not proceed with the election of our officers, which is perhaps the most important business we have, after this fashion; the Department of Superintendence, after trying various means, has adopted a plan which is substantially this. I should like to recommend that this organization do the same. I move the adoption of this amendment.

MR. WALKER, of Missouri: I move to amend this resolution by referring the action of this body of delegates back to the members in our various States for final action. The folks back home have a right to say who shall be president of this organization.

MISS MENZEL: I would like to offer an amendment to that amendment. In the place of the words beginning in the sixth line, "On the first day of the annual meeting of the Association, the delegates of each State, Territory, and district of the United States shall nominate one person for the Board of Directors"—I should like to amend that, substituting for what I have just read that "the State directors of each State, Territory, and district of the United States be elected by the respective State association."

PRESIDENT OWEN: The chair will rule that this amendment is out of order. This is a body created by charter of the United States, and the Board of Directors is elected by this whole body. The most that Miss Menzel could accomplish in this way would be to have a nomination come up in that way.

MISS MENZEL: Then I would like to know just how to proceed. What would be the legal procedure, then, for having it arranged in that way?

PRESIDENT OWEN: This Association is by power and act of Congress in the control of this Representative Assembly and these are directors of the National Education Association from the States; but no State association or part of this body can elect a director of this body. The most you could do would be to have them nominated by the State associations, and the delegates directed to nominate that person.

MR. WELTY, of Oakland: I would just like to point out the effect of locality on such an election. California, at the first meeting of this Assembly, had 106 delegates. If I remember rightly, the largest number from any other State was 54. California had twice as many as any other. That would mean that the locality in which the National Education Association was held would have much more than a democratic influence on the election.

Mr. BERG, of North Dakota: It seems that the method under which we have proceeded in the past is more democratic and much more efficient and democratic than the proposed plan would be.

Mr. SMITH, of Tennessee: It seems to me that we must remember that the smaller States never have an opportunity of having this Assembly meet in their States. They have to go to the larger States, where there are great numbers of delegates. As it now stands, every State has a vote, which, it seems to me, is as it should be. Tennessee has just as large a vote as New York or California, and we ought to keep it that way. It seems more democratic and I don't see how we can improve on it.

Mr. HUNTER: The supreme thing in this whole argument is this question of professional solidarity and the effective working power of this National Association. This is a movement in that direction; it is a statement to the public that we have confidence in the rank and file of the teaching profession.

Mr. WILL C. WOOD, of California: I didn't have opportunity to study this matter. It was laid on the table at the last meeting. I am convinced that this means, not democracy but "local-ocracy." I move that this be laid upon the table. (Motion seconded and passed.)

Mr. MOORE: I rise to a point of information. I would like to know when this amendment which was taken off the table was again laid on the table.

PRESIDENT OWEN: When they laid the amendment on the table.

Mr. MOORE: They laid on the table the amendment to amend.

PRESIDENT OWEN: When you lay an amendment to a motion on the table, you lay the whole thing on the table. I would like to say if you don't like that ruling the chair will be glad to have an appeal to the body, because it is a difficult point. I think we ought to know what we are doing.

Mr. REED: I appeal from that ruling.

PRESIDENT OWEN: All in favor of sustaining the ruling of the chair, say Aye. (Motion carried.) It is all on the table now.

The next is unfinished business. If there is none, the next is new business. The chair is not trying to do anything but trying to get our business done as expeditiously as possible.

Miss BLAKE: I don't know how the members feel about not having any yearbook. I realize perfectly that it is impossible to print a yearbook with the names of all the members. It would be as big as the unabridged dictionary, and perhaps as a two-volume dictionary. Could the Secretary give us any idea how many five-dollar members there are? (Secretary answered 12,000.) I would like to move that the names of all five-dollar memberships, with their institutions and their work and their addresses, be printed in a yearbook to be given to five-dollar members, and to be sold to the others for three dollars. (Motion seconded, voted, and lost.)

PRESIDENT OWEN: The next is the report of the Committee on Necrology.

SECRETARY CRABTREE: The Chairman, Mr. Ernest L. Crandall, had to leave at this moment in order to catch his train, and

asked me to read this brief report. (Read.) I move the adoption of this report, which provides for a report of this Committee on the program at the next annual meeting of the Association. (Seconded and carried.)

PRESIDENT OWEN: The chair recognizes the Chairman of the Committee on Resolutions, Dr. Payson Smith, State commissioner of education, Massachusetts. (Reading of Resolutions by Chairman. Motion for adoption of report seconded and carried.)

DELEGATE from Hawaii: I rise for a point of information, to know whether the Federal aid for the territories is safeguarded. Would it be possible to add "and Territories" after "States"?

CHAIRMAN SMITH: It was believed the action already taken had practically embodied that. The Committee would not object if the delegates desire to have the insertion of those words.

PRESIDENT OWEN: We have passed on that. The interpretation of the Chairman is that the meaning is there, and he suggests he would be willing to put in those words.

DELEGATE from Hawaii: May I offer an amendment, that in the first article the words "to the States and Territories" be included after "Federal aid"? (Motion seconded and carried.)

PRESIDENT OWEN: The chair thought it best to allow the motion. The question now is on the adoption of the Resolutions. (Motion seconded and carried.)

We will now hear the report of the Committee on Nominations, presented by the Chairman, Jesse H. Newlon, superintendent of schools, Denver, Colorado.

Mr. NEWLON: The Committee on Nominations has voted unanimously upon the following names of officers of the National Education Association for the next year: (Reads report and moves its adoption. The motion was seconded and carried.)

PRESIDENT OWEN: We have just a moment or two. First, the President of the Association wants the privilege of introducing to this audience the new President of the National Education Association, Miss Olive M. Jones, of New York.

Miss JONES: Friends of the National Education Association, it is late and I am not going to make a speech. But I did want to answer publicly one question that has been given to me innumerable times in the last two days. That is, what is going to be my policy as President of the National Education Association.

I want to declare in most unmistakable terms that I object to having any individual policy. I am not an individual. I am the executive to carry out the program of the National Education Association as expressed by the vote of this delegate body. That is what I hope to do. It is what I want your loyal support to do. I will promise you that I will try to make it take shape in the form of concrete suggestions and concrete action, and not mere words. I ask your loyal support, and with that and the guidance of God, I will give you loyal service.

PRESIDENT OWEN: It has been a great pleasure to act as your President during the year. It is a great honor, the greatest honor that can come to any school teacher, I think, in America, officially to serve as a President of the National Education Association.

I want to thank you for the wonderful cooperation we have had from you during this week, and to assure you that to the best of my ability I shall continue the policy of trying to be a loyal member of the National Education Association.

Mr. CORT: I should like to move a rising vote of thanks to our able retiring President. (All standing.) The vote is unanimous.

PRESIDENT OWEN: The Sixty-first Annual Session of the National Education Association has come to a close and is adjourned *sine die*.

J. W. CRABTREE,
Secretary.

WILLIAM B. OWEN,
President.

Our National Association

EVERY TEACHER in America is helped by the work of the National Education Association. He may not be a member. He may not even know that there is such an association, but he will be using books that have been influenced by the work of its notable committees, or will be working under laws that represent policies crystallized at its meetings, or will be drawing a salary that is higher because of the campaigns the Association has inaugurated to demonstrate the need of salaries that will keep the best men and women in the profession.

Years before the present United States Bureau of Education was established, the National Teachers' Association began, in 1857, to bring together the educational workers who were interested in improving the profession. Giant strides have been made between that day and this—sometimes slow and sometimes faster—but throughout the long struggle for better conditions this National Association has been the army that has led the battle.

The men and women who study the educational advance have come to recognize the importance of the National Education Association and of the great State and local associations of which it is composed, but too frequently the rank and file, working in isolated communities or even in larger towns and cities have looked upon it as something far away and intangible—not realizing how vitally it is touching their daily lives.

This is a day of organization. Ideals are created by organizations through conference and discussion. Programs are framed by them. Campaigns are waged and victories won. In such

united efforts the mere strength of numbers is a tremendous asset. When the National Education Association was an organization of only a few thousand or even of a few hundred members, its ideals influenced the development of American education. Now that it has a membership of 140,000 its program speaks with compelling force to the American people on behalf of the Nation's children. If the lonely teacher who pays his two dollars received no JOURNAL or other direct service, the sheer fact of his enlistment in this great army with its consequent influence on public sentiment and public policy, would be worth many times his small investment. Every added member lends that much additional weight to every activity of the Association.

It has cost money to get 140,000 members. It has cost time and labor, and long hours of planning. But the achievement is worth the cost. If there were twice as many members the impact of the Association and its ideals and programs upon public sentiment in America and throughout the world would be twice as great. This is our Association—maintained by our fees and carrying out the policies adopted by our representatives. In order that we may all understand it better, THE JOURNAL plans to run during the year a series of articles describing its various activities.

Just now the Department of Superintendence is hard at work on its program for the February-March meeting. Its president, Dr. Payson Smith, State commissioner of education for Massachusetts, has already outlined a series of meetings to discuss real problems in education. Out of his broad experience and travel and study, and fresh from a period of teaching in the summer session of the State University of Washington, Dr. Smith—program maker—is facing the problems of education not from some narrow administrative point of view, but with the interests of the whole of education at heart. It is this attitude on the part of the best administrators that is one of the hopeful things in our educational life. From the day in 1870 when the National Association of School Superintendents united with the National Teachers Association into the present organization there has been a growing unity in American education. There have been strains at times and adjustments that were difficult to make under the pressure of rapid growth, but we may all be thankful that the unity

of American educational organization has not been broken—that there is not one group representing administration trying to protect its interests and another group representing teaching trying to protect its interests, but a united group trying to safeguard and improve the interests of children everywhere.

Working side by side with the secretary of the Department of Superintendence in the Washington office is a Division of Elementary School Service, in charge of a teacher fresh from the classroom, serving organizations of classroom teachers throughout the country and bringing to the Association's Cabinet the point of view of these who work in daily contact with school children.

A Division of Business looks after the expanding business activities of the Association, plans its expenditures, secures advertising for its JOURNAL, manages its commercial exhibits, makes the numerous connections that must be made in the cities where the Association meets twice each year. Only by the most wise and careful management can the small fees be made to accomplish the large work which the Association does each year.

A Division of Research is ever at work collecting facts to support the Association's program. Its bulletins are recognized everywhere as the outstanding service of their kind. Every mail brings such comments as these: "A diamond mine of information." "Just what I needed with the legislature." "Always keep it on my desk in preparation for board meetings." "Am using it as the basis for editorials." Or this from overseas, "I am very grateful for the invaluable Research Bulletin. It will help me in preparing a pamphlet in defense of educational expenditure in England. We are passing through extremely difficult times just now."

Field Secretaries in charge of work out over the country and of legislation before Congress are literally generals in the field studying the battle line in education and helping to keep the strength of the Association in action at the right time and in the right places.

A Division of Records and Accounts handles the numerous records that result from the Association's large membership. During a period of growth so rapid that it would have disorganized a less effective system, this division has expanded and installed more and better machinery to make sure that the records are kept as well as possible in spite of

rapid growth and the extensive changes in personal addresses which occur every year in the teaching profession.

Finally there is the Division of Publications under whose direction there is published THE JOURNAL and other publications, aggregating over 111,000,000 pages during the past school year, not to mention its world-wide contacts with the sources of educational publicity. For example, almost every meeting brings letters like this from a publicity organization in San Francisco, "In all my experience I have never known a convention to come so fully prepared and organized to meet its obligations to the press as was the case with the National Education Association just closed. The broad dissemination given to the message of education at both the general meetings and the World Conference would not have been possible without this organization and preparation on your part."

These are only a few of the things our National organization is doing. Every member should be proud of them and THE JOURNAL proposes during the year to tell more about them, not in a spirit of boastfulness, but that every teacher who contributes his two dollars to professional organization may know what is being done with it.

REPETITIVE LABOUR—the doing of one thing over and over again and always in the same way—is a terrifying prospect to a certain kind of mind. It is terrifying to me. I could not possibly do the same thing day in and day out, but to other minds, perhaps I might say to the majority of minds, repetitive operations hold no terrors. In fact, to some types of mind thought is absolutely appalling. To them the ideal job is one where the creative instinct need not be expressed. The jobs where it is necessary to put in mind as well as muscle have very few takers—we always need men who like a job because it is difficult. The average worker, I am sorry to say, wants a job in which he does not have to put forth much physical exertion—above all, he wants a job in which he does not have to think. Those who have what might be called the creative type of mind and who thoroughly abhor monotony are apt to imagine that all other minds are similarly restless and therefore to extend quite unwanted sympathy to the laboring man who day in and day out performs the same operation.—*My Life and Work* by Henry Ford.

GUIDE TO BOOKS

Select List

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

BRABHAM, WILLIAM MOUZON. *The Sunday school at work in town and country.* N. Y., Doran, 1922. 217p. illus. \$1.50.

A handbook for officers and teachers in small Sunday schools. Considers aspects of the problem of management, including duties of officers, subject matter, methods, equipment, and workers' conferences, in schools of less than two hundred members. Author has had wide administrative experience in Sunday schools.

BRIGHAM, CARL CAMPBELL. *A study of American intelligence.* Princeton, Princeton Univ., 1923. 210p. illus. \$3.50.

Analysis of the results of the army psychological tests. Part one reproduces in full all the alpha and beta tests and discusses their reliability; part two analyzes results of tests given special groups, divided on the basis of race, nationality, and length of residence here, and has, therefore, a specific bearing on immigration. Statistics are graphed and supplemented by explanatory notes. Yoakum and Yerkes also reproduces the tests and contains a general discussion of the methods used in conducting them, but is not primarily an analysis.

BROWN, CHARLES REYNOLDS. *Lincoln, the greatest man of the nineteenth century.* N. Y., Macmillan, 1922. 77p. \$1.

By virtue of his practical idealism, liberality, his sympathetic leadership, political unselfishness and moral integrity, the author accords to Lincoln the place of highest rank among men of the nineteenth century. Also briefly compares his character and the circumstances of his life with Jesus. Is an amplification of an address made in 1900.

BURTON, WILLIAM HENRY. *Supervision and the improvement of teaching.* N. Y., Appleton, 1922. 510p. \$2.25.

A textbook dealing in a practical manner with the methods of supervision, dividing its problems into four groups—those having to do with the improvement of class procedure, with the selecting and organizing of subject matter, with the use of tests and measurements, and with the improvement and rating of teachers. Addressed primarily to the superintendent, building principal, and grade supervisor, but useful also to supervisors in rural districts and of special subjects. Annotated bibliographies at chapter endings and lesson plans and reports in appendix.

DEWEY, MRS. JULIA M. *How to teach manners to school children.* N. Y., Noble, 1921. 116p. 80c.

A useful manual for use in elementary grades that furnishes material for lessons in manners, outlines illustrative lessons and emphasizes the need of such knowledge by teachers as well as pupils. Shows that good manners are an outgrowth of kindness and consideration of others. Contains suggestive stories, anecdotes, fables, and poems.

GEARY, MARJORIE CRANE. *Folk dances of Czechoslovakia.* N. Y., Barnes, 1922. 51p. illus. music. \$2.40.

The music and directions for twenty-two dances, Slovak, Czech, and Moravian, arranged in order of difficulty. Clear pictures from photographs show costume and position in the dance. Compiled by the National recreation secretary for the Y. W. C. A. in Czechoslovakia.

GREY, ZANE. *Wanderer of the wasteland.* N. Y., Harper, 1923. 419p. illus. \$2.

Because of a fancied crime Adam Larey spends the years of his manhood wandering in the great American desert. As a result of his contact with the beauties and cruelties of the wasteland, his soul expands and he becomes the benefactor of all who cross his path. Successfully recreates the atmosphere of the desert and romantically relates it to the incidents and characters, which are no more unreal than those in the author's earlier works.

GULICK, SIDNEY LEWIS. *The Christian crusade for a warless world.* N. Y., Macmillan, 1922. 197p. \$1.

Planned especially as a course of study in churches, Sunday schools, Christian associations and other groups seeking a practical answer to the question—How can the churches start a Christian crusade for a warless world? Offers concrete suggestions for definite working plans. Discusses present conditions, the ideals formulated in the statement adopted by the Federal council of the churches of Christ in America, the tasks to be accomplished, and the crusading spirit that will make the accomplishment possible. Appendix contains practical suggestions, questions for use in study groups, and bibliography.

HOLLEY, CHARLES ELMER. *The teacher's technique.* (Century education series). N. Y., Century, 1922. 378p. \$2.

An elementary text for prospective grammar and high-school teachers. Unlike Davis and Turner, it includes discussion, not only of the specific problems of classroom management and procedure, but also the educational principles underlying study imparting knowledge, developing individuality, etc. Lesson plans and brief outline of text. Index.

PATTEE, FRED LEWIS. *The development of the American short story.* N. Y., Harper, 1923. 388p. \$2.50.

Traces the history of the American short story from the sketches and tales of Washington Irving to the immense output of the present day. Shows that its rise has been due to many factors contributing to its evolution rather than to the influence of a single writer or group. Chapter bibliographies and one of "Notable books and articles on short-story history and technique" arranged chronologically.

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.

ADAMS, JOHN. *Modern developments in educational practice.* N. Y., Harcourt, Brace, & Co. 302p. \$2.

AMERICAN LIBRARY ASSOCIATION. *Popular books in science; a reading list.* Chicago, Author, 1923. 20p. Paper, 20c. each; 10 copies, \$1; 100 copies, \$6.

ASHBY, ARTHUR W., and BYLES, PHOEBE G. *Rural education.* N. Y., Oxford University Press, 1923. 227p. 85c.

BALL, FRANCIS KINGSLEY. *Constructive English; an aid to effective speaking and writing.* Boston, Ginn & Co., 1923. 458p. \$1.28.

BARNES, WALTER. *The new democracy in the teaching of English.* Chicago, Rand McNally, 1923. 95p. 90c.

BENNETT, FRANK LUVERNE. *Manual in agriculture; material and suggestions for use in the schools of South Dakota in connection with the State course of study.* Illus. Pierre, S. Dak., J. Fred Olander Co., 1922. 155p. 45c.

BERLITZ, M. D. *Les verbes appris par la conversation.* N. Y., Berlitz School of Languages. 161p. \$1.

BERNHARD, FRANK H. E. M. F. *Electrical yearbook; an encyclopedia of current information about each branch of the electrical industry.* Chicago, Electrical Trade Pub. Co. 1502p. \$10.

BERRY, MARGARET K., and HOWE, SAMUEL B. *Actual democracy; the problems of America.* N. Y., Prentice-Hall. 317p. \$1.50.

BLANCHARD, W. O. *The geography of Illinois.* N. Y., Macmillan, 1923. 64p. Paper, 36c.

BLISS, A. IONE. *Iowa child welfare legislation measured by Federal Children's Bureau standards.* (Univ. of Iowa studies in child welfare; vol. 2, no. 3.) Iowa City, Iowa, Univ. of Iowa, 1922. 52p. Paper, 40c.

BOLENIUS, EMMA MILLER. *First-grade manual; a help-book for teachers.* Boston, Houghton Mifflin, 1923. 461p. 88c.

— *Primer.* Boston, Houghton Mifflin, 1923. 120p. 60c.

— *First reader.* Boston Houghton Mifflin, 1923. 120p. 60c.

— *Second reader.* Boston, Houghton Mifflin, 1923. 214p. 72c.

— *Third reader.* Boston, Houghton Mifflin, 1923. 246p. 76c.

BOTTOME, WILLARD, and GREGG, JOHN ROBERT. *The stenographic expert; for writers of Gregg shorthand.* N. Y., Gregg Pub. Co., 1922. 263p. \$2.

BOWIE, WALTER RUSSELL. *The armor of youth.* N. Y., Revell, 1923. 175p. \$1.25.

BROWNELL, W. C. *American prose masters.* N. Y., Scribner's, 1923. 345p. \$1.

BUCHOLZ, HEINRICH E. *Of what use are common people? a study in democracy.* Baltimore, Md., Warwick & York, 1923. 251p. \$2.

CAREW, PAUL T. *The art of phrasing in English composition.* Boston, Stratford. 136p. \$1.90.

CARPENTER, FREDERIC IVES. *A reference guide to Edmund Spenser.* Chicago, University of Chicago Press, 1923. 333p. \$3.50.

CLARKE, IDA CLYDE. *Women of 1923; international.* N. Y., Women's News Service, Inc., 1923. 224p. \$1.

CLEMENT, JOHN ADDISON. *Curriculum making in secondary schools.* N. Y., Henry Holt & Co., 1923. 534p. \$2.

- COMISH, NEWEL HOWLAND. *The standard of living; elements of consumption.* Illus. N. Y., Macmillan, 1923. 340p. \$2.
- COPPÉE, FRANÇOIS. *On rend l'argent.* Boston, Ginn & Co., 1923. 149p. 72c.
- CROCKETT, DAVID. *An autobiography of David Crockett; with an introduction by Hamlin Garland.* N. Y., Scribner's, 1923. 328p. \$1.
- CUBBERLEY, ELLWOOD P. *The principal and his school; the organization, administration, and supervision of instruction in an elementary school.* Boston, Houghton Mifflin, 1923. 571p. \$2.40.
- DALTON, MATTIE. *Talks to young teachers.* N. Y., Educational Publishing Co., 1923. 345p. \$1.50.
- DAVIE, MAURICE R. *A constructive immigration policy.* New Haven, Conn., Yale Univ. Press, 1923. 46p. Paper, 60c.
- DAVIS, EDWARD EVERETT. *A study of rural schools in Williamson County.* (Univ. of Tex. Bull. No. 2238.) Austin, Texas, Univ. of Texas, 1922. 55p. 10c.
- DECHERD, MARY E., and JACOBS, JESSIE M. *The Texas mathematics teachers' bulletin, vol 8, no. 2.* (Univ. of Texas, Bull. No. 2306.) Austin, Texas, Univ. of Texas. 34p. Paper, 15c.
- DE KOVEN, MRS. REGINALD. *A primer of citizenship.* N. Y., Dutton, 1923. 201p. \$1.50.
- DE LA MARE, WALTER. *A child's day.* N. Y., Henry Holt & Co., 1923. 87p. \$1.75.
- DODD, WALTER F., and HUTCHISON, SUE. *Government in Illinois.* Chicago, Univ. of Chicago Press, 1923. 479p. \$3.
- DOPP, KATHARINE ELIZABETH. *The early herdsmen.* Chicago, Rand McNally, 1923. 231p. \$1.
- DYER, ELIZABETH. *Textile fabrics.* Boston, Houghton Mifflin, 1923. 352p. \$1.75.
- ERMELING, FISCHER and GREEN. *Mechanical drawing, 2d year.* Illus. Milwaukee, Wis., Bruce Pub. Co., 1922. 120p. Paper, 60c.
- *Mechanical drawing, 1st year.* Illus. Milwaukee, Wis., Bruce Pub. Co., 1921. 80p. Paper, 45c.
- ESCRICH, ENRIQUE PÉREZ. *Fortuna—Tony.* Boston, Allyn & Bacon, 1922. 154p. 80c.
- FISHER, ANNIE. *Learning English; a conversation reader and language book for new Americans.* Boston, Ginn & Co., 1923. 306p. \$1.
- FISHER, IRVING. *League or war?* Illus. N. Y., Harper. 268p. \$2.
- FITZMAURICE-KELLY, JAMES. *Spanish literature; a primer.* N. Y., Oxford Univ. Press, 1922. 140p. \$1.20.
- FORD, WALTER BURTON, and AMMERMAN, CHARLES. *Solid geometry, with syllabus of plane geometry.* 2d rev. ed. N. Y., Macmillan, 1923. 128p. \$1.20.
- German-English and English-German pocket dictionary.* Chicago, Regan Pub. Corp., 1923. 588p. \$1.
- GESELL, ARNOLD. *The pre-school child; from the standpoint of public hygiene and education.* Boston, Houghton Mifflin, 1923. 264p. \$1.90.
- GLASS, NINA B. *Essentials of arithmetic; grade 2.* Boston, Ginn & Co., 1923. 106p. 56c.
- GOLDSMITH, ELSIE BORG. *Opportunities for vocational training in New York City.* 122 East 25th Street, N. Y., Vocational Service for Juniors, 1922. 94p. Paper, 25c.
- GOODSELL, WILLYSTINE. *The education of women. Its social background and its problems.* N. Y., Macmillan, 1923. 378p. \$2.60.
- GORDON, MARGERY, and KING, MARIE B. *Verse of our day; an anthology of modern American and British poetry, with studies in poetry.* N. Y., D. Appleton & Co., 1923. 481p. \$1.60.
- GREENE, LEON SHERMAN. *Supervision of the special subjects with special application to the supervision of manual and industrial arts.* Illus. Milwaukee, Wis., Bruce Pub. Co., 1922. \$1.75.
- GREENWOOD, ALICE DRAYTON. *History of the people of England, vol. 2; A. D. 1485 to 1688.* Illus. N. Y., Macmillan, 1923. 416p. \$2.50.
- GREGG, JOHN ROBERT. *The basic principles of Gregg shorthand.* N. Y., Gregg Pub. Co., 1923. 240p. \$1.
- GREGORY, CHESTER ARTHUR. *Fundamentals of educational measurement; with the elements of statistical method.* N. Y., Appleton, 1922. 382p. \$2.25.
- GROSZMANN, MAXIMILIAN P. E. *A parent's manual; child problems mental and moral; vol. 1.* N. Y., Century. 342p. \$2.50.
- HALL, SAMUEL ROLAND. *The handbook of business correspondence; a reference work covering the principles and practice of letter writing for business purposes.* Illus. N. Y., McGraw-Hill, 1923. 1048p. \$5.
- HANEY, JOHN LOUIS. *The story of our literature; an interpretation of the American spirit.* N. Y., Scribner's, 1923. 399p. \$1.50.
- HIGGINS, LOTHROP D. *Introductory physics.* Boston, Ginn & Co., 1923. 440p. \$1.48.
- HINES, HARLAN C. *A guide to educational measurements.* Boston, Houghton Mifflin, 1923. 270p. \$1.90.
- HOLMES, EDMOND. *Freedom and growth; and other essays.* N. Y., Dutton, 1923. 312p. \$3.
- HOPKINS, EDWIN M. *The labor and cost of the teaching of English in colleges and secondary schools with especial reference to English composition.* Chicago, Ill., National Council of Teachers of English, 1923. 37p. Paper, 10c.
- HORN, JOHN LOUIS. *The American elementary school.* N. Y., Century, 1923. 422p. \$2.
- HULL, ERNEST R. *Collapses in adult life.* N. Y., P. J. Kenedy & Sons. 116p. Paper, 40c.
- KLAPPER, PAUL, and LONDON, ABRAHAM. *Modern English; bk. 1.* N. Y., Macmillan, 1923. 325p. 84c.
- KNOTH, ERVIN ARTHUR. *Methods in physical education.* Manhattan, Kans., Kansas State Agricultural College, 1923. 111p. \$2.50.
- KRAPPS, JOSEPH JOHNSON. *A manual of geography; students' ed.* Salem, Oregon, J. J. Krapps Co. 48p. 35c.
- *A manual of geography; teachers' ed.* Salem, Oregon, J. J. Krapps Co. 48p. 45c.
- Latin-English and English-Latin pocket dictionary.* Chicago, Regan Pub. Corp., 1923. 410p. \$1.
- LEIPER, M. A. *A new English grammar.* N. Y., Macmillan, 1923. 362p. \$1.20.
- LENNES, N. J. *The teaching of arithmetic.* N. Y., Macmillan, 1923. 486p. \$2.
- LEONARD, WILLIAM ELLERY. *Beowulf; a new verse translation for fireside and classroom.* N. Y., Century, 1923. 153p. \$1.
- LICHTENBERGER, JAMES P. *Development of social theory.* N. Y., Century, 1923. 482p. \$4.
- LONG, WILLIAM J. *America; a history of our country.* Boston, Ginn & Co., 1923. 531p. \$1.64.
- LUCAS, F. L. *Euripides; the medea; partly in the original and partly in translation.* N. Y., Oxford University Press, 1923. 96p. \$1.20.
- LUTHY, CHARLES T. *Luthy's scientific handwriting; being an analysis of Roman script, form and execution.* Peoria, Ill., Author, 1918. 233p. \$3.
- *The human speech sounds.* Peoria, Ill., Author, 1918. 108p. \$2.
- *Universal alphabet.* Peoria, Ill., Author, 1918. 61p. \$2.
- LYNN, J. V. *Outlines of instruction in the needle-working trade; for use in public part-time and factory vestibule schools.* Engineering Extension Department, 1923. 82p. Paper, 50c.
- MCGRAW, JOHN J. *My thirty years in baseball.* Illus. N. Y., Boni & Liveright, 1923. 265p. \$2.
- MCPHERSON, LOGAN GRANT. *Human effort and human wants; an interpretation of economic activity in relation to human life.* N. Y., Harcourt, Brace. 318p. \$2.50.
- MACKAIL, J. W. *Virgil and his meaning to the world of today.* ("Our Debt to Greece and Rome" series.) Boston, Marshall Jones Co., 1922. 159p. \$1.50.
- MACKIE, R. L. *A short social and political history of Britain.* Yonkers, N. Y., World Book Co., 1922. 440p. \$1.88.
- MANSON, JAMES A. *Bowling; being the practice of the ancient and royal game of bowls.* Illus. N. Y., Macmillan, 1923. 119p. \$1.50.
- MAXWELL, ANNA CAROLINE, and POPE, AMY ELIZABETH. *Practical nursing; a textbook for nurses.* Illus. N. Y., Putnam, 1923. 949p. \$2.50.
- MENCKEN, HENRY LOUIS. *The American language; an inquiry into the development of English in the United States.* Rev. ed. N. Y., Knopf, 1923. 489p. \$6.
- MOLEY, RAYMOND, and ROCCA, HELEN M. *The outline of Government in the United States.* Washington, D. C., Nat'l League of Women Voters, 1922. 84p. Paper, 50c.
- NATIONAL CHILD HEALTH COUNCIL. *Health for school children; report of advisory committee on health education.* (School health studies, no. 1.) Washington, D. C., Gov. Print. Off., Supt. of Docs., 1923. 75p. Paper, 10c.
- NATIONAL CHILD WELFARE ASSOCIATION. *Child welfare handbook.* Illus. 70 Fifth Ave., N. Y., Author, 1923. 47p. Paper, 50c.
- NEBRASKA STATE BOARD OF VOCATIONAL EDUCATION. *Vocational education in Nebraska; what it is and what it does.* Illus. (Bull. no. 6, Jan., 1923.) Lincoln, Nebr.; Acme Pr. Co., 1923. 28p. Free.
- OBERHOLTZER, SARA LOUISA. *Thrift tidings.* Philadelphia, Pa., Author, 1923. 134p. \$6.
- PECORINI, ALBERTO. *The story of America; in English and in Polish.* Boston, Marshall Jones Co., 1923. 237p. \$1.
- PHELPS, WILLIAM LYON. *Some makers of American literature.* Boston, Marshall Jones Co., 1923. 187p. \$2.50.
- PHILLIPS, CLAUDE A. *Modern methods and the elementary curriculum.* N. Y., Century, 1923. 389p. \$2.
- REDWAY, JACQUES WARDLAW. *Geography, commercial and industrial.* N. Y., Scribner, 1923. 392p. \$1.72.
- RICH, FRANK M. *The jolly tinker.* N. Y., Appleton, 1923. 139p. \$1.
- ROBSON, ETHEL HEDLEY. *Dramatic episodes in Congress and Parliament.* Boston, Atlantic Monthly Press, 1923. 272p. \$1.25.

- ROSS, FRANCES. *Reading to find out; a silent reader for primary grades.* Illus. N. Y., Macmillan, 1923. 90p. 60c.
- SAVITZ, JEROME J., and others. *Composition standards; how to establish them.* Illus. N. Y., Hinds, Hayden & Eldredge, 1923. 295p. \$2.40.
- SCHMECKEIER, LAURENCE F. *The Public Health Service; its history, activities, and organization.* Baltimore, Md., Johns Hopkins Press, 1923. 312p. \$2.
- SCHWARTZ, JULIA AUGUSTA. *A friend indeed.* Illus. N. Y., Macmillan, 1923. 222p. 80c.
- SCRIPTURE, E. W. *Stuttering, lisping and correction of the speech of the deaf.* 2d. rev. ed. N. Y., Macmillan, 1923. 290p. \$2.25.
- SMITH, HOMER J. *English for boys and men.* Boston, Ginn & Co., 1923. 330p. \$1.40.
- SORELLE, RUPERT PITT, and GREGG, JOHN ROBERT. *Secretarial dictation (for teachers only).* N. Y., Gregg Pub. Co., 1923. 368p. 80c.
- *Secretarial studies.* N. Y., Gregg Pub. Co., 1923. 401p. \$1.40.
- *Secretarial studies; laboratory materials.* N. Y., Gregg Pub. Co. Paper, 60c.
- *Teacher's manual to secretarial studies.* N. Y., Gregg Pub. Co., 1923. 89p. Paper, 25c.
- SPEKIN, OTTIS BEDNEY. *Studies in English-world literature.* N. Y., Century, 1923. 526p. \$1.85.
- SPAWN, W. M. W., and BIZZELL, W. B. *Introduction to the study of economics.* Boston, Ginn & Co., 1923. 386p. \$1.72.
- STABLETON, JOHN K. *Your problems and mine in the guidance of youth.* Bloomington, Ill., Public School Pub. Co., 1922. 274p. \$1.50.
- STARK, WILLIAM E. *Every teacher's problems.* N. Y., Am. Bk. Co., 1922. 368p. \$1.48.
- STEVENS, DAVID HARRISON. *Types of English drama, 1660-1780.* Boston, Ginn, 1923. 920p. \$3.80.
- STEVENSON, R. L. *A child's garden of verses; in English and Latin.* N. Y., Appleton, 1923. 167p. \$1.25.
- STRACH, LILIAN HOLMES. *Winning monologues; for contests and public speaking.* Chicago, T. S. Denison & Co., 1923. 145p. \$1.25.
- STRATTON, CLARENCE. *The teaching of English in the high school.* N. Y., Harcourt, Brace, 1923. 383p. \$1.80.
- STRONG, EDWARD K., and UHRBROCK, RICHARD S. *Job analysis and the curriculum; with special reference to the training of printing executives.* Baltimore, Md., Williams & Wilkins Co., 1923. 146p. Cloth, \$2, paper, \$1.
- SWENSON, JOHN A. *High school mathematics; a first course.* N. Y., Macmillan, 1923. 419p. \$1.40.
- TAMAYO, MANUEL AND BAUS. *Un drama nuevo; in three acts.* Boston, Allyn & Bacon, 1923. 189p. 80c.
- TOMLINSON, EVERETT T. *Stories of the American Revolution.* Illus. N. Y., Appleton. 357p. \$2.
- TOWNE, R. S. *Your teeth; a study in oral hygiene.* Illus. Chicago, W. M. Welch Mfg. Co., 1922. 40p. 40c.
- TRAFTON, GILBERT H. *Biology of home and community.* Illus. N. Y., Macmillan, 1923. 614p. \$1.68.
- TURKINGTON, GRACE A. *My country; a textbook in civics and patriotism for young Americans.* Boston, Ginn & Co., 1923. 418p. \$1.08.
- U. S. BUREAU OF EDUCATION. *The Arkansas survey report.* (Jour. of Ark. Educ. Assn., vol. 6. no. 3-4.) Little Rock, Ark., Ark. Educ. Assn., 1922. 83p. 5c. each for postage.
- Ventilation; report of the New York State Commission of Ventilation. N. Y., E. P. Dutton & Co., 1923. 620p. \$15.
- WARD, IDA C. *Defects of speech; their nature and their cure.* N. Y., Dutton, 1923. 79p. \$1.
- WATSON, W. *A textbook of practical physics.* Rev. ed. N. Y., Longmans, Green, 1922. 635p. \$3.50.
- WEATHERWAX, PAUL. *The story of the maize plant.* Chicago, Ill., Univ. of Chicago Press, 1923. 247p. \$1.75.
- WEBBER, JAMES P., and WEBSTER, HANSON HART. *One-act plays; for secondary schools.* Boston, Houghton Mifflin, 1923. 308p. \$1.40.
- WEBSTER, DAVID LOCKE, and others. *General physics for colleges.* Illus. N. Y., Century. 566p. \$3.75.
- WEBSTER, HUTTON. *History of the Far East.* Illus. Boston, Heath, 1923. 178p. \$1.40.
- WESSELY, IGNAZ EMANUEL, and GIRONÉS, A. *Pocket dictionary of the Spanish and English languages.* Chicago, Regan Pub. Corp., 1923. 473p. \$1.
- WESSELY, J. E. *French-English and English-French pocket dictionary.* Chicago, Regan Pub. Corp., 1923. 500p. \$1.
- *Italian-English and English-Italian pocket dictionary.* Chicago, Regan Pub. Corp., 1923. 425p. \$1.
- WEST, WILLIS MASON. *History of the American people.* Rev. ed. Boston, Allyn & Bacon, 1922. 764p. \$2.
- WILDER, INEZ WHIPPLE. *Laboratory studies in mammalian anatomy.* Rev. ed. Philadelphia, Pa., P. Blackiston's Son & Co., 1923. 157p. \$2.
- WILDMAN, EDWIN. *Famous leaders of character in America from the latter half of the nineteenth century.* Boston, The Page Co., 1922. 344p. \$2.
- WILKINS, ZORA PUTNAM. *Letters of a business woman to her daughter and letters of a business girl to her mother.* Boston, Marshall Jones Co., 1923. 151p. \$1.50.

(Continued in the October number.)

The World Book

O'SHEA, M. V., EDITOR-IN-CHIEF. *The World Book; Organized knowledge in story and picture.* 10 vols. Chicago, New York, and Toronto. W. F. Quarrie and Company.

Recently in visiting one of the schools of Springfield, Massachusetts, I saw a set of *The World Book* in the library of an elementary school. Remembering the inestimable value of an old encyclopedia in my early teaching experience, I inquired whether this work was serviceable to the children and the teachers. The principal replied without hesitation that the set was used as a constant source of reference, that it was worth more to the children than all their textbooks, and that she could not keep school without it. She said further that the value of *The World Book* is greatly enhanced by a unique feature provided in an additional volume, which consists of a loose-leaf service, keeping the set constantly up to date. The statement of this principal represents so completely what my careful

examination of *The World Book* confirms that I have included the statement as part of this review.

As implied in this statement we have come to a new era in our educational development in which the information stored away in textbooks is no longer adequate for school instruction. The big concern of children lies in the present and the future and their interests may as well be directed toward their needs. We must therefore utilize *history, science, and literature being made at the present* as well as that developed in the past to educate a socially equipped citizenship of the future. The children of today must learn how to use and interpret the events of the present if they are to develop the capacities necessary to participate in the living present and the future.

This new need of educational endeavor, therefore, requires that the teacher and pupil have an abundant supply of rich material to which they may go for data in the solution of the problems that are constantly arising in a well-directed school. When the child, or teacher for that matter, can return home or go to the school library with the problems growing out of the day's work and find an abundance of data for the solution of those problems, the teacher becomes an inspiring leader and the child is living his educational experience. Such a work as *The World Book* supplies the data and serves a vital function in the education of the child and in the life of the teacher.

I speak here from experience. My ten-year-old nephew who lives with us seldom comes from school without rushing to *The World Book* to settle some question upon which data are required. No question arises in the discussions in the home without his seeking the answer in this source. I regard the use of *The World Book* as the best part of his education.

Some special features of *The World Book* should be mentioned as they are of first rate importance in making the set serviceable. The latest edition is published in 1923 and the number of revisions, more than two thousand, makes it virtually a new work. Furthermore, there is provided discussions of the latest world's events in a loose-leaf service each year dealing with the events of the year, and finally a monthly service to teachers is provided, giving suggestions for the use of *The World Book*. For instance, the leaflets for January, 1923, contain material under the following heads or topics: What to look for in January out of doors; Some Interesting Things to Do; and Questions on Arithmetic, Art and Literature, Civics, and the like for the World Book Club.

The World Book in my opinion serves an indispensable place in the education of the child and in the work of the teacher in the twentieth-century education. I do not wish to compare or contrast this edition with other works of its kind, but it is fair to say that in so far as my experience goes *The World Book* is the most valuable reference work on the market for the school library, for the teacher, and for the pupils of the elementary and secondary schools.—E. George Payne, Professor of Education, New York University, New York City.

American Education Week

PREPARATION for American Education Week cannot be made too early. Like any great movement reaching tens of millions of people it requires time to get under way. Last year the week was widely observed with great effectiveness. This year the dates are somewhat earlier and the preliminary plans have been made much earlier. Over a hundred thousand copies of the basic program have already been distributed. The program is general in character because it deals with those fundamental things in education which are essentially universal. The program can easily be adapted to fit into the plans of different organizations and communities.

Plans for proclamations by the President of the United States, by the governors of the various States, and by the mayors of cities have already been made more extensively than a year ago. Newspapers, educational journals, and general magazines are working on plans for special editions or special articles and editorials. During this week let every community evaluate its educational resources and its educational needs. Let parents visit teachers and teachers visit parents in an effort to solve the common problems of childhood. Let the week be a time of new understanding and new vision on the part of the entire American people of the part that education has played, is playing, and must play in the life of our great democracy.

Our many-sided life has given us so many "weeks" and science and invention have combined to give us so many interests and activities that there is danger of losing touch with the fundamental things in the individual and National life. American Education Week is the one time in all the year when the entire Nation is called upon to dedicate itself anew to the great task of universal education for democracy, to see and know the schools, to consider in a public way the big problems of education, and to join in appreciation of its achievements.

Americans have abiding faith in their schools. Even the poorest families make untold sacrifices to keep their sons and daughters in school and college. The schools themselves have a great opportunity to teach all the children the real meaning of education and the opportunities and responsibilities of educated men and women. They have a truly remarkable opportunity to teach every boy and girl his responsibility as a citizen

to help maintain an educational system which will perpetuate the best in the life and ideals of the Republic.

The following is the basic program which has been prepared by the American Legion, the National Education Association, and the United States Bureau of Education. The general slogans for the week are:

Children today, citizens tomorrow
A man of knowledge increaseth might
No illiteracy by 1927
A sick body makes a sick mind

Sunday, November 18, 1923

For God and Country

1. Education in the home
2. Education in the school
3. Education in the church

Slogan—*A Godly nation cannot fail*

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion Posts throughout the country for meetings during this week.

Monday, November 19, 1923

American Constitution

1. Life, liberty, and justice
2. How the Constitution guarantees these
3. Revolutionists and Radicals a menace to these guarantees
4. Security and opportunity

Slogans—*Ballots not bullets*
Visit the schools today

Tuesday, November 20, 1923

Patriotism Day

1. The flag—the emblem of the Nation
2. Help the immigrants and aliens to become Americans
3. Take an active interest in governmental affairs
4. Music influence upon a nation

Slogans—*Visit the schools today*
America first

Wednesday, November 21, 1923

School and Teacher Day

1. The necessity of schools
2. The teacher as a nation builder
3. The school influence on the coming generation
4. School needs in the community
5. The school as a productive institution

Slogans—*Visit the schools today*
Better trained and better paid teachers, more adequate buildings

Thursday, November 22, 1923

Illiteracy Day

1. Illiteracy—a menace to our nation
2. An American's duty toward the uneducated
3. Let every citizen teach one illiterate
4. No immigration until illiteracy among native and foreign-born is removed

Slogans—*No illiteracy by 1927—It can be done*
Visit the schools today

Friday, November 23, 1923

Community Day

1. Equality of opportunity in education for every American boy and girl
2. Rural schools—City schools—Colleges
3. A public library for every community
4. Children today—citizens tomorrow

Slogans—*Visit the schools today*
An equal chance for all children
A square deal for the country boy and girl

Saturday, November 24, 1923

Physical Education Day

1. Playgrounds
2. Physical education and hygiene
3. The great out-of-doors
4. The country's need in conservation and development of forests, soil, roads, and other resources

Slogans—*A sick body makes a sick mind*
Playgrounds in every community
Athletes all

Suggestions

for

Churches, Chambers of Commerce, Labor Organizations, Women's Organizations, Fraternal Bodies, Luncheon Clubs, and Other Cooperating Agencies.

1. Urge ministers of all denominations to preach upon the subject of education, Sunday, November 18, 1923.
2. Urge the Mayor to issue a proclamation setting aside this week as American Education Week and asking the people to cooperate.
3. Urge the newspapers to give all space possible to educational matters, articles, editorials, and news material.
4. Urge the merchants to use window displays appropriate for the occasion. Urge them to devote as much space as possible to matters of education in their newspaper advertisements.
5. Ask the moving picture theaters to flash slides on the screen urging the people to visit the schools and study educational questions.
6. Have speakers at all public meetings held that week talk a few minutes on the necessity of education.
7. Cooperate with the educational officials and other patriotic, civic, and fraternal organizations.
8. Advertise American Education Week on letterheads and envelopes.

The American Legion's local Post is working with you. The country looks to The American Legion to pave the way to patriotism and education—service to Nation, State, and community.

Classroom Teachers at Summer Meeting¹

THE SUCCESS of the Oakland-San Francisco meeting was due in large measure to the work and enthusiasm of the local school people. No group made a greater contribution nor gave more generously of its time and goodwill than the classroom teachers of the Bay cities. Their enthusiasm and their desire to assist the delegates who had gathered there from every State in the Union was frequently commended by visitors. The responsibility which they assumed for the outcome of the convention and the efficiency which they displayed in looking after details proved that they appreciated the value of service.

The Department of Classroom Teachers was organized in 1912, but it was not until 1922 at Boston that a constitution was adopted. Under its new constitution the Department held three sessions at Oakland that were largely attended by both teachers and administrators. Effie MacGregor, of Minneapolis, happily presided.

At the first session the contribution of the classroom teacher toward progress in education was discussed from the viewpoint of the American Legion, of labor, of agriculture, of business, and of the National Education Association by outstanding leaders representing these great National interests. At the second session of the Department the contribution of the classroom teacher was discussed by classroom teachers.

At the business session on Thursday afternoon election of officers took place and other important business was transacted. The following officers will serve for the coming year: President, Ida Christine Iversen, Los Angeles, California; Vice-president, Lucy M. Holt, Norfolk, Virginia; Secretary, Anna M. Thompson, Kansas City, Missouri; Executive Committee, Julia Spooner,

Portland, Oregon, Anna Riddle, St. Joseph, Missouri, and Julia E. Sullivan, Charlestown, Massachusetts.

No social event of the week was more thoroughly enjoyed than the classroom

relations and a more stable peace. But to arouse the people of one country to the importance of a better presentation of history and related subjects is not enough; the movement must be international to be effective.

In the vast amount of business that came before the Representative Assembly the classroom teacher again demonstrated her ability and her desire to assume her share of responsibility in carrying on the business of the Association and in determining its policies. Cornelia Adair, of Richmond, Virginia, treasurer of the Association, presented a most excellent report on the finances of the Association and also on the financing of delegates. Upon her recommendation the Representative Assembly voted to appropriate \$10,000 from its general fund for the payment of delegates' expenses. Nellie B. Sterrett, of Seattle, Washington, was a member of the rules committee of the Assembly. Agnes E. Doherty, of St. Paul, a member of the Board of Trustees of the Association, took a prominent part in the discussions on the floor of the convention. Mrs. Emma L. Dacre, of San Francisco, presented an able report for the committee on Tenure.

Because of these broader interests of the classroom teachers they will bring to the children with whom they come in contact a richer conception of the profession of teaching. The spirit displayed by the local classroom teachers in furthering the success of the meeting, the ability of speakers heard on the platform, and the active participation in the business of the Association clearly demonstrated that the progressive teachers today are fully awake to the responsibility which is theirs in helping to solve educational problems and the opportunity which is theirs for real service in helping to build the type of citizenry the Nation needs. The Department of Classroom Teachers furnishes this opportunity.

To the Classroom Teacher

IDA CHRISTINE IVERSEN

Teacher, Los Angeles, California, and President of the Department of Classroom Teachers, 1923-24

WE classroom teachers must realize that this is the day of organization. Work is done together because it cannot be done alone. We must be wide awake to the purpose of teacher organization. In order to make better teachers, to make better schools, and to have the public aware of this accomplishment, it is vital that we be awake to the glory of our opportunity in the schoolroom.

This consciousness demands a program of National aspect, hence the occasion to function in the National Organization through the Department of Classroom Teachers. It means work ahead for those of us who believe that our faith is justified by the memberships secured. Manifestly it must be a campaign of publicity and education through the local organizations. Just what shall be done through the Department in one year is not easy to say. This Department will, in its own good time, be more than the financial backbone of the National Education Association; it will be a spiritual force to reckon with. We are young; we know that we must be reasonably patient. It is for us to prove that our numerical strength is safeguarded by common sense and goodwill.

As president of the Department, I look into the new year confident that the classroom teachers will not only greatly increase the membership of the National Education Association, but will make an effective contribution toward its great program, acquiring thereby professional solidarity that shall redound to the further good of public education.

dinner on Tuesday night, which was planned by a committee from the Oakland School Women's Club. Work was forgotten and good fellowship and hospitality reigned supreme. Among the noted guests was Harold R. Peat, internationally known as "Private Peat" who distinguished himself during the World War and who has since visited more than a score of countries in the interest of peace education. Briefly his message is this: History as taught in the impressionable years of childhood should strip war of its illusions and avoid stressing National animosities, thereby preparing the way for better international

¹ Prepared for THE JOURNAL by the Division of Elementary School Service.

How Beaver City Observed American Education Week¹

NO ONE dared to question Beaver City's future—at least in Beaver City. It would not have been tactful, perhaps not even safe. The progressive spirit of the city's Chamber of Commerce was too well established. Its well-paved streets and shining new buildings were too evident. Rising above the more modest structures gleamed the white lines of the recently completed city hall—the final stamp of the city's arrival.

But of all the city's assets none brought greater pride to the breast of the loyal Beaverite than its public schools. Its school system, generally acknowledged as the best in that section of the State, had been no small factor in the unusual increases that had characterized the city's growth in population. The beautiful county high school, dominating the whole southern section of the city's skyline, had attracted many families from remote districts. Here were offered opportunities unheard of a generation ago. Its graduates were accepted without question at the great State University, the value of its agriculture and industrial courses was well demonstrated, and husky sons of proud fathers might even make the justly celebrated football team—champions of the State for three years running! Why should Beaver City not be proud of its schools?

One discordant note entered into the situation, however. Dan Kelly, leader of the "outs" and editor of one of the city's two newspapers, was accusing the school board of extravagance. Too much money was being spent by the city in all public services, but the rising costs of the schools were especially condemned. Had not school expenditures nearly doubled since 1915? Was not the superintendent's salary nearly twice that of the mayor? Of course the schools were wasteful and costs should be reduced. The business depression, too, had made Beaver City's business men especially critical of all public expenditures. In fact, some frankly stated that school costs had to be cut, in spite of mounting enrolments and increasing school needs.

Such was the situation that confronted the school board of Beaver City in

October, 1922, with budget presentation time but two months off. Only the most strenuous efforts had prevented a reduction in the salary schedule the previous year—would the board be able to resist the pressure this year?

At the board's first meeting in October the commander of the Beaver City Legion Post appeared and asked for its coöperation in the celebration of American Education Week, sponsored by the American Legion. He read the President's and Governor's proclamations, and outlined the general plan of campaign throughout the city. Churches, newspapers, theatres, civic organizations, and the schools were all being asked to join in observing this week for the purpose of giving the citizens of the community a better understanding of their public schools. He especially desired to have the schools shape their work to this end during this week.

Two days later the superintendent of schools called together the teachers of the city in the high-school auditorium and asked their coöperation in carrying out the Legion's program. He offered suggestions as to how this might be done—but at the same time left all principals and teachers free to develop their own ideas.

Miss Wilson, teacher of the graduating class of the Emerson School, got her cue the next day when one of her pupils brought in a newspaper clipping giving the President's American Education Week proclamation and asked what it was all about. No one was sure what the word proclamation meant. After this was determined they made a special study of the President's proclamation. The class then decided to look up some of the famous proclamations of history. A number were obtained with the help of the city's library. On community night at the Emerson School during Education Week Miss Wilson's class presented "Proclamations Past and Present." Selected members of the class in costumes appropriate to the time read and explained the significance of six famous proclamations, the last, the President's proclamation for American Education Week, receiving especial attention.

Miss Jameson, of the Roosevelt School, got her idea when the word "illiteracy" occurred in the spelling les-

son. In explaining its meaning one of the children asked if there were any people in the United States who could not read and write. It was proposed that a study be made of the subject of illiteracy. Abundance of material was found at the library. Magazine articles under "Illiteracy" in the Reader's Guide, bulletins prepared by the National Education Association, and the 1920 census proved veritable mines of information on the subject. On community night Miss Jameson's contribution to the school program was entitled "Why the American Legion Calls Illiteracy a Menace to Our Nation." Groups of her children, lining up in black and white costumes, illustrated the percentage of illiteracy in the United States, in the State, and in Beaver County. Charts were also presented and briefly explained by members of the class.

Every school in the city under the leadership of its principal presented a well-organized program designed to inform the citizens of the community as to educational conditions in the Nation

Sources of Material for American Education Week

1. Find out what plans your local Legion Post has made for observance of the week and obtain programs and other material from its officers.
2. Write to the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., and ask for the special bulletin prepared for American Education Week.
3. Write to the United States Bureau of Education, Washington, D. C., for broadsides and other special material prepared for American Education Week.
4. Get special pamphlets dealing with your home school situation from the office of the superintendent of schools.
5. Ask your local librarian for help in locating material on special topics.
6. Collect local data showing wealth of community, amount spent for luxuries, education, and other items.

¹Prepared for THE JOURNAL by the Division of Research.

as a whole and particularly in Beaver City. The superintendent of schools gave a short address at a number of these meetings in which he briefly asked and answered two questions. First, why have school costs increased in Beaver City? and second, Is Beaver City getting its money's worth for the money it spends for its schools? His comparison of the results of a standard spelling test given to the members of the Rotary Club with those obtained from the same test in the high school made supporters of the "good old school" look sheepish.

When Education Week ended its citizens had an understanding of many fundamental school problems and educational objectives that had been almost totally lacking at the beginning of the Week. Three months later the superintendent's budget was adopted with one dissenting vote and the progressive schools of Beaver City took on a new lease of life.

As one of the enthusiastic elementary principals remarked, "It's easy to get support for good schools if the people just understand what it's all about."

World Conference on Education

JAMES F. HOSIC¹

*Associate Professor of Education and Director of Extramural Courses
Teachers College, Columbia University, New York City*

DELEGATES from over forty countries came together in San Francisco, June 28, at the call of the National Education Association of the United States, held public meetings, witnessed a pageant, deliberated in group and plenary sessions for a week, adopted thirty resolutions, founded the World Federation of Educational Associations, sang Auld Lang Syne with hands clasped in token of fealty, and went their several ways. That in brief is the story of what happened as the result of the appointment during the Great War of a committee on foreign relations by our Association. And as a fitting sequel and a happy augury of the future, our Association accepted the report of its committee, applied for membership in the new federation, and became the first charter member and the corner-stone of the new organization. Few in America expected it. Many foreign countries are in distress. At least two so-called international congresses on education to be held in Europe were announced. Hardly any definite facts upon which to base a prediction were known. San Francisco is a long way from New York, and the trip for English and Continental delegates would be very much more expensive on that account. The National Education Association, moreover, had only a comparatively small amount of money available for the use of the Conference and funds from other quarters were not forthcoming as had been hoped.

Nevertheless it happened. Representatives were sent by the Imperial

Education Association, of Japan, the government of China, the Canadian Federation of Teachers Associations, and by the great teachers councils of England and Scotland. Herr Strecker, minister of Education in Hesse, was there; Miss Johanne Bietry, of Indo-China; Miss Hansa Mehta, of India; Dr. M. Sawayanagi, Mr. Issei Yamamoto, and seven others from Japan; Messrs. Kuo, Chen, Chu, Hsieh, Kao, Ku, Li, Ling, Meng, Shu, Yin, and Yuan from China; Edmund Dronsart, director general of the Red Cross, and M. Leon de Poeuw, director general of the University of Science and Arts, Belgium; M. Cusicanqui from Bolivia; Miss Jirsakova from Czechoslovakia; Miss Balarezo from Ecuador; Mr. Parades and Madame Leonor de Quinonez from El Salvador; Mr. Pompilio Ortego from Honduras; Dr. De la Torre, Professor Eloisa Espinosa and six companions from Mexico; Messrs. Jimenez and Pereira from Panama; Miss Molina from Nicaragua; Dr. Maria de Maestu from Spain—to say nothing of such notables as Professor John Adams and Princess Borghese, already lecturing in the United States, various foreign consuls, and numerous others, temporarily resident in this country but bearing credentials from their ministries of education or educational associations at home. From English-speaking countries came Mr. Sainsbury and Miss Wise, of England; Mr. Pringle, Miss Laning, and Mr. Critchley, of Scotland; Mr. Charlesworth, Mr. Huntley, Mr. Martin, Mr. Harwood, Miss Ballert, and Miss Jameson, of Canada; Miss Watson, of Australia; Miss Wathes of

South Africa; Miss Griffiths and Mr. Miller of New Zealand; and there were besides representatives of the Argentine, Armenia, Bulgaria, Chile, Costa Rica, Greece, Hawaii, Hungary, Jugoslavia, Korea, Norway, Peru, Philippine Islands, Porto Rico, Roumania, Sweden, Turkey, and the United States.

And yet an interpreter was scarcely needed. The proceedings were conducted in English. The speeches were delivered in English—and it was often remarkably good English too. Indeed many a native American might well sit at the feet of the brilliant and far-sighted Dr. Kuo, president of the National Southeastern University in Nanking, who was perhaps the most effective speaker at the Conference. Those who heard his eloquent and graceful farewell at the closing plenary session will not soon forget the moving quality of his appeal. And he said goodbye in five languages!

How the Conference proceeded—The work of the Conference went forward by means of three types of gatherings. There were, first and last, the public mass meetings, at which the larger purposes and possibilities of the Conference and the problems and aspirations of the various countries were set forth by their ablest representatives. The Hall of Native Sons in San Francisco was ablaze with the flags of all nations and crowded to suffocation when the first meeting opened on the evening of June 28. The foreign delegates occupied the central section before the stage, and banked around them were the American delegates, the advance guard of the National Education Association convention, and the good people of San Francisco—all eager to see and hear. The thrill was there unmistakably. No one who was so fortunate as to be present will ever forget it. The assembling of many races and nationalities in the interest of the common welfare, of which altruists had dreamed, was a living reality. It had happened and for the time that was enough.

The orchestra ceased, Mr. Showalter prayed, ending in the Lord's Prayer in which nearly all joined. Dr. Thomas introduced President Owen as chairman, who welcomed the Conference in the name of the National Education Association. Addresses of welcome from Mr. Fred Dohrmann, Jr., president of the San Francisco Board of Education, Dr. David Starr Jordan, and Miss Charl Williams, and responses by Dr. Kuo, the Honorable Panagopoulous, and Pro-

¹Dr. Hosic acted as secretary of the Conference.



LIGHT OF THE WORLD—San Francisco Chronicle, Tuesday, July 3, 1923

fessor Adams followed. All were memorable. Only one disappointment so far; Sr. Alfera, of Spain, could not be present. But we were off to a good start. The Conference was bound to be a big success.

It was. The next morning the six groups arranged for in the preliminary plan of the Conference began to debate the agenda. Sub-committees took over the various problems of detail and met morning, noon, and night. The typewriting bureau provided by the loyal generosity of the San Francisco teachers began to grind. The Intermediary Committee took up the task of polishing

and standardizing the form of the resolutions, and a never-ending round of visits, luncheons, dinners, and receptions filled life to the brim.

The second general meeting was a bit quieter—one can't live at high tension all the time. Nevertheless, the foreign delegates will probably recall as one of the high spots of the Conference, Dr. Winship's characteristically homely but impassioned plea for peace. "Let us," said he, "do something to sooth the nations instead of always stirring them up, just as the keeper of the zoo fed catnip tea to the mountain lion, remembering that it was in reality only a big cat."

On Tuesday afternoon, July 3, the first plenary session opened. Resolutions were to be taken up in the order of their preparation and Group F on Universal Education, under the leadership of Mrs. Cora Wilson Stewart, of Kentucky, was first under the wire. A resolution calling for a permanent commission on the removal of illiteracy in all countries, to be a section of the proposed World Federation, and to strive earnestly for the removal of illiteracy throughout the world was read by the chairman of the sub-committee, Mr. Huntley, of Canada. He moved the adoption. Ex-president Swain, of Swarthmore, seconded the motion. Dr. Libby moved to amend. Several delegates spoke. The amendment was revised, accepted by the committee, and the amended resolution adopted unanimously. Cheers broke out. The Conference had agreed on something, not however, without serious discussion. Apparently this group recruited from the four quarters of the globe could pull together, could get somewhere.

This first plenary session was unwisely assigned to the huge Civic Auditorium in San Francisco. Of course the delegates formed only an island in a sea of chairs. As a tryout this session was an acid test, but the Conference proved true blue. Succeeding sessions, however, were held in the Fairmont Hotel—the headquarters of the Conference and ideal for the purpose in every way.

The resolutions passed—Resolutions on International Coöperation in Education, Dissemination of Educational Information, Conduct between Nations, International Ideals, Health Education, and the Conservation of Rural Life followed each other in steady succession, were scrutinized by the delegates, who held copies in their hands, were frequently amended, and finally passed unanimously, with serious and responsible goodwill. Space forbids the presentation of these resolutions in detail. They will be read in the official report of the Conference to be published in its Proceedings by the National Education Association of the United States.

The resolutions may be divided into two general classes, first, those in support of movements now on foot or those which the Conference wished to urge upon the attention of other agencies and second, those calling for definite action by the World Federation which the delegates hoped to form.

In the first class are numbered the proposal that an educational expert be

attached to each embassy or legation in the different countries to assist in disseminating educational information and ideals; that the various governments be urged to appropriate sums of money to provide scholarships for graduate students who shall study abroad, particularly such subjects as international civics, economics, and comparative education, and make report at home; that the terminology of science be unified and the metric system be made universal; that exchange of teachers and professors be more liberally provided for—teachers of all grades, not simply the higher; that the proper educational body of each country be requested to outline for its own schools a system of training that will cultivate in children attitudes of mind and habits of thought and action appropriate to effective membership in the world community; that correspondence between classes of school children under wise supervision be encouraged; that a basic plan of character education, outlined by the Conference, be worked out and adapted to their needs by the several countries; that ideals of peace and coöperation be taught through the various subjects of the schools, particularly such studies as history, geography, and literature; that a comprehensive scheme of health education be worked out and put into effect; that the educational status of women be improved; that rural schools be brought to much higher efficiency through such plans as are already bearing fruit; that the educational opportunities of all communities be equalized; and finally, that the eighteenth of May in each year, the anniversary of the first Hague Conference, be set apart as World Goodwill Day, and be observed with appropriate ceremonies.

On the following topics the Conference proposed definite action by the permanent organization to be effected: It would establish a bureau of research and publicity to collect and distribute information of general interest to educators everywhere—perhaps to conduct an international digest of educational news; a universal library bureau to circulate books and pamphlets coming within the scope of the work of the Federation; and an agency to study the problems of improving the textbooks of various countries as to the accuracy with which they present the facts and conditions relating to other countries. Committees were authorized—one to investigate the feasibility of founding an international university; another to work



A CROWNING ACHIEVEMENT—San Francisco Chronicle, Saturday, July 7, 1923

for the removal of illiteracy; a third to inculcate the doctrine of thrift; a fourth to report upon how to keep the balance between vocational and liberal education; and a fifth to set up correspondence as to the unification of scientific terminology. And it was resolved to establish a section of the new Federation devoted to the cause of health.

These resolutions, together with their preambles, constitute a remarkably valuable expression of educational ideals. They were carefully worded. They represent group rather than mere individual sentiment. They are educational and they lay a suitable foundation for constructive action.

Great credit is due to the chairmen of the various groups for their leadership and sanity. They were as follows: N. D. Showalter, president of the State Normal School at Cheney, Washington, in charge of the group dealing with International Coöperation; Edward O. Sisson, professor of education in Reed College, Dissemination of Educational Information; Arthur W. Dunn, director of the American Junior Red Cross, Conduct between Nations; Milton Bennion, dean of the school of education of the University of Utah, International Ideals; Thomas D. Wood, professor of physical education in Teachers College, Columbia University, Health Educa-

tion; Mrs. Cora Wilson Stewart, chairman of the Illiteracy Commission of the National Education Association, Universal Education; and Josephine Corliss Preston, State superintendent of public instruction, Olympia, Washington, Rural Life Conservation.

The closing session program was worthy of the occasion. This was a joint meeting of the World Conference and the National Education Association. Again Dr. Owen presided. President Wilbur, of Stanford University, spoke on "The Health of the World's Children;" Dr. Sawayanagi on "Education the Hope of the Nations;" Mr. Sainsbury on "The Meaning of the World Conference;" Princess Borghese on "Women in Education;" Mr. Rakhit on "India's Place in the World;" and President Thomas on "Education and World Progress." On previous evenings the audiences in the Auditorium had dwindled as the hours advanced; not so tonight. Nearly all stayed to the end.

Perhaps the most memorable of all these memorable addresses, not excepting Dr. Thomas's splendid closing message, was that of the Princess—social reformer from Italy. With an appeal wonderfully touching and sustained, yet dignified and most thoughtful, she called the women of the world to a fresh realization of the meaning of the home and of their unique place in it—the home the supreme agency of education and growth in character.

How it was done—The World Conference was well-conceived, well-planned, and exceedingly well-managed. The credit for this belongs primarily to Dr. Augustus O. Thomas, commissioner of education for the State of Maine. As chairman of the Committee on Foreign Relations of the National Education Association he was invested with the responsibility of initiating a program of work for the committee. He projected a world conference, consulted President Harding, visited the Conference on Armament at Washington, and prepared a statement of aims and possibilities, including plans for a permanent organization and an international goodwill day. His ideas were approved by such of the members of his committee as could be got together and his reports were accepted by the National Education Association at the Des Moines meeting in 1921, and the Boston meeting in 1922. These called for a world conference. Then he began an extensive correspondence, first gathering all possible information from the of-

ficers of various international societies and from other sources, finally through the various consular offices and directly he reached leaders in education in almost all countries and invited them, in the name of the National Education Association of the United States, to participate in a world congress. Replies in various languages began to come in. He organized a bureau of clerks in his office and thus the work went on until within a few months of the time of the Conference. Then President Owen and Secretary Crabtree of the National Education Association came into council. Miss Charl Ormond Williams was made the representative at headquarters in Washington. Mr. Morgan took up the work of publicity. He and his temporary assistant, Professor Ryan, of Swarthmore College, were early on the ground in San Francisco to look after details. The local committee which sprang into being on the occasion of President Owen's visit some weeks before went into action. Final programs were printed, and the game was on.

The San Francisco and Oakland papers did yeoman service. The Conference was fully and intelligently reported throughout. Never, perhaps, anywhere in the history of our educational meetings was so little space given to the sensational and never was there less misrepresentation. The papers caught the spirit and purpose of the Conference and furthered it in every way possible. What might have happened in some of our other noble cities makes one shudder in retrospect.

Flowers were everywhere, even in the rooms of the delegates, and the cheerful California optimism, the reflection of California's sunny skies, was everywhere. Nothing can excel California's hospitality at its best. To Archie J. Cloud, deputy superintendent of schools in San Francisco, chairman of the local committee of arrangements for the World Conference, belongs the chief praise for the provisions made for the comfort of the delegates, and he was ably seconded by the teachers, the principals, and the board of education of the city.

The names of those who gave of their time and strength unselfishly to the work of the convention must be numbered by scores. Only a few of them will ever be honored as they deserve. There was little self-seeking and little thought of preferment—only the desire to give all representatives a chance to

be heard and the earnest hope that friendship and good understanding might be promoted.

After thoughts—And yet the Conference was not a peace conference, nor did it seek any new political relations as the outcome of its labors. It was not pacifist. It was educational. It was a council meeting for the consideration of certain problems which the people of the world have in common and which therefore they can best solve by working together. It voted agreement upon certain principles and upon the desirability of concerted action to carry them out.

It provided a means. The World Conference laid the foundations of a World Federation of Educational Associations. The accredited membership in this society will be composed of national societies of teachers. Temporarily, in countries which have no such national societies, lesser groups may be accredited. The affairs of the society are to be managed by a board of directors composed of delegates from the constituent bodies, two from each, irrespective of their size. This board elects its own officers, who are also the officers of the Federation and of the conferences for which it will arrange. It may employ a permanent secretary. Its funds will be provided by the constituent societies, each paying annual dues at the rate of one cent a member, with an established minimum of twenty-five dollars and a maximum of one thousand dollars. The fact is evident that the fees of the great national societies of Japan, England, Canada, and the United States alone would amount to a considerable sum.

A world conference will be held every two years, and three regional conferences in the alternate years. The regions designated are Europe, Asia, and North and South America. For the next two years the Federation will be in the hands of a temporary board elected at large by the World Conference. The chairman is Dr. Thomas. The vice-presidents are Mr. Sainsbury, for Europe and Dr. Sawayanagi for Asia. The additional members for the Americas are Mr. Charlesworth, of Canada, and Mr. Showalter, of the United States. Those for Europe are Mr. Pringle and Mr. Kavadas, the latter representing Greece but actually living in San Francisco. The Asiatic members are Dr. Kuo and Mr. Gogate, who is also in this country. The secretary of the Board is Mr. C. W. Williams, of Columbia, Missouri. The

regional conferences for 1924 will be conducted by the members of the board in the respective regions. The American committee, therefore, consists of Dr. A. O. Thomas, Augusta, Maine, chairman, Mr. Harry Charlesworth, 628 Battery Street, Victoria, British Columbia, and Dr. N. D. Showalter, State Normal School, Cheney, Washington. The places of meeting as well as the dates will be chosen by the Board of Directors.

The future of the World Federation is now on the knees of the gods. Agreement upon ways and means of doing things will be much more difficult than agreement upon resolutions, which after all are only resolutions. Presently there will be loaves and fishes. The language difficulty, when wider representation—from say Spanish-American countries—is present will increase. Imagine, for example, a session in Mexico City. The initial feeling, that we must get together at all costs, will be succeeded by strong desires for the carrying out of pet ideas. Large societies may feel that their dues are out of all

proportion to their representation. Some or all of these difficulties seem inevitable.

The next step is obviously to secure the widest publicity as to the work and results of the World Conference. Plans are on foot for the translation and dissemination of the report of proceedings

and the resolutions in all civilized countries. The initial burden of this work will fall as before upon Dr. Thomas. And he has undertaken to reproduce sufficient copies of the documents most in demand to supply the needs of the active committees which the delegates to the World Conference will organize.

NOTES and ANNOUNCEMENTS

ATTENDANCE at the summer meetings was difficult to estimate because of the division of crowds among the Bay cities and because of the large numbers who stayed at the homes of friends and relatives. The figure was finally placed at 18,000.

PRESIDENT OWEN conducted the July meetings with fairness, decision, and dispatch, confirming his well-established record as a president and parliamentarian.

THE WORLD CONFERENCE ON EDUCATION succeeded beyond the fondest hopes of its most enthusiastic supporters. It was especially notable for the large number of foreign delegates who had come long distances to sit in its councils.

SUPERINTENDENT FRED M. HUNTER, the chairman of the general local committee and able subcommittee chairmen, supported by the rank and file of the teachers of the Bay cities, perfected local arrangements and dispensed hospitality with unusual effectiveness.

THE NEWSPAPERS of Oakland and San Francisco covered the meetings with exceptional thoroughness, using photographs extensively. The fullest reports appeared in the *Oakland Tribune*, the *San Francisco Chronicle*, and the San Francisco and Oakland editions of the *Examiner*, which came out before the meeting with a strong editorial in behalf of a Federal Department of Education.

THE CHRISTIAN SCIENCE MONITOR had by far the best reports of the meeting given by any paper outside the Bay region. Its reports were comprehensive and well-balanced. By calling attention to the preponderance of space given by the newspapers of the country to a prize fight as compared to that given the National Education Association, the *Monitor* rendered a signal service to the cause of better journalism.

THE TOWNER-STERLING EDUCATION BILL was unanimously endorsed by the Representative Assembly on Friday, July 6. This is the fifth successive time the Association has endorsed this Bill. It has also been endorsed five successive times by the Department of Superintendence.

"SAY IT WITH FLOWERS" was generously exemplified by the hospitality committees of the Bay cities who supplied bouquets for prominent guests and for meeting places with unparalleled generosity.

SCHOOL AND SOCIETY for July 28, 1923, published an admirable narrative account of the World Conference on Education and the general sessions of the National Educa-

tion Association, by Dr. W. Carson Ryan, Jr., who assisted in the work of publicity.

ILLUMINATING REPORTS and delightful personal notes on the California meetings by Dr. A. E. Winship appear in the issues of *The Journal of Education* (Boston) for July 19 and 26, 1923. Dr. Winship's "half-century of service" gives him a unique perspective from which to report such gatherings.

MUSICAL LEADERS in both Oakland and San Francisco were much complimented upon the excellent musical programs which were kept within the limits so as not to interfere with the programs of addresses.

COMMERCIAL EXHIBITS were housed in the Oakland Civic Auditorium and were largely attended. Educational exhibits were exceptionally concrete and instructive.

THE REPORT OF THE RESOLUTIONS COMMITTEE, prepared under the able direction of Dr. Payson Smith, crystallized with unusual clearness the will of the educational workers who gathered at Oakland-San Francisco.

AT ITS MEETING in Oakland on July 6, the Board of Directors of the Association appointed a committee to study the work of the various departments, with a view to their reorganization along more efficient lines. The departments have grown up in response to educational needs which were ever-changing, with the result that there are now twenty-three of them, some of which are strong and well organized, while others have difficulty in holding satisfactory meetings. For several years the feeling has been growing that there should be fewer and better departments.

THE OAKLAND MEETING was characterized by the growing unity of the forces within the Association. A typical example is found in the conference on the closing day. This conference included Miss Olive M. Jones, newly elected president of the Association, Dr. Payson Smith, president of the Department of Superintendence, Mr. W. C. Longshore, president of the Department of Elementary School Principals, and Miss Ida C. Iversen, president of the Department of Classroom Teachers.

WE CANNOT but be pleased that an Englishman has been chosen for the important post of vice-president of an association that has in it such potentialities for good. Without doubt education must exert the first influence in any scheme for promoting international amity.—From the *London Times'* report of the World Conference on Education, July 28, 1923.



MARGARET M. ALLTUCKER joined the Headquarters staff of the National Education Association in September as a member of the Research Division. Miss Alltucker holds the Ph. D. degree from the University of California where she specialized in the field of educational research. She is a member of Phi Beta Kappa, and has a background of teaching and executive experience both in elementary and high schools. Recently, as school counsellor of the Berkeley High School, she developed the research and counselling program of that institution.

TANGIBLE REWARDS OF TEACHING, Bulletin 1914, No. 16, of the United States Bureau of Education, is needed by the National Education Association to complete its files. Copies should be sent to 1201 Sixteenth Street Northwest, Washington, D. C.

RESEARCH BULLETIN of the National Education Association (Volume 1, Number 2) is now available for distribution. This is the second issue of the five yearly bulletins to be published by the Research Division. It contains the preliminary tabulation of the inquiry sent out by the Salary Committee of the Association in March of this year. The article entitled "Can the Nation Afford to Educate Its Children," published in this issue of the Research Bulletin, will be of interest to those familiar with the recent Report of the Carnegie Foundation for the Advancement of Teaching. Single copies of the Research Bulletin are sold at the rate of twenty-five cents. All five dollar members of the Association regularly receive this publication.

ONE HUNDRED PER CENT MEMBERSHIP in the

National Education Association is provided for in the Constitution of the Bellefontaine Teachers' Association, which stipulates that each teacher shall pay an annual fee of five dollars, which includes dues in the National, State, and central Ohio associations.

RACIAL WELL BEING, THE EDUCATIONAL IDEAL—Two prizes of five hundred dollars each will be given in June, 1924, to teachers of history, civics, biologic sciences, psychology, or home economics who present satisfactory studies on this heading by groups of at least ten pupils. The study must not exceed 7000 words; must bear pen-name, with sealed envelope having it and containing the address of the sender. Four copies should be sent Ida P. Greeman, 1022 Hospital Trust Building, Providence, Rhode Island, before April 15, 1924. Studies will be rated forty for experimentation, twenty for research, and ten each for accuracy, definiteness, co-operation of departments, and mechanical appearance. Successful studies become the property of the Committee.

schools. This is the first of a series of articles which will appear in the *World's Work* showing what the schools are doing to promote each of the nine ends comprising the original American ideal—equality, life, liberty, happiness, union, justice, tranquillity, defense, and general welfare.

DR. W. W. CAMPBELL, formerly director of the Lick Observatory, assumed his duties as president of the University of California on July 2, succeeding Dr. David P. Barrows.

DR. HENRY SNYDER, for thirty years superintendent of schools of Jersey City, New Jersey, died at his home on July 27. Dr. Snyder was president of the Department of Superintendence in 1915 and had a host of friends and admirers throughout the country.

MR. HARLAN H. HORNER, formerly dean of the New York State College for Teachers at Albany, resigned from the deanship on July 1 to become field secretary of the New York State Teachers Association and editor of its journal. Mr. Horner's new address is 212 State Street, Albany, New York.

THE PEOPLE of Hannibal, Missouri, on July 3 voted by more than three to one in favor of a bond issue of \$600,000 for improving the city's school plan, while a worthy and public-spirited citizen of the city added \$200,000 for the erection of a memorial school building in honor of his wife.

MISS JULIA WADE ABBOT, who for the past four years has been Specialist in Kindergarten Education in the United States Bureau of Education, has resigned to accept a position with The American Child Health Association, 370 Seventh Avenue, New York City.

DR. HAROLD W. FOGHT, president of the South Dakota Normal and Industrial Institute, sails September 15 for Japan, where he will spend three months studying educational conditions and making recommendations to the government of Japan. He will be provided with a secretary and an interpreter.

A CLEARINGHOUSE on motion pictures in the schools is being conducted by Mr. Joseph H. Thomas, who may be addressed care of Edward T. Steele School, Sixteenth and Cayuga Streets, Philadelphia, Pennsylvania.

MRS. BESSIE LEACH PRIDDY, Dean of Women at Michigan State Normal College, Ypsilanti, Michigan, has been elected Dean of Women of the University of Missouri.

THE COLORADO STATE TEACHERS COLLEGE enrolled 3000 teachers in summer school representing thirty-five States.

IN THE FIELD

DR. P. P. CLAXTON, former United States commissioner of education, has been elected superintendent of city schools of Tulsa, Oklahoma, at a salary of \$13,500 a year and perquisites which bring the compensation up to about \$15,000.

MINNESOTA SUMMER SCHOOLS, including the six teachers' colleges and the University of Minnesota, enrolled 4511 students during 1923 as compared with 4050 during 1922, according to a report published in the *Minnesota Teacher* for September, which gives an account of the type of work offered in each of the institutions.

THE NEW JERSEY STATE TEACHERS ASSOCIATION has opened an executive office in room 304, Stacy-Trent Hotel, Trenton, New Jersey. Mrs. Stella S. Applegate is acting as its executive secretary.

MISS ANNA WILLSON, superintendent of schools of Crawfordsville, Indiana, passed away at her home on July 6, after an illness of several weeks. Miss Willson had been associated with the Crawfordsville schools for thirty-eight years and her work was recognized by many of the leading educators of the country. The citizens of Crawfordsville, among whom were thousands of her former students, joined in loving tribute to her work and influence in the schools of that community to which she had devoted her life. In 1916 she was elected president of the Indiana Education Association. For the past ten years she has been an active member of the National Education Association and has served with ability on a number of important committees of the Association. She was scheduled to deliver an address at the Oakland-San Francisco meeting and the news of her death added a note of sadness to its closing days.

THE AMERICAN LEGION is offering \$1500 in prizes for the best essay on "Why America Should Prohibit Immigration for Five Years." All essays must be in the hands of county superintendents of schools not later than midnight, October 12, 1923. Full information may be had by addressing the National Americanism Commission, the American Legion, Indianapolis, Indiana.

A NATIONAL COMPETITION for a poster on the subject of World Peace with five hundred dollars in prizes is offered by the Women's International League for Peace and Freedom. Full information may be obtained by addressing the League, 20 South Twelfth Street, Philadelphia, Pennsylvania.

AMERICAN PEACE AWARD—This award provides a prize of \$100,000 for the best plan of promoting world peace. Its purpose is to promote discussion of world peace and to get an expression of opinion upon plans. The prize is offered in the hope of finding some practical means by which the United States may do its share toward achieving and preserving the peace of the world. The conditions will neither require nor include the use of the existing Covenant of the League of Nations as the basis of any plan submitted. President Olive M. Jones, in a published interview on August 22, declared that the National Education Association would join scores of similar organizations in cooperating with those in charge of the award. Full information may be had by writing to the American Peace Award, 342 Madison Avenue, New York City.

WORLD'S WORK for September publishes under the title "The Success of Our Successors" a notable article by William McAndrew setting forth the objectives which the American people have in mind for their

Earthquake, fire, and tidal wave have brought calamity to Japan just as **THE JOURNAL** is going to press. The President of the Association expresses the hope that teachers and school authorities throughout the United States will aid the movement for the relief of the stricken Japanese people in every possible way.