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Our National Association

What membership means and how it is built and recorded

WERE there two neighbors with equal opportunity and had one grown a garden and the other none, we would think it strange and even unjust for the second to enjoy the products of the garden upon which the first had spent his thought and time and labor. The ideal that he who will not work shall not eat is deeply rooted in most American minds. Every profession has its garden of responsibilities and opportunities. The garden of the teaching profession is especially rich and fertile because teaching is the largest of the world's professional armies and is charged with passing on from generation to generation the knowledge, ideals, and skills that civilization has built up through countless centuries of struggle. Every practising teacher enjoys the products of the professional garden—conditions of labor and public respect which have been built up by his predecessors. He in turn should wish to pass on a greater heritage to those who follow in his footsteps.

Teachers have appreciated their collective responsibility less than their personal responsibility to the individual child and to the small community. Now they are coming more and more to see that their service is twofold: first, the service to the child who sits under their immediate care, and second, their service to children everywhere whose interests are bound up with broad policies and plans.

These broader aspects of his responsibility to childhood cannot be met by the individual teacher working alone. They call plainly for organization, united effort, and common purpose. They demand, in addition to individual service, a collective use of power and responsibility and opportunity. The rapid growth of our National Association and of State and local associations is evidence that this truth has been more and more widely accepted during recent years.

That every teacher is benefited by collective action through its influence on textbooks, courses of study, salaries,

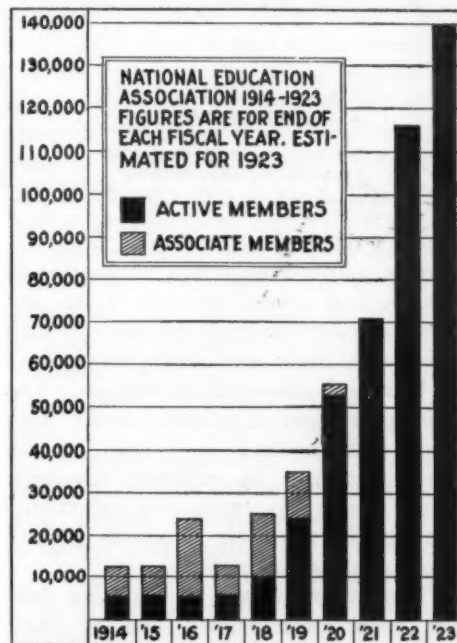
working conditions, and programs for the general improvement of education was set forth in the first of this series of articles which appeared in the September number. Membership is the theme of this second article. The power of the Association's program depends upon the size of its membership. Plans are best projected when they represent the great

tion. Great numbers do not come by accident. There must be campaigns of education, personal leadership, and professional zeal.

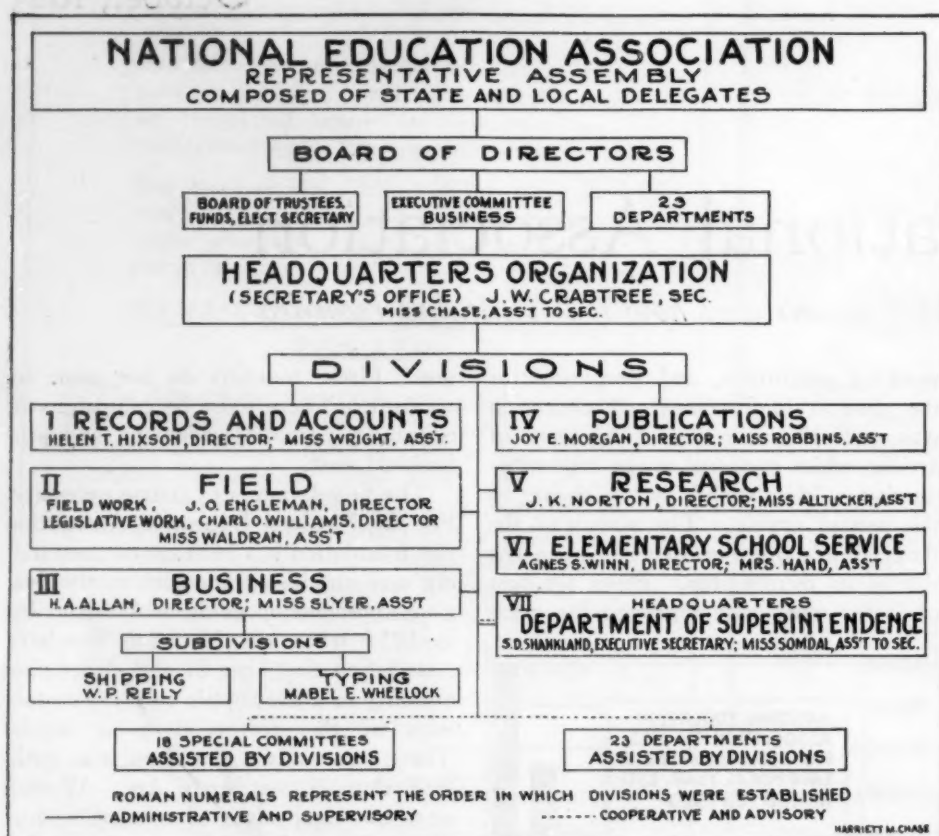
The foundation is of course necessary. For the National Education Association this foundation is a heritage of outstanding and unselfish leadership in the Nation—a leadership going back to the day in 1857 when the National Teachers' Association first met in the Athenæum building in Philadelphia to discuss problems of the profession as a whole. There were only a few men who gathered thus in that early day. Women were not then admitted to membership. It is a far cry from that simple meeting to the vast group of meetings that now convenes twice annually, but all through the years the ideals of the organization have stood out. The men and women who have been selected to manage its affairs have felt their responsibility as well as their opportunity and with remarkable singleness of purpose have maintained the high standards of the founders. They have even lifted the standards higher, so that the Association has prospered not only in numbers but in public respect and recognized leadership. Upon this foundation of recognized leadership those who have sought larger membership have been able to build.

There are several classes of members. Institutions and persons wishing to receive all the regular publications of the Association take out a five-dollar membership. Persons who have a larger interest in the profession pay one hundred dollars and take out a life membership which entitles them to all the privileges of the five-dollar membership during life and which leaves a lasting memorial of one hundred dollars in the permanent fund of the Association. Presidents of the Association automatically become life members. By far the greatest part of the membership is composed of two-dollar members who pay their dues each year.

Originally this membership included chiefly those who wished to attend the



mass of the rank and file. Every added member gives increased weight to policies and becomes a center from which the professional ideals of the Association may radiate. Think of the enormous service American education could render the world if its professional organizations enrolled all of its seven hundred thousand workers! Every teacher working diligently in his own classroom, but also interested in the broader movements that affect the conditions of his work so directly and vitally! Every teacher contributing even a small amount of interest and a small fee to the great collective reservoir that maintains the common service which the profession owes to itself and to humanity! These are some of the thoughts that inspire the men and women who seek to enlist the profession in our National Association.



Association's annual meetings or to enjoy the railroad rates which were given for those meetings. As the Association developed its great program of service during the war period and after, thousands of teachers who could not attend its meetings joined because of their sense of obligation to the Association and the profession. Schools and cities began enrolling one hundred per cent of their teachers. The publications of the Association contain monumental lists of communities which have thus honored themselves and the profession. In such lists may be found the names of many smaller and isolated communities along with those of larger places such as St. Joseph, Missouri; Omaha, Nebraska; and Denver, Colorado.

States that have larger centers of population usually rank fairly high in their percentage of membership. Teachers in cities are often better trained and more conscious of their professional responsibilities than those in isolated places. States in which meetings have been held also show large enrolments.

In enlisting members the Secretary of the Association has held up the highest ideals and incentives. What the teacher can *give* rather than what he can *get* has been stressed, even though each member receives direct and indirect service worth many times what he contributes in the small membership fee. The Sec-

retary's office works through State directors, who represent the Association in the various States, through State and city superintendents of schools, through officers of State and local associations, and through principals of schools. The principals come in constant touch with their teachers and have been of the greatest service in enlisting members. Their leadership frequently determines the attitude of their associates toward professional organization.

The budget system of handling dues has been recommended and is being adopted by one community after another. Under this plan a single fee covers dues in local, district, State, and National associations, thus diminishing the overhead cost of collecting and bookkeeping. The general adoption of this system would save many thousands of dollars, but as a means of covering the entire country its development has been slow.

In many communities local associations do not yet exist. In others the State association has no full-time workers or has not yet reached the point where campaigns for membership in the National Association can be put on an equal footing with its own. The budget system is the ultimate goal, but not until some leading State association promotes the plan by enrolling one hundred per cent of its teachers in the National Association will its possibilities as a

means of enrolling all teachers be demonstrated.

Membership dues are sent to the headquarters office singly by individuals inclosing fees in response to annual statements mailed to members, and in groups by principals, secretaries of local associations, and others inclosing the money in a lump sum with lists of members.

Letters containing dues are opened in the office of the General Secretary and turned over to a bonded clerk who enters them in full and in duplicate on a daily cash record book. One copy of this record along with the moneys and letters goes to the Division of Records and Accounts where the entries are carefully checked and the money deposited in the bank. For each old member the record is brought down to date and for each new member a plate is made for the addressograph, which is used in mailing *THE JOURNAL* and other matter.

The small number of mistakes that occur in the handling of hundreds of thousands of records for a profession that has unusually frequent changes of address is evidence of the spirit and thoroughness of the organization.

For example, the ordinary magazine of the quality of *THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION* frequently has a subscription fee twice as large as the membership fee in the Association, without having the many other obligations that the Association assumes. It is little short of marvelous that so small a fee can be made to cover *THE JOURNAL*, finance a legislative program, maintain numerous research and committee activities, provide for annual meetings, and care for the increasing overhead that the mere fact of rapid growth makes necessary. The Association does have other sources of income such as endowment, advertising, and commercial exhibits, but all of them together do not compare in amount with the income from the small two-dollar fees which are sent by the rank and file as an expression of their loyalty, their devotion, and their vision.

Let the membership continue to grow until the overwhelming majority of the seven hundred thousand teachers of the Nation can speak with a common voice upon programs forged in the heat of their combined experience and projected with the compelling weight of their united strength—all this for the elevation of education, the improvement of the status of the teacher, the advancement of the interests of childhood, and the good of an enlightened humanity.

Interscholastic Competition

CHARLES H. KEENE, M. D.

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Public Instruction, Harrisburg, Pennsylvania*

PROBABLY the majority of those engaged in educational work have considerable doubt as to the real value of interscholastic athletic competition as usually carried on. The more intimate our contact with physical education and athletics, the more serious these doubts become.

All about us we see over-emphasis placed upon this type of activity, with all that it means in over-accentuation of the importance of the individual, in the temptation to glorify physical prowess at the expense of intellectual attainment, and in the tendency to build up a winning school team at the expense of the moral, social, and ethical factors, which are most important in properly handled competition.

The evils are numerous—the tendency toward proselyting, the effort to draw good players away from competitors, and the offering of material inducements to prominent athletes, who *should* receive their only reward through the joy of play, loyalty to school, and the delight which comes from matching one's speed, strength, agility, and powers of coöperation against individuals and groups similarly stimulated.

Physical education in the schools will never reach its proper place in the curriculum, unless more and more the effort is toward providing a type of activity which will give every boy and every girl both desire and opportunity for the right kind of activity every day, preferably out of doors. There have been many efforts toward this goal, and toward checking so far as possible the unfortunate tendencies which at the present time exist. These efforts have manifested themselves through the organization of athletic leagues with higher standards of eligibility, scholarship, and sportsmanship, through the organization of competition within the school, and through the building up of mass competitions, either of one large group against another, or of competition against age-group standards whereby the results may be worked out in accordance with age and weight.

While all these things are desirable and are helping the situation very markedly, as educators we ought to contemplate more seriously competitions

which take into careful consideration the standards of the Rhodes scholarships and which combine physical with intellectual attainments. Certain schools are making earnest endeavor and great progress along these lines.

One of the most successful is the plan in vogue at the Harrisburg Academy, Harrisburg, Pennsylvania, where the whole school of approximately two hundred boys is divided into two groups known as the Greeks and the Romans. These clubs engage in wholesome rivalry in both scholastic and athletic contests, and neither type of contest is allowed to dominate the other. This rivalry is a vital and helpful feature to the school.

Every pupil in the school belongs to one or the other of these clubs; he is either a Greek or a Roman. Assignment to a club is made two weeks after the boy enters the school. This two weeks' interval gives opportunity for the masters to get an idea of the individual boy's ability, both physically and scholastically. Careful effort is made to keep the two clubs balanced in point of strength. The current year (1922-23) a new plan is being tried, and in the opinion of Headmaster Arthur E. Brown, it is working admirably. Under this new plan, about three weeks after the school year opened, the captain of the Greek Club and the captain of the Roman Club chose alternately from the new boys. The judgment of these captains has proved to be excellent. The balance of strength is reported to be "about as nearly perfect as it ever has been."

In scoring for the competition, which lasts throughout the year, not only is success in athletics and the winning of team game competitions taken into consideration, but the scholastic standing of every boy in the school has a bearing on the success or non-success of his group. At the end of each scholastic month the honors and failures of each of its members are charged to each club. To get an honor, a boy must average eighty per cent or more in all the studies of the month. To get a first honor, he must average ninety per cent or more. The boy who makes a first honor earns two credits on the monthly record, the boy who earns a second honor gains one credit. Every subject in which a pupil

fails is charged as one count against his club. At the end of the month a point is credited to the club having the greatest number of credits for honors, and another point to the club having the least number of items of failure, so that it is possible for a club, purely on scholastic rating, to earn two points each month toward the Greek-Roman cup.

Each year there is held a Greek-Roman team debate, with three speakers and an alternate on each team. "These two club teams are chosen as a result of the preliminary contest to which any boy in the senior school is eligible. From this preliminary contest, four Greeks and four Romans are chosen by the Board of Judges for the Greek and Roman teams respectively. The team winning the debate scores four points for their club. The best speaker of the six competitors wins two points for his club.

"The Kilgore Declamation Contest is worked out on the same plan. A preliminary contest is held, and any number of boys wishing to do so may enter, regardless of group affiliation. From this competition the best seven are chosen for the final contest, regardless of their club membership. The winners of the declamation contest score for their respective clubs three, two, and one points for first, second, and third place."

At the end of the football, basketball, and baseball seasons, during which seasons there have been regular school teams competing against teams from other schools, "Greek and Roman Club teams are chosen and a series of games in each of these three sports is held. The club winning two out of three games scores four points towards the cup." The cross-country run and the track meet are both worked out along this same line.

The calisthenics of the senior school and of the junior school is judged each month in separate groups, Greek competing against Roman in each case. Either junior or senior may win a half point for their club, it being possible to win each year in this way a total of eight points toward the cup.

Every school activity, athletic and intellectual, is worked into this Greek-Roman scheme. At Commencement, the Greek-Roman cup is awarded the winning club, and the name of the club and the year of the victory are engraved on the cup. Even if it were not for the effort to make such assignments of pupils as would keep the clubs fairly well balanced both scholastically and physically, it would be almost impossible to win this cup on physical prowess

World Federation of Education Associations

Constitution Adopted at San Francisco, Calif., July, 1923

Preamble—Whereas, Educational aims are universal, there should be devised some suitable and effective means to bring into closer coördination the various agencies which have to do with education throughout the world and to bring the 5,000,000 teachers into more fruitful and sympathetic relations with one another, *Therefore be it resolved:*

That this conference form a permanent federation of education associations and that a temporary constitution be adopted as follows:

Article I. Name—The name of this organization shall be the World Federation of Education Associations.

Article II. Objects—The objects of this Federation shall be to secure international coöperation in educational enterprises, to foster the dissemination of information concerning education in all its forms among nations and peoples, to cultivate international goodwill, and to promote the interests of peace throughout the world.

Article III. Membership—The following organizations shall be entitled to membership in this Federation: (a) Any nation-wide organization of educators which shall be recognized as such by the executive authority hereinafter mentioned; (b) Any organization of educators in a country not at present possessing a nation-wide organization, which shall make application for membership to the executive authority of this Federation and whose application shall be approved by said executive authority.

Article IV. Organization—Sec. 1. There shall be a board of directors comprising two members elected or appointed from and by each affiliating organization, who shall hold office for two years. The board of directors shall be the executive authority controlling this Federation. There shall be a temporary board of directors consisting of the temporary president, the two temporary vice-presidents, and six other directors, two from each section outlined in Article VI, to be chosen by the delegates at this meeting in the same manner as provided in the case of the temporary president.

Sec. 2. There shall be a president chosen by the board of directors from their own body, but a temporary president shall be chosen by the delegates present at this world conference upon the recommendation of a nominating committee consisting of one delegate from each affiliating organization. There shall be two temporary vice-presidents to be chosen in the same manner as the temporary president, one from each section (as outlined in Article VI) in which the temporary president does not reside.

Sec. 3. There shall be a secretary-treasurer chosen by the board of directors, but a temporary secretary-treasurer shall be chosen by the delegates at this meeting in the same manner as the temporary president. The secretary-treasurer shall be the executive officer of the Federation under the direction of the board of directors and he may be paid a salary at the discretion of the board.

Article V. Headquarters—The headquarters of this organization shall be temporarily located in the United States of America.

Article VI. Meetings—A world conference shall meet in full session every alternate year, but a meeting of sections: one in Europe, one in America, and one in Asia, shall be held in each intervening year. Other countries shall decide which group they will join.

Article VII. Fees—Affiliating associations shall pay a subscription fee per annum of one cent per member (U. S. currency) provided that the fee of any affiliating association shall not be less than \$25, gold (U. S. currency), while the maximum contribution for any organization shall be \$1000, gold (U. S. currency).

alone. There are sixty-eight points to be won each year. Thirty-two of these are based on strictly athletic efforts, eight on calisthenics, which, while physical, holds an intermediate position between athletic and intellectual attainment, while twenty-eight are based wholly on scholastic standing, winning the debate and the declamation contest.

We hear complaint from some parts of the country that boys seriously engaged in athletic competition must neglect their scholastic work. Where it occurs, however, it is due to poor management, rather than to any inherent necessity. In the best schools, this emphasis on the physical to the detriment of the intellectual no longer takes place. In this particular school, when we study the relative scholastic standing of the boys engaged actively in athletics with those who are not so engaged, we find that the athletic group stands far ahead of the non-athletic. In the senior school of this Academy—that is grades above the fifth—there are enrolled one hundred forty-five boys. Of the whole number forty-one per cent maintain themselves in the honor group. When we compare those of the one hundred forty-five who have been sufficiently occupied with athletics so that they have received the school letter for participating in interscholastic contests, we find that of these thirty-five pupils over fifty-four per cent have maintained themselves in the honor group, while of the remaining one hundred ten pupils only thirty-seven per cent have reached that goal. Stated another way—while the school letter group makes up only twenty-four per cent of the student body, they make up over thirty-one per cent of the honor pupils.

Most secondary schools are carrying on the activities used in this Academy in arriving at a thorough and complete basis of competition. The additional time and labor involved in working out results and relative standings based on both the physical and the mental is very slight in comparison with the benefits derived. Under such a system, the football or basket-ball hero is not set up on a pedestal for worship by pupils or townspeople. On the other hand, he feels the constant pressure of the need of scholastic endeavor, not only to maintain his standing of eligibility on the school team, but in order that he may not be a drag upon his club by failing in any subject, and that he may also, if possible, boost his club by holding himself in the honor group.

Mooseheart—More Than a School¹

THE ROLL of immigrants to whom America is forever indebted is a very long one. Jacob Riis came from Denmark and taught us "The Making of An American," and "How the Other Half Lives." Holland contributed Edward Bok, who has helped in the emancipation of women. Knute Nelson, born in Sweden, was a rugged stabilizing force in the political life of this country for a generation and more. Every teacher knows that Italy gave us Angelo Patri and Henry Suzzallo, who have long been National leaders in education. But the teachers of America do not know so well that Wales contributed a potential educational statesman when in 1881 it sent to us James J. Davis, at the age of eight, and forty years later to be appointed Secretary of Labor by the late President Harding.

As Thomas Jefferson's name is linked not only with the Declaration of Independence he wrote, but with the University of Virginia he founded, so James J. Davis's name will go down in history not only on the list of Cabinet heads, but even more conspicuously on education's honor roll because he founded Mooseheart

Mooseheart is more than a school. It is a home as well "for the otherwise dependent widows and children of its deceased members." It was built by the Loyal Order of Moose, a fraternal organization numbering six hundred thousand or more members,

each contributing two dollars per annum for its maintenance. But the idea of such an institution was conceived by Secretary Davis who at the time of its conception was working as an iron puddler in a great mill at Sharon, Pennsylvania. The tragic death of so many of his com-

highway, some forty miles west of Chicago, between Aurora and Batavia, Illinois. The Mooseheart estate comprises 1115 acres; the buildings number one hundred forty. The total assets are \$25,000,000. The annual expenditure for the care, training, and education of

each child is approximately eight hundred dollars. The number of children cared for is about eleven hundred fifty. But its population, the number of its buildings, its total assets, and its reputation and influence are all increasing rapidly from year to year.

The school that trains for life—A slogan at Mooseheart and a cardinal principle in the creed of its founder is that "every child is entitled to at least a high-school education and a trade." Children here get both.

Spending an interesting and very busy day here recently, the writer was reminded again and again of a day spent ten years ago in Booker Washington's school at Tuskegee. In spite of the differences between the two institutions in respect to race and age and social status of the students, there is evidence—concrete evidence on every side—that the two schools are expressions of the same

philosophy of life.

In harmony with progressive tendencies in school organization nearly everywhere today, Mooseheart's schools include a kindergarten for children from four and a half to six years; an elementary school for the first six grades; a junior high school for grades seven, eight, and nine; and a senior high school



Cooking and printing are two of the many forms of everyday education that have made Mooseheart famous.

panions, the poverty and destitution in which their wives and children were oftentimes left, the closing of doors of opportunity to these children, appealed to his humanitarian sympathies. He began thinking of a way to help the helpless. Mooseheart is his practical answer to the question, "How?"

Mooseheart is located on the Lincoln

¹ Prepared for THE JOURNAL by Dr. J. O. Engleman, Field Secretary of the National Education Association.

How Portsmouth, New Hampshire, Observed American Education Week

Organization

Meeting of building principals and supervisors to outline general plans.
Circular letter to all teachers requesting coöperation.
Newspaper notices urging coöperation of parents and citizens.

Method

Publicity by means of material furnished by U. S. Commissioner of Education and the Journal of the National Education Association. This was used for newspapers and adapted by teachers to their classes.
Decorative window posters made by children of all grades.
Notices from all pulpits and sermons or addresses by several ministers.
Advertising thrown on the movie screens.
Store window exhibits of work done in schools.
Health demonstration by Y. M. C. A., Y. W. C. A., Boy Scouts, Camp Fire Girls, and school children, Saturday afternoon in assembly hall.
Parent-Teacher Association meetings Friday evening with demonstration of regular school work. The high school and junior high school had evening assemblies Wednesday and Thursday respectively to avoid conflict with the other meetings.
Practical newspaper work for high-school students. Saturday's edition of the Herald was done entirely under direction of the High-school Editorial Board.

Results

Excellent community coöperation. 1340 visits by parents and citizens. Over 500 visitors to high school evening session, many of whom had never seen the inside of the school-house. Helpful conferences between teachers and parents. The scholars showed the effects of the general stimulation of interest.

for grades ten to twelve. The elementary school aims to make its pupils masters of the "tool subjects," the fundamentals in the common branches. It is distinctive, however, in starting every pupil in the fifth grade upon pre-vocational work, which is carried in most cases to grades eight or nine. Boys in these classes are assigned to some shop or farm subject *five days per week, ninety minutes per day*. Usually at the end of three months the assignment is changed, so by the time a boy has completed the junior high school he has had experience and training in the whole round of pre-vocational subjects taught and has a basis for a choice of a vocational subject to be learned as a trade during his senior high-school course.

The girls begin in the fifth year, what the school calls a "preparatory pre-vocational course" of two years. This is followed during the next two years by a more comprehensive list of pre-vocational courses. Each girl spends six months on each of the four preparatory subjects she takes in this group during her fifth and sixth years.

Subjects taught—The pre-vocational subjects taught to boys in Mooseheart

are (1) ornamental concrete, (2) wood-work, (3) sheet metal, (4) bench machine shop, (5) painting and decorating, (6) sign painting and show-card writing, (7) drafting, (8) automobile repairing, (9) printing, and (10) agriculture, including greenhouse, nursery, and garden.

The girls, before their ninth year in school, have had hand sewing, weaving, decorative design, clay modeling, type-writing, industrial arts, machine sewing, playground instruction, household management, general office work, and home nursing as preparatory and pre-vocational courses.

These courses are all for self-discovery, variously called elsewhere, "exploratory," "vocational discovery" or other significant names. The list of courses to be taken, as trades or vocations, includes the foregoing, with but a few exceptions, and differs from the pre-vocational courses chiefly in the aims with which each one is pursued and the time required for each, three hours daily or half of each student's time.

Other progressive features—Two factors help to make it possible for pupils to give so much time to pre-vocational

subjects for four or five years, and half of their time for three years, without sacrificing efficiency in the traditional grade or high-school subjects. First, the school is an all-year school. With one week of vacation at Christmas, one at Easter, and two in mid-summer, the school is in session forty-eight weeks per year. Second, the children live such a wholesome life with reference to food, sleep, recreation, and freedom from distractions and excitements, that they are "all there," whether for study or work.

Two "opportunity rooms" for misfits, socialized recitations, free use of the project method in teaching, semi-annual complete physical examination of every child, religious and moral training of every pupil, a definite course in thrift and the saving of money, an absence of every thing in dress, discipline, and housing that would suggest an "institution" rather than a normal home, plenty of athletics for boys and girls, numerous musical organizations—including a Nationally famous boys' brass band—these are among the features of the school at Mooseheart that justify the pride which every Moose has in it and prove the statesmanship and vision of James J. Davis who founded it. The writer knows no other school or institution in which he can find more to commend, or from which the average schoolman would profit more by a visit than Mooseheart. It is equally suggestive, whether studied as a school for the formal education and training of children, or as a social experiment in the proper care and treatment of children bereft of parents, yet entitled for their own sake and for the sake of society to their chance to make good in the world.

Naturally a public-school man who has had years of experience in school administration, and in wrestling with the problem of keeping down per capita costs while trying to provide adequate educational training for the pupils in his schools, must think how much of the Mooseheart ideal he would gladly embody in his schools if only his people could see that corresponding and equal expenditures for education that trains for life will pay anywhere, even in the public schools. Some day, let us hope we shall see it everywhere.

THE opportunity for a rational existence was never before so great. Blessings were never so bountiful. But the evidence was never so overwhelming as now that men and nations must live rationally or perish.—Calvin Coolidge.

Teachers' Salary Trends During 1923

TO BE DISPOSED OF:—A likely servant man's time for four years who is very well qualified for a clerk or to teach school, he reads, writes, understands arithmetic and accounts very well. Inquire of the printer hereof." It is a far cry from the time when this advertisement appeared in a colonial newspaper to the report of the 1923 Salary Committee of the National Education Association.

The teaching profession, this term we may now use without apology, had a humble beginning. Indentured servants, itinerant adventurers, indigent old ladies were sources which furnished a large percentage of the teachers recruited in our early history. Today, nearly 200,000 of the Nation's 700,000 teachers are normal-school graduates. A growing percentage hold college degrees. At least 65,000 classroom teachers in 1922-23 received salaries of \$2000 or more. Thousands of teachers crowded the teachers' colleges during the past summer, striving to improve their efficiency as public servants.

Here are signs that teaching is already a profession. All who pass as teachers may not possess the characteristics that usually mark professional workers, but there is already a small and growing nucleus who may honestly be called members of a profession. Their training, their attitude towards their work, as well as the returns which their services bring, justify the term.

"Teachers' Salaries and Salary Trends in 1923," the report of the 1923 Salary Committee of the National Education Association, is another mile-stone in the teacher's journey towards a professional status. It stands as one more concrete example of the influence that teachers through coöperation and organization are able to bring to bear upon educational problems.

The report is representative of a method of work that is becoming in-

creasingly characteristic of the National Education Association. Dr. William B. Owen early in his term appointed a salary committee consisting of the following members: Myra L. Snow, Florence M. Hale, Annie L. Griffey, Charles E. Rugh, E. C. Fisher, and E. S. Evenden, chairman, charged with

ents by the United States Bureau of Education, the replies to which were courteously made accessible to the members of the salary committee. These three Nation-wide inquiries made available a more comprehensive and reliable mass of data relative to salary conditions than has previously existed at any one time. This information was the basis from which was drafted the final report by the members of the committee.

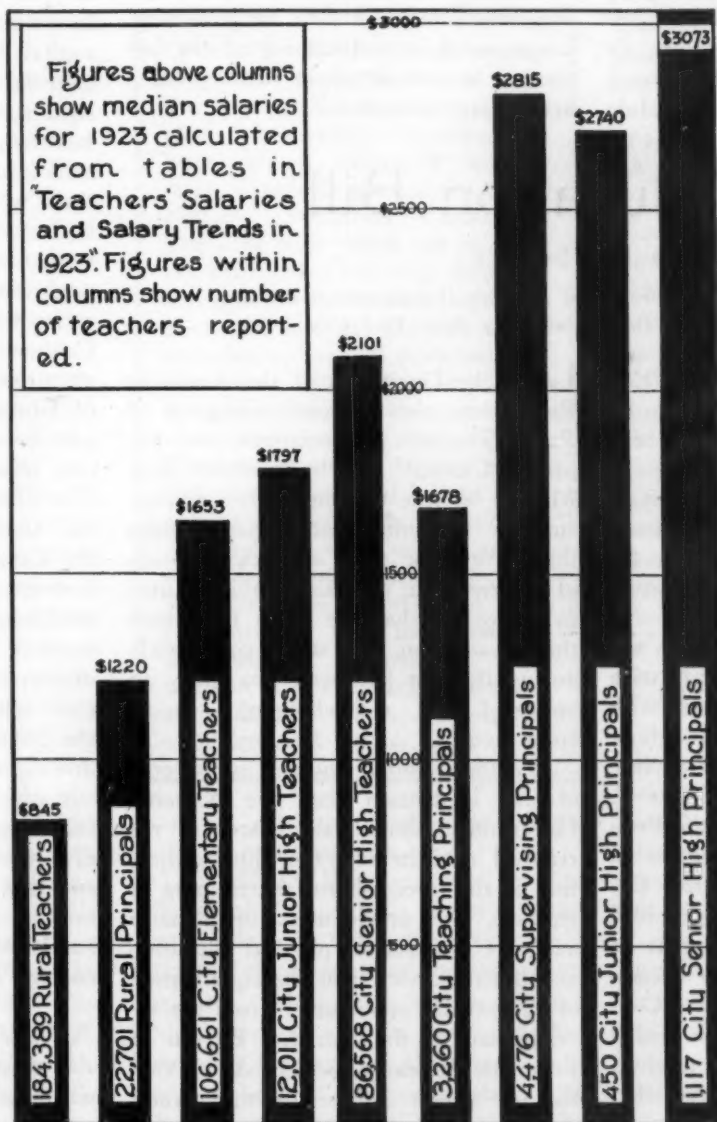
The advantages of the type of committee procedure just described are these: (a) Investigations of the Association are directed and formulated by school experts of vision and experience, (b) The valuable time of these experts is given wholly to the broader aspects of their studies rather than to the details of collecting and tabulating data, (c) Information collected becomes available promptly, in good form, for the use of school people in general, (d) Committee reports are based upon carefully collected data and concern themselves with the proper interpretation of these data, and (e) Duplication of effort by different committees can be prevented and better coördination effected.

The report lists the salaries paid 405,060 teachers, principals, supervisors, and school executives. One thousand cities made complete replies, including sixty of the sixty-five cities over 100,000 in population. Reports were received from a representative number of rural districts

in practically every State in the Union.

The detailed distributions of salaries contained in the Report make possible for the Nation as a whole, a bird's-eye view of the salaries paid all classes of teachers. Other tables reveal the salary situation in the several States, in cities of different sizes, and in rural areas.

One chapter is written around the tables showing the minimum and maximum salaries now in effect in the country and the size and number of annual



the responsibility for making an investigation of the salary situation. The committee determined the scope and method of making the study and turned over to the Research Division of the National Education Association the actual work of collecting and tabulating data.

Two Nation-wide inquiries were sent out gathering salary facts both in city and rural school areas. The rural school inquiry supplemented one previously sent to rural school superintend-

increments. The trend in these phases of salary scheduling is revealed by a comparison of present practices with that shown by the study made in 1918-19 by another committee of the Association.

Another chapter deals with relationships of salaries, teaching experience, training, and quality of service performed. Professional study, sick leave, tenure, and teacher retirement systems, with special reference to their relation to the scheduling of salaries, are also considered in this section of the Report.

A number of salary schedules now in effect in different-sized cities in the country are reproduced in Chapter Four. It is pointed out that today practically every large city has adopted a salary schedule

and that the number of smaller cities having a fixed salary schedule is increasing each year. The percentage of cities that have adopted salary schedules has increased from 44 per cent to 65 per cent in four years.

The principles and standards involved in the making and administration of teachers' salary schedules are stated in the last chapter. These principles, set forth in a clear and forcible manner, will doubtless exercise great influence upon the drafting of future salary schedules. The essential provisions of a suggested salary schedule are presented, accompanied by a discussion of the factors to be considered in introducing a new salary schedule.

another State for the accomplishment of a National purpose. We believe that the support of public education is more certainly a matter of National concern than the building of highways, the maintenance of investigation that makes for increased productivity of our farms, or the development of our commerce. The safety of the Nation, the perpetuity of our form of Government, and the economic prosperity of the Nation, depend upon the education provided for all of the children of the Nation. Money devoted to education is capital invested in the well-being of our Society, and this capital invested in education is more essential to the prosperity of the Nation than is money invested in railroads or factories.

We have established in the minds of those who believe in the American public schools, the necessity for National recognition of education through the establishment of a Department of Education with a Secretary in the President's Cabinet. We are just as certain that the principle of National aid in support of education must be accepted by all who believe in making good the American ideal of equality of opportunity. The Towner-Sterling Bill before the last Congress will be re-introduced in the Congress of the United States when it meets in its next Session. It has been established that the provisions of this measure guarantee to the States the administration, supervision, and control of their schools while furnishing to them the leadership, the support for scientific investigation, and the Federal aid without which we cannot carry forward to full fruition our American program of education. We ask that you instruct us and that you cooperate with us in continuing to fight for the program embodied in that measure until it shall be enacted into law.

YOUR CITY—Your city is the place where your home is founded; where your business is situated; where your vote is cast; where your children are educated; where your neighbors dwell, and where your life is chiefly lived. It is the home spot for you. Your city has a right to your civic loyalty. It supports you and you must support it. Your city wants citizenship, not partisanship; friendliness, not offishness; cooperation, not dissension; sympathy, not criticism; intelligent support, not indifference. Your city supplies law and order. You should believe in your city and work for it.—*The Detroit.*

The Education Bill¹

GEORGE D. STRAYER

*Professor of Education, and Director of Institute of Educational Research
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YOUR LEGISLATIVE COMMISSION is glad to be able to report that substantial progress has been made both in Congress and among the people of the United States in the establishment of the program for National recognition and National support for education for which this Association stands.

We have been in conference with the President of the United States, with Congressmen and Senators, and with organized groups of laymen throughout the United States. The President has, through the report of Mr. Walter F. Brown, chairman, representing the President to the Committee of Congress on the reorganization of the executive Departments of our Government, proposed the establishment of a Department of Education and Welfare. This recommendation has not yet come before Congress for action. We are persuaded from the advice which we have received from Representatives and Senators that National recognition for education through the establishment of a Department of Education may be realized in the next session of Congress. We know by virtue of the vote of the National League of Women Voters, the General Federation of Women's Clubs, the National Committee for a Department of Education, the American Federation of

Labor, the Daughters of the American Revolution, the National Congress of Parent-Teachers' Associations, the Supreme Council of the Scottish Rite Masons of the Southern Jurisdiction, and by the enthusiastic endorsements that have come from organized groups of citizens from one end of this country to the other, that the cause for which this Association has stood consistently during the last five years has today an increased and overwhelming support from laymen.

We have found evidence in support of our contention that the National Government should aid States in the removal of illiteracy, the Americanization of the foreign-born, the training of teachers, the development of a more adequate program of physical education and health service, and the equalization of educational opportunity from the investigation of the National Bureau of Economic Research, which shows that the per capita income of the several States varies from \$345 in one State to \$850 in that State in which the people enjoy the largest income per capita. We have found as well that in four out of six of the States showing the lowest per capita income, the people are devoting a larger percentage of their incomes to the support of public education than the people of the wealthy State of New York.

We hold that it is unjust to require the people of one State to tax themselves twice as heavily as do the people of

¹ Report of the Legislative Commission of the National Education Association as presented by its chairman to the Representative Assembly at Oakland, on Thursday morning, July 5, 1923.

Oakland-San Francisco Meetings

Summaries of Reports

COMMITTEE to Coöperate with the Motion Picture Producers—At the Boston meeting of the National Education Association, Mr. Will Hayes asked for the coöperation of educators in developing motion pictures to make them better serve teachers. The Association accordingly appointed a committee to deal with all problems relating to visual education and to coöperate with the motion picture producers.

Dr. Charles H. Judd, director, School of Education, University of Chicago, chairman, submitted a comprehensive report of the work of this committee stating that financial support had been received from the Motion Picture Producers and Distributors of America to carry on its operations and investigations. The following are the outstanding accomplishments of the committee: (1) Supervised inspection of films by a committee of teachers from the New York City schools for the purpose of selecting those suitable for classroom use. (2) Conducted investigation to ascertain the extent of present use of films and the problems of administration which affect their employment for educational purposes. (3) Collected material relating to interests of producers and made a survey of the various scientific investigations carried on by universities and school systems on methods of using pictures. (4) Made a study of other problems pertaining to the use of educational films.

The Association was urged to consider the following recommendations: (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; (4) that a program on visual education be arranged for the next meeting of the Department of Superintendence, having in view the organization of a department; and (5) that a committee be appointed by the President of the Association to carry on studies of administrative and instructional methods which are employed and which should be employed in the introduction of visual materials into the school curriculum.

CHARACTER EDUCATION—No phase of education has received greater emphasis during the past few years than that of character building. The Committee on Character Education, appointed a few years ago by the National Council of Education, has had under investigation the objectives of

THESE REPORTS tell an important story of work done. For over half a century policies and plans in American education have been largely influenced by the work of notable committees of the National Education Association. The care with which the work of the committees has been done, the representative character of their personnel, and the prestige of the Association have all contributed to this result. Education is now in the process of rapid change to meet the demands of our changing life. This change will be largely guided and often stimulated by the work of the Association's committees. The abstracts which appear on this and succeeding pages summarize the committee reports that were presented to the Representative Assembly at Oakland-San Francisco in July and suggest some of the problems that are facing the committees of 1923-24.

character education and some of the means of realizing them.

Dr. Milton Bennion, dean of the School of Education, University of Utah, Salt Lake City, chairman, gave a report of the progress of the committee, outlining, briefly, the means through which character may be developed that have thus far received the attention of the members of the committee: (1) The native tendencies of the young child and the modification of these tendencies through formation of habits in conformity with the objectives; (2) early training in habit formation followed by systematic effort to create in the minds of older children worthy ideals and wholesome attitudes as a means of securing self-control and self-direction; (3) the use of the course of study as a means of developing suitable ideals and attitudes, and the use of all activities of the

school as a means of expressing the qualities of moral character; (4) development of plans for systematic training of teachers to direct character education in the school, in coöperation with the home and all other social agencies.

Special mention was made of the study in the Objectives of Character Education by Dr. A. Duncan Yocum, University of Pennsylvania, Philadelphia, part of which appeared in *School and Society*, February 17, 1922.

REORGANIZATION of Elementary Education—At the request of a large number of educators this commission was organized at the 1918 meeting of the Association in Pittsburgh with Mrs. Ella Flagg Young as chairman. Later it was reorganized by the new chairman, Mrs. Margaret S. McNaught, commissioner of elementary education, California. Definite organization of the commission was effected in 1920 and work on the many problems in connection with the elementary curriculum was begun by the various subcommittees. Answers to a questionnaire sent out proved that the majority of teachers were interested first of all in the solution of problems of a special character such as discipline, classification of children, and defective children.

In the absence of Mrs. McNaught who is in Europe for the study of educational problems, Miss Olive Jones, of New York City, reported for the Commission. Miss Jones spoke of the three reports that had already been printed and distributed, one on the best means of classifying children, prepared by Dr. Lewis M. Terman, of Stanford University, and one on the teaching of the blind, the crippled, and the mentally defective, prepared under the direction of Miss Anna Laura Force, of Denver. Another printed report describing the education of non-English speaking adults in day schools, night schools, Americanization and home classes, prepared under the direction of Miss Elizabeth Woodward of the State department of education, Albany, New York, was distributed to the delegates. A report on the teaching of English by Miss Theda Gildemeister, of the State Normal School, Winona, Minnesota, is now in process of preparation. Other sub-com-

mittees are at work on the teaching of mathematics and of the social studies, including geography, history, and civics.

It was recommended that the original commission be discharged and that future publication of reports pertaining to the work of the commission be left to the National Education Association. It was further recommended that the sub-committees that are still working on problems be continued but that they be recognized as regular committees of the National Education Association.

EDITORIAL COUNCIL—Last year at Boston, Dr. William C. Bagley, editor-in-chief of *THE JOURNAL* and chairman of the Council, asked and received instructions from the Representative Assembly that *THE JOURNAL* should take an aggressive stand for any policies officially adopted by the National Education Association. In the absence of Dr. Bagley, the report this year was given by Dr. W. Carson Ryan, of Swarthmore College, who voiced the belief of the Council that this decision had marked a turning-point in the history of *THE JOURNAL*, for in its broad editorial policy it has left no doubt in the minds of its readers where the Association stands on the question of adequate financial support for public education and the defense of those leaders of education that stand for this principle. Two meetings of the Council were held during the year.

Dr. Ryan concluded by saying: "One unforeseen result of *THE JOURNAL*'s amazing success has been the part it has played in educating non-professional American public opinion. From the first its policy has been, not to be simply another educational journal, not to do anything already being well done by any existing agency, not merely even to represent the Association and the profession of teaching, but to interpret to the members of the National Education Association and to the American public itself the fundamental issues in American education. *THE JOURNAL* has literally thousands of readers not directly connected in any way with the profession of teaching—citizens who read it because they seek to be informed."

HEALTH PROBLEMS—This committee was created as a committee of the National Council of Education at the meeting in San Francisco in 1911 at the suggestion and request of the American Medical Association and was organized as a joint committee

of the two organizations. At the meeting in Des Moines, July, 1921, it was formally adopted as a Committee of the National Education Association. Dr. Thomas D. Wood, of Columbia University, chairman, in the presentation of his report spoke of the steady demand for the literature and health charts which have been issued by the committee.

After a careful survey of the general field the committee decided to give attention first to the health problems of rural schools. The first report was a valuable bulletin entitled *Rural Schoolhouses and Grounds*, prepared by Mr. Fletcher B. Dresslar, a member of the committee, printed and distributed as U. S. Bureau of Education Bulletin 1914, number 12.

Over 800,000 copies of *Minimum Requirements for Rural Schools* have been distributed and evidence from many places shows that this report has exerted a major share of influence in the marked improvement in rural-school sanitation in the United States during the last eight years.

Dr. Wood reported that a technical committee of twenty-seven specialists was now at work on a tentative draft of a program of health education for public schools and teacher-training institutions of the country. The work already done by the majority of the technical sub-committees represents a very important and substantial contribution from eminent authorities to the committee program.

ILLITERACY—A committee for the study of illiteracy in the United States was appointed five years ago by Mrs. Mary C. C. Bradford, who was then president of the Association. This was the first illiteracy committee to be created by a National organization. This example has since been followed by the National Council of Education, the General Federation of Women's Clubs, the W. C. T. U., the American Legion, and others. Mrs. Cora Wilson Stewart, of Frankfort, Kentucky, whose work in the organizing of "moonlight" schools in her own State, had already been Nationally recognized, was appointed chairman, and has directed the work from the beginning. At the Des Moines meeting in 1921 the committee was given the rank of Commission.

In presenting her report Mrs. Stewart declared that investigations and study of conditions in a large number of States showed that the number of il-

literate in this country would approximate 10,000,000, while the number of near illiterates would be equally as large. She asserted that those figures might seem staggering to the American people were it not for the fact that we have almost 100,000,000 educated persons and thousands of schools that could double their efficiency by being opened to adults at night. In its efforts to arouse the American people the commission has carried on the following lines of work: (1) Supplied illiteracy statistics, other information, and suggestions for campaigns; (2) requested all State governors to refer to the evils of illiteracy in their inaugural addresses and messages to legislatures; (3) asked American Legion commanders, women's clubs, State press associations, and State teachers' associations to emphasize the menace of illiteracy by including it as part of their annual program, (4) conducted one international conference, two National ones, and six regional conferences since its last report.

TENURE—At no time has the problem of tenure been so important as at present, according to the report of the committee which has had the subject under investigation this past year. The report was presented by Mrs. Emma L. Dacre, of San Francisco, for the chairman, Mr. Harlan Updegraff, president of Cornell College, Mount Vernon, Iowa. The committee believes, that, "uncertainty of tenure is one of the worst drawbacks to teaching as a profession. The teacher on the threshold of a career cannot but be concerned when he or she sees professional educational leadership in peril. Furthermore, the question of tenure is naturally more significant for the classroom teacher than for the school official, since few individual teachers have the necessary resources for maintaining economic and professional independence.

"The critical financial situation in which many school systems found themselves during the year has emphasized the problem of tenure in a special way," Mrs. Dacre said, "for, while the need for qualified teachers is still very great, there is evidence that some of the more short-sighted school boards have adopted the ruinous policy of replacing successful teachers of experience with recent graduates for no other motive than that of the temporary saving of money. School boards of this type inevitably oppose the adoption of an adequate tenure law because it will compel them to keep ef-

ficient teachers and pay the regular increases in salary. In contending for teacher tenure we are asking for essential protection, not for teachers alone, but for the schools and the school children."

A detailed statement of existing State tenure laws was given in the tenure report of last year, which was combined with additional material and printed in the Association's Research Bulletin for January, 1923. That tenure legislation is still limited in scope is indicated in the material in this Bulletin which shows that of the eight States having tenure laws, only three are State-wide. Efforts by teacher associations during the past year have been made in a number of States, the most significant ones being in Pennsylvania and Minnesota. With the growth of teacher organizations and the study by teachers of such professional questions as those of salary, pensions, and tenure has come a more careful consideration of the underlying principles of all such legislation.

The report declared, "The struggle for tenure is not over, and will last until all principals and teachers are placed under the provisions of the law, until they are guaranteed full protection, until those in authority realize that laws are made to be obeyed and not juggled with."

PENSIONS—When this committee was organized in 1911 there was not, in the United States, a single public-school retirement system providing adequate benefits on a sound financial plan. Since that time great progress has been made, but the situation is far from being satisfactory. Few States or cities have scientifically-planned systems based on permanently sound methods of finance with adequate public support, and there are many difficulties in the way of progress. This report was prepared by the chairman, Mr. Philip Carlson, of Minneapolis, who has made an exhaustive study of retirement systems, and was presented by Miss Mary McSkimmon, of Brookline, Massachusetts. The report states that the problem is essentially one of business management since public expenditure upon a large scale is necessary to establish and maintain adequate provision for retirement in all public schools. The responsibility of wisely planning such expenditure is great, and falls especially upon the teachers because they themselves will be the beneficiaries. The public will not consent to this expenditure unless it can

be brought to realize the existence of a vital need, and to understand the true function of retirement provisions. The task is National in scope.

In order to save a vast amount of duplication of effort by State and local bodies it was recommended that the National Education Association should assume the leadership and should adopt a definite policy and program on this important subject. The committee recommended the following resolution for the consideration of the Representative Assembly: That the executive officers be directed to conduct inquiry into existing retirement laws in force, plans of operation, practices, and methods; to ascertain the results and extent to which these accomplish their purpose and are satisfactory; to investigate proposed plans and condition of public sentiment generally in all the States; and to find out the prospects for future action in the establishment of new or modified systems.

COORDINATION of Research Agencies—This commission was created in 1920 to work on the problem which is implied in its name. Mr. Jesse H. Newlon, superintendent of schools, Denver, Colorado, chairman, outlined briefly the most urgent problems of coordination as the commission sees them at the present time which have been assigned to sub-committees for study and investigation. Briefly these problems are:

(1) Classification of educational materials to assist students of research to locate quickly material they desire. A tentative list of subject headings is in process of compilation and will be submitted to authorities for criticism.

(2) A more precise system of educational nomenclature to assist in clearing up the confusion that now exists in the use of certain educational terms.

(3) Coördination of research agencies for the purpose of bringing about greater team work among research agencies and through conferences to make an arrangement whereby the more important research problems may be delegated on a coöperative time-saving basis to the larger agencies of the country.

(4) Coördination of the Association's commissions and committees for the purpose of increasing their efficiency through coöperation. Eventually a program to guide the Association in its research activities may be mapped out.

Mr. Newlon stated that the work of the commission is not spectacular but it is fundamental and after two years of

study the members realize that the task is tremendous. Three recommendations were made: (1) That the commission be continued another year; (2) that the size of the commission be decreased in order to make it more workable; and (3) that a suitable appropriation be made for the work of the coming year.

THRIFT EDUCATION—Eight years ago at the annual meeting of the Association in Oakland, a conference was called to consider the need for thrift teaching in the schools of the Nation. A committee was named to study the field of thrift; to consider the need for an understanding of thrift principles; the necessity for inculcating thrift habits; and how thrift could be made a part of the school course of study if this was found to be the most feasible plan for the training of future generations in the habits of economy and in an understanding of the wickedness of useless waste and extravagance.

Mr. Arthur Chamberlain, secretary of the California State Teachers' Association, who has acted as chairman of the committee during these eight years, gave a brief history of the work that has been accomplished, the most tangible evidence of progress being a number of concrete studies that have been published and distributed. These studies include two war-time bulletins and later bulletins dealing with results obtained in thrift work, the coöperation of school and community, school savings, the conservation of natural and human resources, and a pamphlet entitled *The Arithmetic of Thrift*.

Mr. Chamberlain said that the first work of the members of his committee was the investigation of conditions, the next a campaign of education, and now they were actually mapping out courses of study in thrift. He paid high tribute to the entire school department of Oakland for their coöperation with the committee in carrying out a preliminary course of thrift instruction in the Oakland schools.

This committee has plans to develop further thrift courses of study in a number of outstanding school systems throughout the country and urges upon all who are requested to do so to lend support to the work.

AMERICAN SCHOOL CITIZENSHIP LEAGUE—The Committee to Coöperate with the American School Citizenship League through its chairman, Mrs. Fannie Fern An-

draws, of Boston, declared that the welfare of the world demands that the citizens of each nation should become more intelligent about other peoples, their social conditions, their forms of government, and their national ideals. In keeping with this declaration Mrs. Andrews offered, as a part of the report, several resolutions for the promotion of world friendship through the training of the youth of the country in the ideals of international justice and coöperation. It was shown that the greatest opportunity for this development was through history, geography, and literature.

The report concluded with the following resolutions:

1. That the economic, social, and intellectual welfare of humanity demands uninterrupted coöperation among the nations of the earth, and the reign of reason and justice founded upon international goodwill.
2. That such teaching will show the high significance of those things which enter into a true conception of civilization, and
3. That the acceptance and promulgation of these ideals will form a sound foundation for the promotion of higher spiritual values in the schools of the world.

The Representative Assembly voted to refer these resolutions to the resolutions committee for 1924 for consideration.

EXECUTIVE COMMITTEE AND BOARD OF TRUSTEES

—After a careful survey of the expenditures for the past year, an estimate of the receipts from all sources for the ensuing year and a survey of the program and needs of the Association, Mr. Walter R. Siders, chairman of the Board of Trustees, speaking for the Executive Committee, presented the budget for the coming year. The total amount is \$334,036, the two largest items being the expenses of the general office and the appropriations for committees and departments. The Secretary was authorized to render such secretarial help to departments and committees carrying a heavy burden of work as a part of the program of the Association, as the work in his judgment demands.

A statement covering the printed report of the Board of Trustees, including the three funds of the Association—the Permanent Fund, the Regular Fund, and the Revolving Fund—was also made by Mr. Siders. Upon authority given them at the Boston meeting, Mr. Siders

announced that the Trustees had purchased during the year properties adjacent to headquarters to provide additional office rooms to relieve overcrowded conditions in the main building, the transaction involving a total of \$55,000. He stated that the systems of records and accounts had been revised during the year for the purpose of placing the Association on a budget basis. The report showed a total income for the year of \$258,213.77.

FINANCES OF THE ASSOCIATION

—Although the membership of the Association increased from 70,000 in 1921 to 125,000 in 1923, the treasurer's report showed that the income had not kept pace with the increasing demands for service through the headquarters' office. The report was prepared jointly by Miss Cornelia Adair, of Richmond, Virginia, treasurer, and Mrs. Helen T. Hixson, the assistant treasurer, who is in charge of the Division of Records and Accounts at headquarters. With the increased membership and revenue has come increased opportunity for service. Miss Adair said, "We have National headquarters, an executive force, and publications of which any organization might well be proud."

The two outstanding recommendations made to the Representative Assembly were:

(1) That a reserve fund of \$50,000 be created during the months of greatest income to be used only during the months when the income is low or to meet exceptional emergencies.

(2) That \$10,000 of the above amount be used for the payment of some part of the expenses of delegates to the annual convention.

In making the second recommendation Miss Adair was speaking for the Committee on Financing Delegates which was appointed in 1920 in accordance with a by-law adopted at Salt Lake City and which has been at work on an equitable plan for carrying out its provisions.

AMERICAN LEGION

—At the Des Moines meeting representatives of the American Legion came before the National Education Association to inquire how this organization could serve the cause of American education and suggested certain lines of endeavor, including the observance of a week later known as American Education Week. The National Education Association immediately appointed a committee to coöperate with the American Legion in

carrying out this suggestion. For the past two years American Education Week has been most successfully observed throughout the Nation and gives promise of remaining a permanent feature in the educational program of America.

Dr. Joseph M. Gwinn, superintendent of schools, San Francisco, California, chairman of the committee, paid tribute to the work of the Legion, which, through its Americanism Commission, has assumed the leadership in carrying forward the plans for the observance of the week under the joint coöperation of the Legion, the United States Bureau of Education, and the National Education Association. Working together these three have secured the active coöperation of 103 supporting organizations and institutions. The Legion secured the writing of a proclamation on American Education Week by the President of the United States, an official statement from forty-two of the forty-eight governors of States, and official recognition of this work from the mayors of practically all towns and cities of the country. The local posts of the Legion contributed most generously to the financial support necessary to carry out the plans and a splendid summary of the outstanding accomplishments has been prepared by the National director of the Americanism Commission.

FOREIGN RELATIONS

—At the Salt Lake City meeting a temporary committee was appointed to deal with international relations which might arise. This was later made a permanent committee and when the request came that the National Education Association invite the nations of the world to a conference, the Foreign Relations Committee was directed to proceed with arrangements. In the fall of 1922 Dr. Augustus O. Thomas, State commissioner of education of Maine, chairman, sent invitations to the officers of all educational associations whose names could be secured, to ministers of education, and to prominent educators.

The conference convened at San Francisco, June 28, and closed simultaneously with the 1923 meeting of the National Education Association. It was attended by more than thirty distinct racial groups and by over fifty national divisions. The character of the men and women who came was a great satisfaction to those who called the conference. The spirit of the meeting did much to promote international friendship and goodwill.

The Secretary's Annual Report

AMONG the convincing reasons for the phenomenal growth of the National Education Association given in Secretary Crabtree's report to the Representative Assembly in Oakland, are: lessons of the World War showing the National need for education and the value of organized effort to fill that need, new contacts with powerful organizations, making the Association all-inclusive in character, reorganization of the Association with a live program of service, and suitable provision at headquarters for carrying out this program, and the Association's affording a National clearing-house for the improvement of the teaching profession.

The question of increasing the dues is always a mooted point. The Secretary recommended that at present there be no change, postponing any increase in dues until the growing Association is more thoroughly established. The wisdom of this recommendation is evident when we consider that one fourth of the present membership receives inadequate pay. "The real test of professional interest comes when the member willingly year after year pays his dues," the Secretary added and stressed the importance of enlisting the interest of all teachers in decreasing the cost of collecting fees, thereby leaving a larger per cent of every fee for service projects.

More than fifty life memberships were taken out during the year, thus adding some \$5000 to the permanent fund. Since these memberships are for individuals and not open to institutions a recommendation was made to give institutions the privilege of taking out a permanent membership on payment of \$300.

Another way recommended by the Secretary to raise money for service projects was by soliciting associate members from the laity. No organized effort has yet been made for this purpose, it being deemed advisable to first enlist the profession itself. He also proposed a plan whereby the friends of education could contribute small amounts to promote the work of the Association.

In speaking of the relationships of the Association, Secretary Crabtree said, "Practically all leading National associations are now attaching importance to education and hence appreciate having coöperative relations with the National Education Association. This is giving a combination of influence and power which is duly recognized by the

enemies as well as the friends of school betterment."

In speaking of the work of affiliated associations, he called attention to the excellent work of State associations and a few large city organizations, but emphasized the fact that but "few local associations in the smaller cities do more than hold an occasional meeting to hear announcements of supervisory officers. It is highly important for these associations to meet regularly and do systematic work on school problems."

The Secretary retraced the action taken by the Association regarding the Elgin teachers dismissed from service because of professional affiliations and stated that although machinery for investigating similar cases had been set up, none requiring the arbitration of State or National committees had sought help.

"One of the unfortunate incidents of the year," according to Mr. Crabtree, "is the use Dr. Pritchett made of the influence of the Carnegie Foundation against the adequate support and development of the schools of the Nation." Though the report caused boards of education to reduce school costs, it has not yet changed many salary schedules. The Pritchett report has, on the other hand, had the admirable effect of causing the entire profession to rally to its own defense.

All over the country, the movement to reduce taxes and consequently to reduce school costs, has given the whip hand to the enemies of the schools, who are attempting to weaken the educational leadership in cities and States. Those leaders who have obtained increased support for the schools find themselves attacked and so insidious has been the work of the opposition that the public, wholly unsuspecting, has barely discovered their movements in time to avert the danger threatening the schools. This organized attack on educational leaders and on their policies is no chimera. Those desirous of cutting school costs are not slow to see the advantage of getting rid of superintendents so as to be unhampered in reducing salaries and "if true that there is an outside agency paying particular attention to putting superintendents of satisfactory tendencies in certain positions, there could also be an organized force putting them out of their jobs when their policies are unsatisfactory." Only by aggressive concerted action on the

part of educators can these foes of public education be worsted. Our duty lies in keeping the public awake to the real issues, for knowingly the American people will never be content with less efficient schools. "No greater harm could come to education than to lose its present outstanding leaders. The central office looks upon this organized movement to cripple the leadership in the schools and the effort to reduce school costs, as the outstanding emergency problem for the year 1923-24, and would welcome requests to provide State and local associations with an abundance of fighting material and to aid in rallying the friends of education to the defense of adequate support for the schools."

American Education Week is now a feature of American life. Under the auspices of the American Legion, the U. S. Bureau of Education, and the National Education Association, it aims to acquaint the public with the needs of the schools and to consider ways of meeting these needs. This year it will take place before Thanksgiving Day, November 18 to 24. The Association, the Legion, and the Bureau will help make the week a great success, for the Legion will provide speakers at every meeting and supply them with material for programs, the Bureau will prepare material for schools and speakers, and the Association will print and distribute 200,000 programs.

The World Conference on Education was also touched upon in the report which stated, "It is most fitting that this great conference be under the auspices of voluntary educational associations rather than under government control. In the first place the American Government, having no National Department of Education, is not in a position to call a world conference on education, and in the second place the red tape of government would not allow the same freedom in discussion and action which can be had under voluntary associational leadership. All governments were requested to lend their aid in assuring success for the Conference, and most of them responded favorably. The higher institutions and the educational associations of all countries appointed delegates. It is believed that this conference marks the beginning of a better understanding between nations. It is certain that it is only through education that nations can learn to appreciate each other."

In showing the present organization

of the central office and its relationships, the report commented upon the vast amount of business transacted at headquarters—over one and a half million pieces of literature sent out and a half million letters containing more than two million enclosures, the postage on which amounted to nearly \$12,000.

The seven divisions of the headquarters organization include Records and Accounts, Field Work, Business, Publications, Research, Elementary School Service, headquarters of Department of Superintendence, with eight directors, five first assistants, and two heads of subdivisions. These headquarters divisions are of two classes: (1) those essential to the continuance of the Association—Records and Accounts, Business, and Publications; and (2) those which are service divisions—Research, Field Work, Legislative Work, and Elementary School Service.

The activities of the Business Division include office management, business arrangements for printing and publications, advertising, conventions, and property supervision. Definite steps are being taken as fast as is practicable toward a final and completely developed budget, accounting, and statistical system. Although *THE JOURNAL* has achieved a splendid record as an advertising medium, its advertising receipts should be more than sufficient to meet printing costs. This may be done either by increasing advertising rates or by increasing the number, or the proportion, of advertising pages.

The work of the Division of Publications has grown along with the Association's widening activities. The publications of several of the Departments are now as voluminous as were the publications of the entire Association during the first twenty years of its history. *THE JOURNAL* is the one publication that reaches the entire membership regularly. The Proceedings are monumental evidence of the power generated by three score annual meetings and the reports of notable committees, which probably more than any other one factor have shaped the development of American education. The future growth of the Association and the extension of its influence will depend largely upon the genuine merit and intrinsic appeal of its publications. It is the largest publisher of educational material in the world.

The Research Division published during the year four bulletins: *Facts on the Cost of Public Education* and *What*

They Mean; *Facts for American Education Week*; *Research Bulletin of the National Education Association*, Vol. 1, No. 1, January, 1923, and Vol. 1, No. 2, March, 1923. It also prepared much of the statistical material appearing in the Legislative Commission Series No. 3, and a series of articles for *THE JOURNAL*. This division tries to keep in close touch with the research activities of the departments, committees, and commissions of the Association and to prevent the duplication of effort as well as aid in the coordination of investigations carried on under Association auspices. It will continue its participation in this type of work as rapidly as facilities permit, and by so doing it will increase the effectiveness of the work of the Association's commissions and departments. As an agency for supplying promptly current information on questions vital to the welfare of the teachers of the Nation, it will extend special service.

The new Division of Elementary School Service aims to help local teachers' associations in their work of organization and development, and to bring them into closer contact with the National Association. This will do much to promote the professional growth of the members of the local organizations, and consequently raise educational standards. As the membership of the Association increases this division will have a greater opportunity to lift the teaching populace to a higher professional view of the cause to which so many of them, consciously or unconsciously, have consecrated their lives.

The Field Secretary, who began his duties October 1, 1922, traveled nearly 30,000 miles, visited the Washington office six times, sent out several thousand letters to legislative workers throughout the country in behalf of the Towner-Sterling Bill; addressed dozens of State associations or their divisions, normal schools, teachers' colleges, and universities, and scores of smaller groups of teachers or parents. Duties such as these, onerous as they seem, are but a few that fall to the lot of the field secretary, whose time is equally divided between constructive informative work for the Association itself and inspirational service to the teaching profession. His report closes with these impressive words: "We need the dynamics of a conviction that knowledge, intelligence, and skill must be supplemented by personal integrity, ethical conduct, and wholesome social attitudes and relations

to be of real worth today. If the National Education Association can popularize this truth to which teachers give ready intellectual assent; if it can energize it and make it *felt* as well as *thought*, its greatest work is done."

The Legislative Secretary has established friendly relations with those National organizations that are behind our legislative program and others whose assistance we hope to obtain. Among these are the women's organizations whose membership totals millions. The representatives in Washington of sixteen organizations have united to form the Women's Joint Congressional Committee as a clearing-house for their work. Eight of these organizations have endorsed the Bill, interest in which is growing daily as attested by the numerous requests for information concerning it. To create still further interest in the Bill, summer schools were asked to have at least one speech about the Association's legislative program and organize groups for a discussion of its principles.

The Executive Secretary of the Department of Superintendence began work September 1, 1922. During the year, the first yearbook of the Department appeared, *The Status of the Superintendent*. This subject was investigated by a committee in 1920 and the work tabulated and interpreted by Professor Douglass, of the University of Vermont. A feature of this yearbook is the list of members of the Department. A preprint of the addresses and proceedings of the Cleveland convention was distributed soon after the meeting, thus supplying those superintendents who could not attend with definite information. Beginning in September, the first issue of a quarterly will appear. Much of the time of the Secretary of this Department was given over to correspondence with departments and allied organizations of the National Education Association, chief among which was the Department of Elementary School Principals, a growing department of over 2000 principals. In addition to their Second Yearbook published in July, the Principals issued a quarterly bulletin.

"Members may well take pride in the growth and development of the Association during the last five years," concluded the Secretary, "in the soundness and certainty of its financial resources; the efficiency of the organization of the central office; and in the coöperative relations which have been established with other national associations. It has wisely worked out a plan of Nation-wide

coöperation with the American Legion, the Federation of Women's Clubs, the American Federation of Labor, the National Mother's Congress, and a number of other National organizations. The Association will continue its fight for more adequate pay for teachers, its work

for improved tenure regulations and pension laws, its active promotion of the Education Bill, its inquiry into school costs and sources of revenue, its secretarial service to departments and committees, and its effective work on the big items in its platform."

Rural Education Problems

HOW to secure for rural children educational opportunities equivalent to the best of those provided in urban sections is a problem which challenges the best thought in America. In the rural communities there is found nearly one half of the school population of the country. The Association's Committee on Rural Education has met this challenge in its 1923 report,¹ which is one of the year's outstanding contributions to educational progress.

The committee preparing this report consisted of seven members of the National Council of Education and eight experts in rural education who co-operated with them, under the chairmanship of John F. Sims, president of the State Normal School, Stevens Point, Wisconsin. Each member of the committee wrote on a special phase of rural education. The report, consisting of a compilation of these fifteen outstanding articles, makes available a brief and readable survey of the leading problems of rural education in the United States. It analyzes the conditions found and follows them up with examples of the best current practices, together with stimulating suggestions for further effort.

Constructive publicity that arouses popular interest in schools among the rural population must precede the adoption of any new policy. The committee, recognizing this fact, has devoted the first two sections of its report to Publicity for Rural Education and Arousing Popular Interest in Schools.

The improvement of rural schools through the enlargement of both taxing and administrative units is discussed. The advantages of the County Unit are admirably summed up.

Consolidation is considered from many angles. Of particular interest are: (1) the survey of the growth of consolidation in the United States in the last twenty years, together with some estimate of its value in this period in

the promotion of rural education; (2) methods of organizing for consolidation in various sections of the country; (3) difficulties to be met, and an analysis of one of the major difficulties—transportation; and (4) notable achievements in the field of consolidation. Those who are contemplating the consolidation of rural schools in their communities will find many helpful suggestions for inaugurating their program. Others who have tried the plan will want to check their achievements against those cited in the report.

The fundamental principles upon which the courses of study for one-teacher and consolidated rural schools should be based form a constructive section of the report. Supplementing this section is a review of a three-year experiment showing how pupils in a one-teacher school can be grouped to reduce the total number of class-periods to a reasonable number for one teacher. This offers practical suggestions which rural teachers can adapt to fit their particular needs until the time comes when consolidation is secured.

That rural teaching be made a distinct profession is the ideal set for rural-teacher training. Suggested courses of study are submitted which offer training most applicable to rural needs. The creation of new and better facilities for the special training of rural teachers is urged. Rural teachers should be specialists, not those left over after the cities have made their selection. Major working objectives of rural-school supervision, which is at present almost wholly lacking in many States, are concretely set forth. If carried out, they would help provide the children of rural America with opportunities for education equivalent to those in urban sections.

The county superintendent—his personal qualifications, best methods for his selection, and the powers of administration belonging to him are all considered. Since this office of county superintendent prevails throughout the Nation and the holder has unusual opportunity for the betterment of rural education,

this section of the report has particular significance.

The question is sometimes raised: Can standardized tests be put to practical use in rural schools? This report of the Committee on Rural Education answers the question, not by citing spasmodic and limited attempts at the use of standardized tests, but by describing a fairly complete testing program carried out to its logical conclusion throughout an entire supervisory district for a period of years. How the testing was done, the battery of tests used, the uses and outcomes of the testing program are reported in a most readable style.

Those who have not yet begun the use of standardized tests will be interested in reading how a testing program can be "put over" in rural schools and the advantages resulting therefrom. Those who have already begun this program will be interested in the suggested plan for bringing each pupil's complete record in all the tests together on one record sheet.

The section of the report dealing with county surveys, like the other sections, is brief and to the point. It consists of a carefully developed outline which can be used in its present form or modified to meet the reader's needs.

That this committee feels the schools should take an important part in rural health and sanitation is shown by the fact that one whole section of their report is given over to this subject. Points to be included in a health program, based on needs revealed by actual surveys of rural conditions, are enumerated, as well as ways and means for putting the program across.

In like manner, the report shows how the schools can develop attitudes and fix habits during childhood that will promote the proper use of leisure. Tested ways and means that have proved successful are described, as are also those whereby the schools can meet the social needs in rural life. The busy rural teacher will find these sections particularly helpful.

This report, treating each of these fifteen important phases of rural education in an analytical and constructive fashion, offers definite help in the solution of real problems to practically every one working in the rural field. It is also interesting to those who want a clear and illuminating picture of the present rural situation.—Prepared for THE JOURNAL by the Division of Research.

¹ Final Report of the Committee on Rural Education of the National Council of Education, National Education Association, Washington, D. C., July, 1923. 50 cents; also appears in Proceedings, 1923.

The Schools of Japan

THE Island Empire was justifiably proud of its schools—the finest perhaps in the Orient. Natural forces have again united to destroy the work of years. Today Japan faces the staggering problem of reconstruction, but the Japanese, used to earthquakes and resultant ills, are brave people and before long homes and schools will be rebuilt.

Scarcely more than half a century has elapsed since the feudal system was abolished in Japan and the first educational code of 1872 gave educational opportunity to all classes. Before this, higher education had been limited to the *samurai*, or military class; the masses were without any education or were given only the rudiments.

The present Japanese school system is wholly under State control, and has a Minister of Education who is a member of the Cabinet. Important matters connected with the educational system are regulated by imperial ordinances issued by the Emperor on the recommendation of the Cabinet, after being submitted to the Privy Council. These matters are also submitted by the Minister of Education to a High Educational Council, a body of experts appointed for their educational experience and knowledge.

The educational system, similar to that in the United States, begins with the kindergarten, and extends through the primary schools to the secondary schools, which include middle schools, girls' high schools, technical schools, and normal schools. Then through special colleges for law, medicine, science, literature, fine arts, through technical special colleges for technology, engineering, agriculture, commerce, and the like through higher normal schools and higher preparatory schools to the imperial universities.

With Oriental peoples it is a national tradition that the primary object of education is moral training. The Imperial Rescript on Education issued in 1890 by the Emperor of Japan is the basis for

moral instruction and is read on all public occasions and at all school functions. It is to their Spartan training and rigid forms of etiquette that the Japanese owe their simple and courteous bearing, and proud they are that their land is known



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as *Kunshi no Kohu*, the "country of gentlemen."

Physical education in Nippon also receives much attention—plays and games in the primary school; military gymnastics and drill in the higher schools; Swedish gymnastics, square dances, and *naganata*, fencing with bamboo spears, in the girls' schools. Older military arts as fencing, *jujutsu*, and archery have been revived. All the schools have annual excursions and thorough medical inspection occurs every April. The Japanese are great hikers, receiving their training in youth by making long pilgrimages. Flatfoot and fallen arches are practically unknown.

Japanese children are handicapped at an early age by having to learn in addition to their own language of forty-seven letters and thousands of word

signs, some six or seven thousand Chinese characters in common use in Japan, and several different styles of writing each of them. With the introduction of Chinese civilization the Japanese introduced many Chinese words into their

own language and adopted the complex Chinese characters into their writing, so that now Japanese literature is written or printed with Chinese and Japanese characters. This situation retards the use of typewriters and linotypes, based as they are on the use of a limited number of characters. In a Japanese printing office a number of boys are employed to run about through the cases and collect the type for the compositors, who call out the names of the letters. The introduction of the Chinese literature has done much for Japan, but to master these characters in common use requires an unusual amount of memorizing on the part of the nation's boys and girls, somewhat to the detriment of the reasoning function.

The best known of the five imperial universities are the University of Tokio, established in 1877, and the University of Kyoto. These together with eleven other

institutions of university rank include over 30,000 students and more than 1800 teachers. There are many special colleges besides these universities—for art, music, foreign languages, and the like. Technical schools abound. The technical special colleges are mostly government institutions.

As to the education of girls with the exception of higher education no barrier has been placed.

Fifty years—yet wonderful progress in installing a new educational system! In spite of the many handicaps resulting from grafting Western educational ideals upon Eastern, the innovation may be called successful, and now as Japan gradually regains her business equilibrium, the world is confident her educational system too will have had but a temporary setback.—J. M. R.

Our Efficient Postal Service

HARRY S. NEW

Postmaster General, Washington, D. C.



BENJAMIN FRANKLIN, if his shade loitered on the south lawn of the White House grounds one afternoon in September, 1923, must have listened with great appreciation to the first public speech of President Calvin Coolidge. He would have smiled with satisfaction at one sentence in particular, and history records that the great American had a splendid smile.

"If there is any one department of our Government in which we take justifiable pride," declared President Coolidge, "it is the Post Office Department, and in the efficiency that has marked the administration of the Post Office Department."

Franklin, it is well known, had a mind that traveled innumerable intellectual lanes. He was a pioneer in electricity, printing, philosophy, municipal and national political science, library science, and various other paths, but undoubtedly the strongest desire of his life was to lay the foundations of a good postal system in the United States. As Deputy Postmaster General before the Revolution he reorganized a service that for one hundred years had been a straggling failure into a recognized success—a success which played a leading rôle in bringing unity to the thirteen colonies. With the Declaration of Independence and the later adoption of the Articles of Confederation, Franklin was the logical man to build the American system and the principles he engraved in these early days of the Republic are essentially the principles of the Postal Service today, the practical application of which is the pride of the 340,000 members of that service.

Postal Service in America really begins in a little old Boston tavern. This tavern, the proprietor of which was Richard Fairbanks, was designated in 1639 to receive letters from ships. Nineteen years after the landing of the Pilgrims the need for a post office was thus filled. Practically all communication by letter was with England; indeed, the need for exchange of information between the colonies was not felt until

long after the capture of New Amsterdam by the English. With the beginning of the French and Indian wars the Governor of New York decided that closer communication with New England was necessary, so he dispatched a courier with mail to blaze the first overland route between New York and Boston.

It was over this route and a similar road to Philadelphia that regular postal



HARRY S. NEW, *Postmaster General since March 5, 1923.* Mr. New's career includes service as a newspaper reporter, editor, publisher, contractor, captain in the Spanish American War, and member of United States senate. His home was in Indianapolis, Indiana.

service was later established, first by courier on horseback and later by stagecoach. Even at this period, it was clearly seen that postal communication was unlike other businesses. It was essentially a monopoly. The English King granted Andrew Hamilton exclusive control of the service in America. In 1707 under the same act that withdrew the private postal monopoly in England and made it a public monopoly, the American service was put under the direct control of the Government. Benjamin Franklin in 1754 became one

of the two deputy postmaster generals in charge of the American system and proceeded to reorganize it. Under his direction the Philadelphia-Boston route showed a greater profit than the main post route in England running from London to Scotland.

To understand the American postal service one must understand the basis of the world postal service, or for that matter, the postal service of all time. There is a very famous sentence which is now engraved over the massive entrance of the New York post office and credited to the Greek historian Herodotus who was recounting the story of the postal service of a very ancient Persian King. The sentence declares: *Neither Snow nor Rain nor Heat nor Gloom of Night Stays These Couriers from the Swift Completion of Their Appointed Rounds.* This is the postal service of all time. It is a relay service. The means of transportation may be a runner, a dog sled, or an airplane. The spirit of the relay race is always there and it is ever the object of the administrators of the American postal service to keep every piece of mail constantly moving toward its destination and moving as fast as modern science and engineering will enable it.

The postal service is also essentially a human agency; machines can add, subtract and divide, produce type, send words through the air, but no machine has yet been invented to read addresses, and considering the state of penmanship as revealed in the Postal Service no Yankee inventor, even, is sanguine enough to see possibilities of such a mechanical supergenius. Therefore the Post Office Department of the United States has had to build up the largest single organization of men and women in the world to perform the task intrusted to it. Considering the frailties of human nature, it is indeed a rare compliment to the loyalty and spirit of the thousands of men and women of the Service, that the Nation praises their work as one of the most efficient and satisfactory services to humanity, commercial or governmental, in United States.

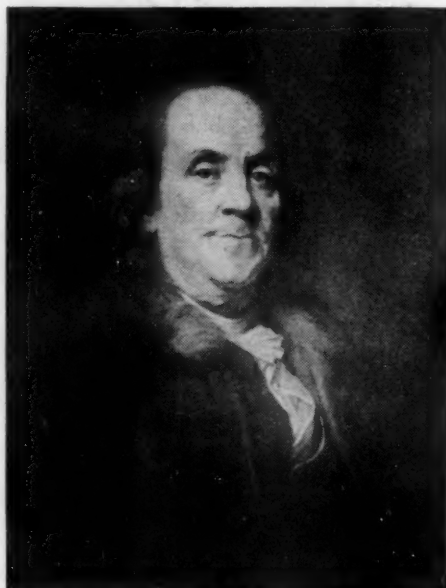
In the year 1820 there were 4500 post offices in the United States, postmasters of which were receiving \$352,000 for their services. There were 72,492 miles

of post routes on which postal employees traveled carrying mail approximately 10,000,000 miles in a year. The gross revenue of the Department in this year was \$1,111,927. In the year 1920 there were 52,638 post offices. The Post Office Department paid postmasters this same year \$40,108,000 and 650,000,000 miles of mail service not counting city delivery was performed. The income of the Post Office Department in 1920 was \$437,150,000.

The growth of the greatest single industry in the world mirrors the amazing development of the United States in the past one hundred years, a short day in the history of the world. Factors in its upspringing are the education of American citizens, the unparalleled elevation of our National standard of living, the extension of business, and the rapid development of speedy transportation. The earliest accurate count of the mails was undertaken in 1847 and it was then found that 124,000,000 pieces were handled in a year. It is now conservatively estimated that the American postal service is transporting and delivering 25,000,000,000 pieces of the mail annually with a yearly average increase of about seven per cent. The impossibility of mentally appreciating this figure gives the nearest conception of the great task which this branch of United States Government is performing.

Let us consider the organization of the Post Office Department which with Herculean might thoroughly cleans the work rooms of 52,000 post offices every day. The Postmaster General is president of the company. His offices are in a great grey stone building on Pennsylvania Avenue, Washington, D. C. In this headquarters are also the offices of the directors of the four great bureaus of the postal system; the bureau of the First Assistant Postmaster General, which undertakes matters relating to

post office personnel and post office service, the bureau of the Second Assistant Postmaster General in which is concentrated all matters concerning the transportation of mail, the bureau of the Third Assistant Postmaster General which handles all matters relating to finance, and the bureau of the Fourth



BENJAMIN FRANKLIN, the founder of our Postal System. Both before and after the Revolution, his great vision, ingenuity, and organizing ability were given to the task.

Assistant Postmaster General having charge of equipment and supplies and rural mails. The headquarters staff of the Post Office Department numbers about 1500 persons—an extremely small group considering the fact there are 340,000 employees in the service. This small headquarters staff is made possible by decentralization. The local post office is a business by itself, self-sufficient.

Government the world over has the reputation of lagging. There is everywhere firm belief that government waits

until private enterprises blazes the way, yet if we follow that mail courier who blazed the first overland route between New York and Boston down the centuries we find that the postal service in the field of transportation, which is the blood of its existence, has been abreast of recent years' rapid progress. With the passing of Benjamin Franklin's stage coaches to museums or the grate fire, the Postal Service is found lending invaluable aid to the new experiment of railroads through big mail subsidies.

By a grant of Congress some of the initial experiments in telegraphy were conducted over lines operated by the Post Office Department, and it was only in the face of earnest protests of many Postmasters General that Congress decided to give over that field to private enterprise. Pioneers to the west were guided on their route by the camp fires of the fast mail coaches. The Postal Service can not, however, claim much credit for the romantic Pony Express, though it was authorized to make a contract for this service a short time after private enterprise had initiated it. The railway post office, of course, is a purely postal institution but is an amazingly effective service. The latest feather for contribution to National progress, an accomplishment of which the men of the service today are very proud and which will always be remembered, is the air mail. Through this service the Post Office Department is again blazing the way; this time pointing out the commercial possibilities of the aeroplane.

Started five years ago, the Air Mail Service has now a record of having carried full hatches of mail more than 6,000,000 miles through the heavens. On September eighth it completed the third year of operating a transcontinental route between New York and San Francisco, the longest air mail route in the world. Two weeks before this





How Our Mail is Carried



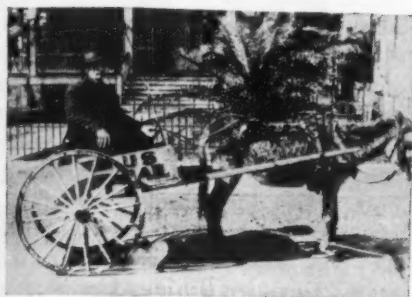
In Alaska



Over Muddy Roads



On Stony Mountain Sides



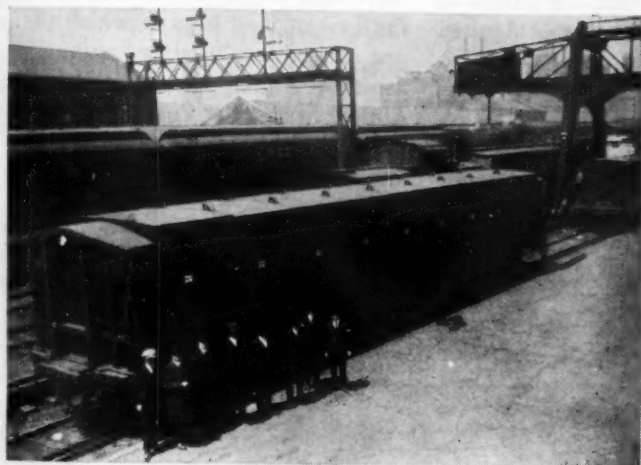
In Quaint Southern Cities



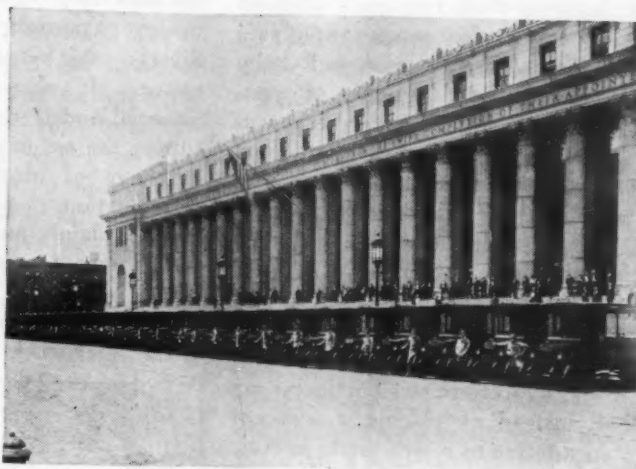
By the Ubiquitous Ford



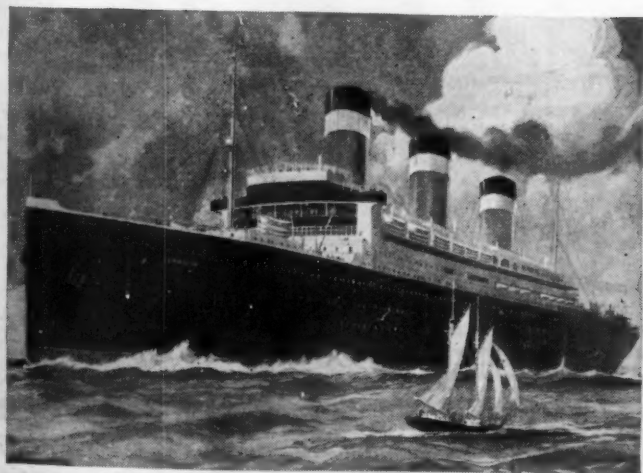
On Northern Snow Fields



By Special Cars and Containers



From the New York City Postoffice



On the Sky-blue Waters



By Swift-flying Airplanes



RAILWAY mail clerks are always on the job—faithful, efficient, and daring. They work day and night with a remarkable record of accuracy.

anniversary in a special four-day test the Air Mail Service successfully completed a preliminary trial of through service between these two great cities on opposite oceans, this service involving night flying between sunset and dawn over eight hundred fifty miles of western prairies. Practically every trip was under the scheduled time of thirty hours and on one day San Francisco mail was delivered in New York in twenty-six hours and fourteen minutes—four days less time than the usual trip.

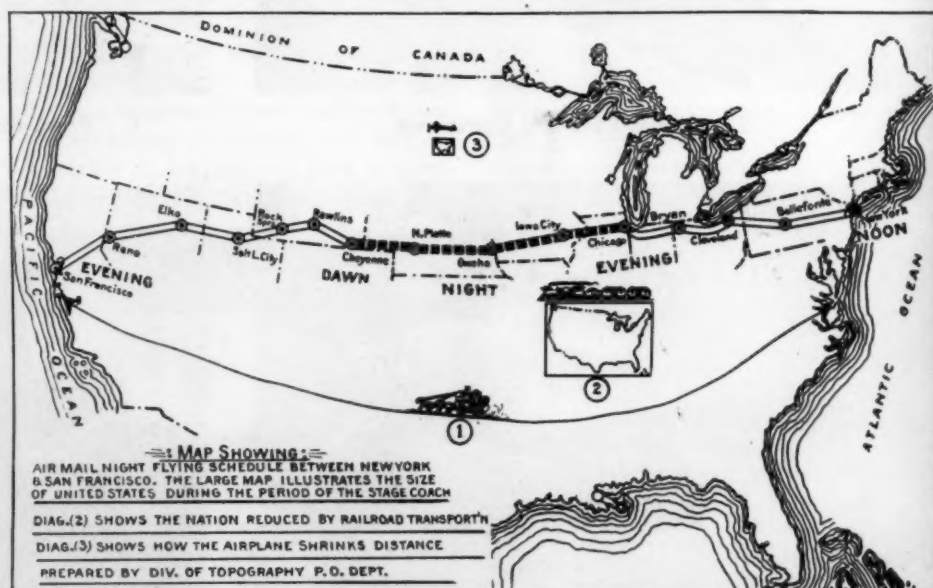
The United States postal service has another deed to its eternal credit which is not fully appreciated. American citizens would appreciate this particular act more if, instead of placing a five-cent stamp on a letter to a rich uncle in Australia, they found it necessary to put on stamps amounting to more than \$2.50. Montgomery Blair, postmaster general under Abraham Lincoln, viewing the chaos and exorbitant rates for foreign mails, decided Yankee-like to do something about it. At his suggestion an international meeting was called in Paris in 1865 to consider the whole question of mail exchange between nations and the proposals for improvements. Because of complications in Europe this meeting was canceled, but the idea bore fruit and a meeting was called in 1873 after France and Germany had patched things up. In this conference the International Postal Union was formed. Practically every nation on the face of the globe today holds membership in this association, which will celebrate its

fiftieth anniversary in Stockholm next June. The International Postal Union has lowered postal rates until today there are only two regular rates on letters to foreign countries from the United States—two cents and five cents an ounce. It also smoothed out many financial and transportation obstacles resulting in an immense increase in the exchange of ideas and knowledge between nations through letters and printed matter, plainly one of the most effective steps toward the accomplishment of world peace.

While communication by letter mail is the chief stock in trade of the Postal

Service, it, like other government agencies, has taken to itself in the course of years numerous other responsibilities. The money order system by which billions of dollars are transferred today was begun in 1864. Special delivery service was started in 1885 followed shortly after by the rural free delivery in 1896. The Postal Savings system, which is now the largest savings bank in the world, holding \$132,000,000 in trust for depositors, was initiated in 1901. In 1913 the Post Office Department was directed by Congress to organize what is virtually a light freight system, the parcel post. It is estimated that the American people have invested \$1,100,000,000 in parcel post in the ten years of its operation. The registry, insurance and C. O. D. provisions for mail are, of course, well-known. There are, however, some other services which the Post Office Department performs that are not widely appreciated. Through the post offices thousands of United States Treasury Savings Certificates are sold to thrifty Americans. The Post Office Department also operates a factory—the mail equipment shops—where millions of mail bags in which the mails are carried are produced annually. In most of Alaska and in many parts of United States, the Postal Service is more than a means of communication, it is also the single reliable source of food and clothing.

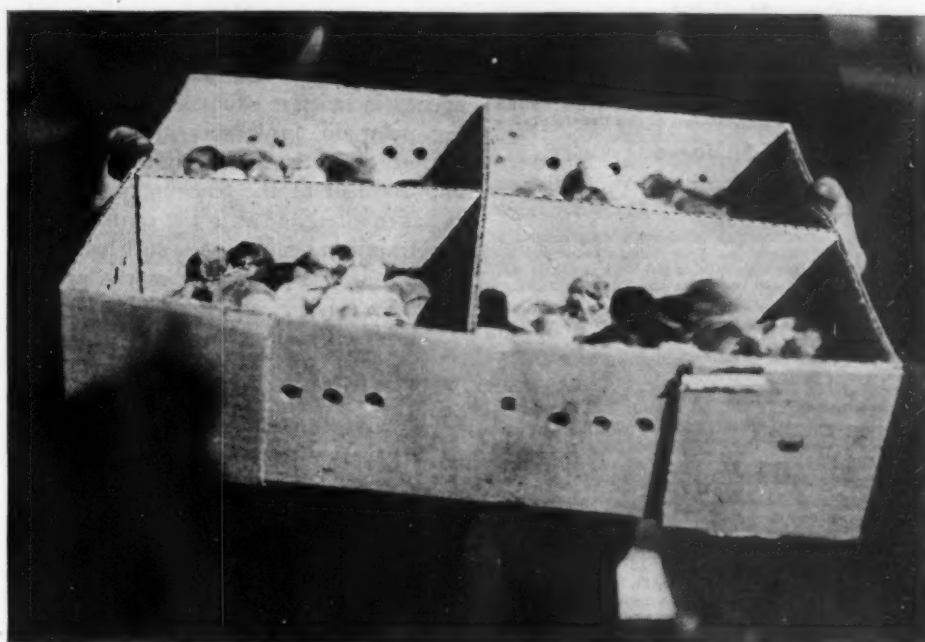
There is one question concerning the Postal Service which often arouses much comment in schools, homes, and business houses. It is this: Does the Postal Service pay for itself? The answer is No.



SCARCELY a century ago trains began to take the place of stage coaches. Now the airplane, leaving New York at noon reaches San Francisco the evening of the following day. What may we expect within the next century?

On certain occasions the Post Office Department has shown a balance on the right side of the ledger, but the margin is generally very small. There are two reasons why the biggest business in the world does not show a profit. The first is that the American people want good service regardless of cost. The second, and more basic reason, lies in the nature of the Postal Service. The Postal Service goes into every community; wherever American citizens go in United States the mails follow them. This is a principle. Naturally it is expensive. Private business does not do this—it goes only where there is profit for endeavor. In this contrast may be found the reason why the postal business does not produce revenue.

Probably everyone has had the feeling of anxiety when depositing a letter in a mail box. Will this letter reach my friend a thousand miles away, one thinks momentarily. There is not much assurance about a mail box. There is mystery about the whole process. One is prompted to say "Abracadabra" or "Sesame." But the magic carpet of the Postal Service never fails if the address is right. Indeed it is impossible to appreciate what would happen if it did fail. It would probably mean chaos. Suspension of the Postal Service for a week would be like some natural calamity, a devastating earthquake. Business would halt, families would be separated, everything disrupted. Benjamin Franklin did have a long vision when he saw the importance of a sound postal system in the new United States. We, to



UNCLE SAM'S mail collects many interesting products—baby chicks, hair nets, examination papers, cheese, and billions of letters and newspapers.

whom this government service means so much today, should honor him greatly for this contribution to our National integrity.

PRESIDENT COOLIDGE on Education—The ideal of education must be, not a special training leading to a one-sided development, but a broad and liberal culture which will bring into operation the whole power of the individual. We have witnessed a falling away from this ideal. This has come, in part, from a spirit of pessimism which has gone so far as to question the power

of the average individual to reach a high state of development and therefore the ability of civilization to maintain itself. The real problem is not one of intelligence, but one of disposition. The people of the present day are better trained and more intelligent than they were in the past. Sufficient intellectual power has existed to bring the world to its present high state of enlightenment. In spite of many seeming failures, there is no real evidence which warrants the assumption that sufficient power does not exist to maintain and support the advance of progress. Unless we have this faith, and unless it is justified, we shall come very close to being obliged to deny the existence and reality of the modern era of history. Unless education can be based on a belief in mankind and in the power of the race as a whole to develop by response to the teachings of the truth, education might as well be abandoned. It must assume that a spirit of optimism is warranted.

The standards and ideals of society rank first in importance. They must be maintained, if there is to be any real industrial progress. They are, likewise, the foundation of American institutions. In education the whole being must be taken into consideration. It is not enough to train the hand, the eye, to quicken the perception of the senses, develop the quickness of intellect, and leave out of consideration the building up of character, the aspirations of the soul.—From an address at Reynoldsville, Pennsylvania, December 21, 1922.



TWO CENTS carries a letter to any locality indicated by the black area on the map. Letters elsewhere call for five cents. Through the International Postal Union Uncle Sam is gradually extending uniform postal privileges.

The Journal of the National Education Association

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President, Olive M. Jones

Secretary, J. W. Crabtree

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

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Our Tower of Strength

THE strength of the National Education Association lies in its all-inclusive character. Educational workers from every branch of the service share in its membership and councils. Administrators, classroom teachers, supervisors, college presidents, research workers, and all the other representatives of special types of educational effort find here a common outlet for their professional enterprise. The growing interest of teachers in the Association and in the professional side of their work has helped supervisors and administrators to see that the rank and file is the great foundation upon which the educational structure must be built.

The individual teacher stands upon the frontier of childhood. In proportion as he is well provided for in present compensation, in social recognition, and in future security the Nation's children will be assured mature, competent, and well-trained teachers. Every teacher who joins the Association or who takes part on its committees or in its Representative Assembly is helping to improve the conditions of teaching everywhere.

The growth of the National Education Association has been so substantial during the past few years as to command

the attention of National workers in many fields of effort. The Association has become the policy-determining agency in matters educational; the rallying point for programs of educational advance; and the leading influence in the improvement of the teaching profession. It has merited and won the confidence of the American people and is entitled to the support of every member of the profession. No teacher can afford not to enlist.

The Education Bill

WITH the beginning of a new Association year and the approach of the new Congress, soon to convene under the leadership of a new President, it is time to evaluate anew the situation with reference to the Education Bill. While it is too early for definite announcements the outlook as a whole is increasingly hopeful. Education in general and the Bill in particular are daily growing in strength, both within and without the profession.

The great organizations which have been working for the measure for several years reiterated their endorsements during the spring and summer and expressed their decision to renew their activities with increased vigor. Among the additional organizations that have come to the support of the measure are the National Federation of Business and Professional Women's Clubs and the American Association of University Women.

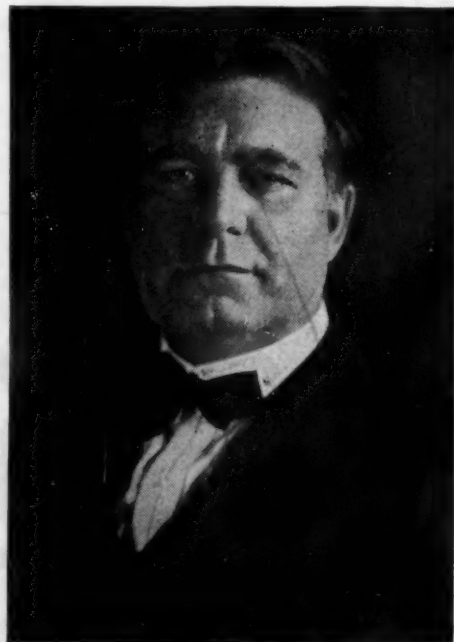
Several of the leading magazines are especially featuring education during the current year and educational journals are more and more recognizing the Education Bill as a project worthy their active support. The magazine *Education* has recently come out in championship of the Bill with the explanation that "There are parts of our beloved land that especially need help. In one way or another every part needs the interest, sympathy, and aid of every other part. The United States is an entity—not simply an aggregation. The sore on one of its members endangers the health of all its members. We stand or fall together. One section may need Federal aid today; another may be in need tomorrow. We must think in larger circles than when we were but a few scattered colonies. We must see to it that the domineering politician is kept out of educational cabinets and departments, and that broad-minded, public-spirited, altruistic patriots administer the exalted trusts of the people in relation to the training of our

citizens. These are the ideals of the Towner-Sterling Bill. As such, we are heartily and wholly converted to favor its speedy enactment."

The situation in Congress appears to be equally favorable. President Harding indicated publicly his desire for Federal aid and for a Department of Education and Welfare. President Coolidge has pledged himself to carry out the Harding policies. His own interest in education is well known. He comes from a native stock that has always fought for education. During recent years he has made speeches on education that would do credit to any leading educator. He believes in America and is mindful of the institutions that have made the Nation what it is. He seeks to represent the wishes of the American people and cannot be unmindful of the growing tide of public approval of the Education Bill. It is logical to expect, therefore, that at the proper time he will support the measure in Congress, where it is already recognized favorably as one of the outstanding projects before the Nation.

Washington Schools

WASHINGTON is one of the world's great centers of culture. As the capital of the United States it



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SENATOR WILLIAM E. BORAH, of Idaho, chairman of the Senate Committee on Education and Labor, one of whose first acts as chairman of this important committee was the appointment of a sub-committee on the Education Bill.

enjoys high prestige among persons interested in city planning and city administration, both in America and abroad. It has often been characterized as the most beautiful city in the world. But in matters of city administration it does not rank so high. The fact that the citizens of Washington have no voice in their own affairs has worked to the city's disadvantage. In no phase of its life is this more evident than in the schools, which receive a part of their support from District taxes and a part from Congressional appropriation. Even the people who pay the taxes have no direct voice in their expenditure for the education of their children. The schools of the District, which should be the best in the land, are inadequately housed; the salaries of teachers do not compare favorably with those in other cities of similar size; and the administrative force is also badly underpaid. These are some of the conditions that the Representative Assembly of the National Education Association had in mind when it adopted the resolution at Oakland demanding for Washington a system of schools which would be a model for other cities of the Nation and which might well furnish a laboratory of the newest and best in educational practice.

Financial Security

ALMOST every day brings to light the case of a teacher who has lost money through investment in some fake enterprise designed to appeal to those who wish quick and large returns. It is doubly unfortunate that those who are so swindled are usually the ones who can least afford the loss. The total amount invested in worthless promotion schemes in the United States during a single year runs into hundreds of millions and a great part of the total is taken from persons of small means—frequently teachers.

Everyone who possibly can should accumulate some money and should safeguard it with a definite financial policy adapted to his needs and the locality in which he lives. Someone must assume the risk of discovering new oils and new minerals, but this is not the task of the person of small means whose surplus may best be invested where it will yield a reasonable and certain return without losing the principal. Many a fortune has been built on this principle of safety first. It is a good rule to invest in nothing that promises exceptional returns and that will not stand the light of dis-

cussion with friends and advisers well versed in investments.

EVERY TEACHER owes it to himself and to his community to give not only a little of his time, but a little of his money as well, in the effort to advance the profession of teaching. This means that every member of the local corps is under moral and professional obligation to do three things at the beginning of the year. The first is membership and active participation in the Detroit Teachers' Association; the second, membership in the Michigan State Teachers' Association, and the third, membership in the National Education Association. The cost is small, but the benefit accruing to this and other communities is large. The effect upon the State and the country as a whole of a

complete membership of Detroit teachers in all three associations is a direct challenge to other communities not so favorably situated. Detroit's example will be a stimulus to other cities and other States. It is our hope that every Detroit teacher will realize fully his professional obligation and become affiliated with these groups as the first constructive act of the new school year.—Frank Cody, superintendent of schools, Detroit, Michigan.

FOR yesterday is but a dream and tomorrow is only a vision; but today, well-lived, makes of every yesterday a dream of happiness and every tomorrow a vision of hope. Look well, therefore, unto this Day, for in it lie the verities and realities of your existence.—From the Sanscrit.

Fresh from the Classroom

THE PLAN to appoint a Committee of One Hundred on Classroom Teaching Problems was announced in the September JOURNAL. President Olive M. Jones is now selecting the members of the committee and expects to have the list ready for publication before the first of the year. The September JOURNAL containing the original announcement is just in the mails as this statement goes to press so there has not been time to receive responses from the teachers of the country.

If you did not write to the chairman of the committee when you read the notice in the September JOURNAL be sure to do so now. What are the difficulties that keep you from rendering one hundred per cent service in your teaching? Is it you? Is it the community? Is it the organization? Is it our educational traditions? Is it an excess of civic, community, and social activities; do these activities disorganize the curriculum?

Write at once to the chairman of the committee, Mrs. Mary C. C. Bradford, State Superintendent's Office, Denver, Colorado, telling how you think conditions can be improved. Selections from the best letters received will be published in THE JOURNAL. In order that the freest possible criticism may be obtained these abstracts will be published without name or address.

The following statements have been received from teachers in reply to an inquiry sent out last spring asking what one act of a supervisory officer had been most helpful—"The keen interest and appreciation for every up-to-date method, the helpful suggestions and criticisms combined with personal interest and sympathy of my superintendent have given me the confidence and inspiration I needed."—M. S.

"The greatest assistance any supervisor has given me, has been when she has taken my material, worked with my tools, and carved for me a model—one which I might study, analyze, and imitate when casting day by day."—E. W.

"The help given by our supervisors is usually in the line of suggestions regarding the work of new teachers, many of whom are just graduated from our Normal. The most encouraging assistance was when the supervisor commended the rapid improvement of those teachers during the year."—A. C.

"To have a superintendent who makes you feel he has confidence in your ability; who is willing to give his time and heartily discuss with you what must be small 'shop talk' to him, yet all important to a teacher; this kind of attitude makes a teacher eager to give the best service."—J. P.

"As teachers are frequently actually starving for the bread of appreciation, I believe the supervisors' favorable criticisms are needed to feed the famished souls. So, if a commendation is so favorable that the supervisor deems the accomplished task worthy the honor of a special announcement to a grade group or of a special demonstration, then, I experience the unbounded joy of achievement, and the jubilant, enthusiastic optimism of success."—E. L.

Educational Crusaders

SPEAKERS who are willing to present the outstanding needs of education and the program which the Towner-Sterling Education Bill provides for remedying those needs have been listed in previous issues of *THE JOURNAL*. This great measure has been endorsed ten times by the representatives of American education. If it has not been discussed before your community or organization write to one of these speakers and arrange for a suitable public presentation of the Education Bill. The list of persons who are available for such discussions is here continued:

H. E. Hendrix, Superintendent of Schools, Mesa, Ariz.
 E. C. Higbie, President, Eastern State Teachers' College, Madison, S. Dak.
 John W. Hoffman, President, Ohio Wesleyan University, Delaware, Ohio
 J. W. Holley, President, Georgia Normal School, Albany, Ga.
 H. V. Holloway, State Superintendent of Public Instruction, Dover, Del.
 Everett M. Hosman, Secretary, State Teachers' Association, Lincoln, Nebr.
 C. A. Howard, Superintendent of Schools, Marshfield, Ore.
 L. H. Hubbard, Superintendent of Schools, Belton, Texas
 E. L. Huffines, Superintendent of County Schools, Carthage, Tenn.
 W. J. Hunting, Superintendent of Public Instruction, Carson City, Nev.
 H. E. Inlow, Superintendent of Schools, Pendleton, Ore.
 W. W. Isle, Superintendent of Schools, Clinton, Okla.
 Ida C. Iversen, President, Los Angeles City Teachers' Club, Los Angeles, Calif.
 Leonidas James, Principal, Maryland Normal School, Bowie, Md.
 H. K. Jensen, County Superintendent of Schools, Mandan, N. Dak.
 A. S. Jessup, Superintendent of Schools, Cheyenne, Wyo.
 D. B. Johnson, President, Winthrop College, Rock Hill, S. C.
 John C. Johnson, Dean, Western State College of Colorado, Gunnison, Colo.
 J. E. Johnson, Superintendent of Schools, Ketchikan, Alaska
 R. L. Jones, Superintendent of Schools, Memphis, Tenn.
 R. J. Keifer, Superintendent of Schools, Bellefontaine, Ohio
 W. K. Keller, Superintendent of Schools, Juneau, Alaska
 Elizabeth Kelley, President, North Carolina Education Association, Raleigh, N. C.
 W. W. Kemp, Dean, School of Education, University of California, Berkeley, Calif.
 Fern Kennedy, County Superintendent of Schools, Redwood Falls, Minn.
 Mark Keppel, County Superintendent of Schools, Los Angeles, Calif.
 William J. Kerr, President, Oregon Agricultural College, Corvallis, Ore.
 A. E. Kirk, President, Southwestern College, Winfield, Kansas
 Tully C. Knoles, President, College of the Pacific, San Jose, Calif.
 Norman Koontz, Superintendent of Schools, Titusville, Pa.
 W. M. Land, Superintendent of Schools, Estancia, N. Mex.
 J. S. Landers, President, Oregon Normal School, Monmouth, Ore.
 F. U. Landman, Superintendent of Union No. 64, Wolfeboro, N. H.

R. E. Laramy, Superintendent of Schools, Altoona, Pa.
 Louise F. Larson, County Superintendent of Wells County, Fessenden, N. Dak.
 J. B. Lawrence, President, Oklahoma Baptist University, Shawnee, Okla.
 Edith M. Layton, County Superintendent of Schools, El Reno, Okla.
 Allan C. Lemon, Dean, Montana Wesleyan College, Helena, Mont.
 J. C. Lindsey, Superintendent of Schools, Mitchell, S. Dak.
 Edward S. Ling, Superintendent of Schools, Abington, Pa.
 Royce R. Long, Director, Department of Hygiene & Physical Education, State Teachers' College, Greeley, Colo.
 George M. Lynch, Superintendent of Schools, St. Petersburg, Fla.
 S. E. Lynd, President, Tabor College, Tabor, Iowa
 I. N. McCash, President, Phillips University, University Station, Enid, Okla.
 Vaughan McCaughey, Associate, California Teachers' Association, San Francisco, Calif.
 Mrs. E. S. H. McCauley, 494 Wayne Square, Beaver, Pa.
 John P. McConnell, President, Radford State Normal School, East Radford, Va.
 Alice C. McCormack, Deputy State Superintendent of Public Instruction, 127 State Capitol Bldg., Denver, Colo.
 M. E. McCurdy, Secretary, North Dakota Education Association, Washburn, N. Dak.
 Christian McDonald, County School Supervisor, De Land, Fla.
 W. J. McGarity, Superintendent of Aiken Institute, Aiken, S. C.
 J. C. McGlade, Superintendent of Schools, Waterloo, Iowa
 J. O. McLaughlin, Superintendent of Schools, Corvallis, Ore.
 H. R. McVay, Superintendent of Schools, Marion, Ohio
 J. E. Mallonee, Principal, Hopewell High School, Hopewell, Va.
 Charles G. Maphis, Professor, University of Virginia, University, Va.
 T. Marcellus Marshall, Farmer, Stouts Mills, W. Va.
 C. H. Marvin, President, University of Arizona, Tucson, Ariz.
 Wallace E. Mason, Director, New Hampshire State Normal School, Keene, N. H.
 W. G. Masterson, County Superintendent of Schools, McAlester, Okla.
 A. J. Matthews, President, State Normal School, Tempe, Ariz.
 Z. May Meighen, Superintendent of Lewis County Schools, Chehalis, Wash.
 C. E. Miller, President, Heidelberg University, Tiffin, Ohio
 Florence G. Miller, County Superintendent of Schools, Wilburton, Okla.
 Fred Moore, County Superintendent of Schools, Salem, Ark.
 Robert C. Moore, Secretary, Illinois State Teachers' Association, Carlinville, Ill.
 C. K. Morse, Superintendent of Nebraska School of Agriculture, Curtis, Nebr.
 A. B. Murphree, County Superintendent of Schools, Cullman, Ala.
 Jesse H. Newlon, Superintendent of Schools, Denver, Colo.
 Robert M. Newton, County Superintendent of Schools, Franklin, Va.
 Joseph F. Noonan, Superintendent of Schools, Mahanoy City, Pa.
 Ward H. Nye, Superintendent of Schools, Billings, Mont.
 Harriet K. Orr, Secretary, Wyoming Educational League, Laramie, Wyo.

M. C. Palmer, Principal, Columbia County Rural Normal School, Columbus, Wis.
 John R. Patterson, Superintendent of Schools, Bucyrus, Ohio
 C. G. Pearce, Editor, "American School," 455 Kenwood Blvd., Milwaukee, Wis.
 C. L. Phelps, President, State Teachers' College, Santa Barbara, Calif.
 J. C. Pike, President, Southwest Baptist College, Bolivar, Mo.
 E. W. Powers, Superintendent of Schools, Fairbury, Ill.
 O. C. Pratt, Superintendent of Schools, Spokane, Wash.
 Miss Washington Pringle, Principal, North Charleston Graded School, Charleston, S. C.
 H. C. Pryor, Head, Department of Education, Northern Normal and Industrial School, Aberdeen, S. Dak.
 Charles F. Pye, Secretary, Iowa State Teachers' Association, 407 Youngerman Bldg., Des Moines, Iowa
 S. Quigley, President, Western State College, Gunnison, Colo.
 Clarence P. Quimby, Principal, High School, Augusta, Maine
 Ethel Richardson, Assistant Superintendent Public Instruction, in Charge of Immigrant Education, 811 Pacific Finance Bldg., Los Angeles, Calif.
 J. S. Rickards, Superintendent Broward County Schools, Fort Lauderdale, Fla.
 W. M. Riggs, President, Clemson Agricultural College, Clemson College, S. C.
 S. P. Robbins, President, Chico Teachers' Club, Chico, Calif.
 Joseph Roemer, Professor, Secondary Education and High School Visitor, Gainesville, Fla.
 C. E. Rose, Superintendent of Schools, Tucson, Ariz.
 B. Frank Rosenberry, Superintendent of Schools, Palmerton, Pa.
 C. C. Rossey, President, Concord State Normal School, Athens, W. Va.
 S. P. Rowland, County Superintendent of Schools, Hutchinson, Kansas
 V. L. Roy, President, State Normal School, Natchitoches, La.
 Ide G. Sargeant, Principal, Public School No. 10, Paterson, N. J.
 Joseph H. Saunders, Superintendent of Schools, Newport News, Va.
 D. M. Scism, Former County Superintendent of Schools, Anadarko, Okla.
 W. E. Sealock, Dean, Teachers' College, University of Nebraska, Lincoln, Nebr.
 George S. Sexton, President, Centenary College, Shreveport, La.
 E. M. Shackelford, President, State Normal School, Troy, Ala.
 Fred L. Shaw, Superintendent of Public Instruction, Pierre, S. Dak.
 F. M. Shelton, Superintendent of Schools, Elyria, Ohio
 John Shilling, Assistant State Superintendent, Dover, Del.
 T. J. Sickles, Superintendent of Schools, Millville, N. J.
 John F. Sims, President, State Normal School, Stevens Point, Wis.
 Jessie A. Skinner, President, Federated Teachers' Council, Portland, Ore.
 A. A. Slade, Superintendent of Schools, Casper, Wyo.
 S. J. Slawson, Superintendent of Schools, Johnstown, Pa.
 Andrew T. Smith, Principal, State Normal School, West Chester, Pa.
 Charles J. Smith, President, Roanoke College, Salem, Va.
 G. S. Smith, County Superintendent of Schools, Vernon, Ala.
 John W. Snoko, County Superintendent of Schools, Lebanon, Pa.
 Emily D. Stacy, Critic Teacher, Normal School, North Adams, Mass.

Child Labor in the United States¹

OWEN R. LOVEJOY

CHILD LABOR reform in America began in Massachusetts. The first child labor law was passed in that State in 1836. The impressment of women and children into the textile mills of Massachusetts was due to the rapid growth of that industry. The employment of children was rather well advanced before its bad effect upon the lives of the children was even remotely recognized. The Massachusetts law simply provided that no child under fifteen should be employed in a manufacturing establishment, without three months' schooling during the preceding year. The law lost all effectiveness in that there was no provision for enforcement, but beneath this educational law there was an undercurrent of dissatisfaction among adult male workers, because women and children were in active competition in the labor market. It was just at the time that the industrial revolution was in full stride, and running alongside of the demand for better wages and better working conditions there arose an equally insistent demand for public education. Thus the educational question and the problems of child labor became closely related at an early date and have been inter-related questions ever since.

The statistics available during this period indicate that an enormous number of children were employed, and there was a general campaign organized principally among religious associations and organizations in opposition to the practice. The labor movement too was beginning to make itself felt at this time, and workingmen's parties—started in Pennsylvania, Rhode Island, and Massachusetts—were pointing out not only the disastrous effects of this competition of child laborers in a market already crowded with adult males, but they also began to play up the abuses upon their minds and health of such exploitation of children.

The ignorance of the general public was great. The hours of labor were set "from sun to sun" and were defended

on a plea scarcely intelligible at this time. It was stated when ten hours a day were being advocated as a minimum number of working hours for child laborers, that the adoption of such a day would have "an unhappy influence on the children" by removing them from that course of industry and economy to which their employers were anxious to insure them.



OWEN R. LOVEJOY, whose leadership in the battle for child labor promises to culminate in an amendment to the Federal Constitution, which will elevate the rights of childhood above legal technicalities. Mr. Lovejoy is General Secretary, National Child Labor Committee, 1230 Fifth Avenue, New York City.

The working child's debt to the working man—This opposition, however, was met by force armed with something more than blank cartridges. Estimates made in 1833 showed that 1,000,000 children from five to fifteen were not in any school, and that there were 1,250,000 illiterate children in the United States. In Philadelphia, Pawtucket, Rhode Island, and Paterson, New Jersey, the evils of long hours and the dangers of excessive labor to children were pointed out, and figures indicating large percentages of over-worked children were brought forward

to back up the statements. Workingmen were behind most of these protests. Public education owes probably as much to their activities at this time as to the more academic handling of the question in other circles.

There was a long period between the passage of the first child labor law in Massachusetts and that more active period which may be said to mark the scientific handling of the subject of child labor. This began in 1880, although various States had already improved educational laws and factory conditions under influence of a demand for the prohibition of child labor incorporated in a plank of the platform of the Greenback Party. In 1881 the American Federation of Labor, which brought together representatives of numerous labor groups, was organized at Pittsburgh. One of the planks in its first platform was the prohibition of child labor.

The demands for controlling the labor of children by State action gathered in force. Consciences were stirred in some quarters, at least, but the question was not as yet of general concern. The movement was confined to small groups of devoted persons who saw the whole thing in its iniquitous and abusive aspects. These small groups grew closer together. They felt the need of a National organization, having as its major interest the welfare of laboring childhood.

The birth of the national child labor committee—It was toward the South that these figures pointed most damagingly, and it was from the South also that the voices arose in protest against the whole evil business. In 1904 Edgar Gardner Murphy, of Alabama, with Dr. Felix Adler, William H. Baldwin, and Mrs. Florence Kelley, invited to New York City a number of representative people from all over the country to form an organization whose objective was to be the abolition of child labor. Out of this meeting emerged the National Child Labor Committee, with Dr. Samuel McCune Lindsay as its first executive secretary.

The situation that confronted the Committee as it went about its work was ramified by deep-rooted prejudices, industrial cupidity, and greed. There

¹ The Representative Assembly of the National Education Association at Oakland, California, on July 6, 1923, unanimously adopted a resolution favoring a child labor amendment to the Constitution, authorizing Congress to enact a suitable measure regulating the labor of children.

was almost universal public ignorance with regard to the whole situation. The conditions under which children worked were demoralizing and the earnings gained from their drudgery were meager and stingy. As one industry after another was studied and conditions were shown up, the country began to take account of the wastage caused by child labor. It was an immense advance when in 1907 an attempt was made in Congress to pass the first Federal Child Labor Law, endorsed by Senator Beveridge in the Senate and Mr. Parsons in the House. The measure failed, but its proposals excluding from interstate commerce articles manufactured in factories or produced in mines by children under fourteen set a standard and pointed the way for subsequent legislation seeking to regulate child labor.

Economic fallacy of using children—From 1907 onward a barrage fire of hard facts has been directed against the entrenched interests engaged in the exploitation of children. As the evil effects of child labor upon health, morals, industrial efficiency, and community life as a whole have been proved, groups of children here and there have found themselves enjoying the rightful opportunities of childhood, for it has been demonstrated that in the wake of child labor follow all the powers of darkness—ignorance, disease, vice, crime, and poverty. The scientific method of approach to the problem of child labor has revealed these things most clearly. It has also shown the economic inefficiency of employing children.

After the coal mines discharged their breaker boys, after mills released a few of their burdened children to the joy of normal childhood, there was no appreciable loss noted in the operation of these industries.

But in considering the matter of legislation and the attempts to correct the evils of child labor by these means, it is well to remind ourselves that in 1910 and 1918 the Commission on Uniform Laws of the American Bar Association, in coöperation with the National Child Labor Committee, prepared a draft of the uniform child labor law which was in 1912 recommended by the Bar Association for adoption by the legislatures of all States. This law failed of passage in many of the States, but it had at least the effect of bringing to the mind of the general public the necessity for some Federal standard which would protect the child life of America everywhere, and of serving as a goal toward

which child labor reformers might work.

Within ten years after the establishment of the National Child Labor Committee, thirty-four States and the District of Columbia had fixed fourteen years as an age limit for children in factories, and there had been also a decided increase in the number of occupations in which children could not work below that age. Thirty-two States had prohibited night work under sixteen. Sixteen States had proclaimed eight hours as the limit of the children's working day. There had also been a strengthening of the work permit question, so that the elements of fraud and perjury were eliminated and there was more definite assurance that the child was of legal working age before it received such a permit. Inspection of child labor had been established and made efficient in every State but six, and there were also certain fields of child labor which were untouched in 1904 which ten years later were recognized as harmful and included in child labor laws. New York, for example, forbade tenement homework by children under fourteen, and two States and eight cities in the country recognized the necessity of regulating street trades.

Attempts at Federal regulation—In 1916 the first Federal Child Labor Law was passed. This excluded from interstate commerce any article manufactured in factories where children were employed under fourteen. The law went into effect September 1, 1917 and was declared unconstitutional by Judge Boyd of the Western district of North Carolina in August of 1918. His decision was affirmed by the Supreme Court in 1918 by a vote of five to four.

This defeat spurred on the friends of child labor to secure another Federal law, and in February, 1919, a law was passed placing a ten per cent tax on the net profits of all factories and mines employing children. This law went into effect on April 25, 1919. Judge Boyd, before whom was tried a case seeking to invalidate the act, declared it unconstitutional, as he had previously declared the first Federal law, and his decision was affirmed by the Supreme Court in May, 1922, Justice Clarke dissenting.

Legislative action now centers about the passage of a Constitutional Amendment which would empower Congress to regulate the labor of children. A conference called last year brought together a large and influential group representing organizations which endorsed the Child Labor Amendment.

It was favorably passed upon by the Judiciary Committee of both the House and the Senate, but the last Congress adjourned before bringing the amendment to a vote.

The objections to the passage of a Child Labor Constitutional Amendment are the classic ones with which we are familiar. There is a jealousy of State rights and the assertion that the passage of such an amendment is an invasion of these rights. There is also a strong feeling expressed against tampering with the organic and fundamental law of the country. Both of these objections have certain merits. The friends of child labor are thoroughly appreciative of the feeling which guards the right of every State to manage its internal affairs, but there is something larger and bigger than that in the whole question, and that is the life of the American child. He is a potential citizen of any State in the Union. The wrongs visited upon him in one State may make him a charge upon the good offices of another. He is a citizen of the United States first, and resident of a State secondly. It has often been difficult, too, for the friends of child labor legislation to see why there should be any objection to amending a Constitution which enshrines in its pages the rights and privileges of adult citizenship and yet has no place for the citizens of the future. In other words, it seems that the whole question of Constitutional amendment is bound up somewhat closely with the answer to the question whether the child labor problem is merely a technical or legal question, or whether it is something greater—a question of humanity and governmental decency.

The Nation's ward—And so, the history of child labor legislation, taking its roots as far back as the old English Poor Laws, and coming down through the generations, reaches at last a point where the country is seeing that the child of America is the Nation's ward, that it is the duty of the government under which he lives and whose privileges he shares and to whom he must render service, to recognize him as one able to participate in, to enjoy and to serve the government under which he lives. Child Labor legislation is only a plea for a more efficient, a more competent, a more eager, and a more alert citizenship in the future. It is a brief for National health, and argument for National intelligence, an index to National thrift, and, above all else, it is a religious demand that the child life of the country be conserved.

The Third Representative Assembly

Delegates who attended the Sixty-first annual meeting of the National Education Association in Oakland-San Francisco, June 28-July 6, 1923.

ALABAMA

Bandman, C. G., Birmingham Teachers Association, Woodlawn High School, Birmingham.
Benham, A. S., Alabama Education Association, 1926 Avenue H, Birmingham.
Boyd, Lucile, Alabama Education Association, Sidney Lanier High School, Montgomery.
Davis, Mrs. Mary, Birmingham Teachers Association, Minor School, Birmingham.
Glenn, C. B., Ex-officio (State Director) Superintendent of City Schools, Birmingham.
Green, Kate, Alabama Education Association, Birmingham.
Jones, Eva Mae, Birmingham Teachers Association, North Birmingham School, Birmingham.
Mackenzie, Lois, Alabama Education Association, Birmingham.
Milburn, Nell, Alabama Education Association, Birmingham.
Miller, Grace, Birmingham Teachers Association, Lakeview School, Birmingham.
Neal, Captola, Birmingham Teachers Association, Eneley High School, Birmingham.
Rubenstein, Grace, Alabama Education Association, Birmingham.
Shipman, Otie, Alabama Education Association, Birmingham.
Tiller, W. T., Alabama Education Association, Hartford.
Vaughan, Joseph T., Alabama Education Association, 5501 Second Avenue South, Birmingham.
Wells, Jessie, Alabama Education Association, Birmingham.
Williams, J. D., Birmingham Teachers Association, Woodlawn Central School, Birmingham.

ALASKA

Henderson, Lester D., Ex-officio (Commissioner of Education and State Director), Juneau.

ARIZONA

Bouldin, Emma B., Arizona State Teachers Association, El Freda.
Branigan, John, Arizona Teachers Association, Holbrook.
Brown, Clara S., Mesa-Tempe Education Association, Tempe.
Case, C. O., Ex-officio (State Superintendent of Public Instruction and State Director of Vocational Education), Phoenix.
Jantzen, Daniel, Arizona State Teachers Association, Phoenix.
Jones, A. L., Arizona State Teachers Association, Phoenix.
Loper, John D., Phoenix Teachers Association, Superintendent City Schools, Phoenix.
Martin, S. H., Arizona State Teachers Association, Phoenix.
Matthews, A. J., Arizona State Teachers Association, Tempe.
Rose, C. E., Arizona State Teachers Association, Tucson.
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Bonney, Ethelind M., California Council of Education, 1213 South California Street, Stockton.
Braeseveld, H. D., California Council of Education, Oakland.
Brunton, Delbert, California Council of Education, 1416 Wilson Street, Fresno.

Close Not the Door

AMANDA MATHEWS CHASE

Home Teacher, Amalia Street School, Los Angeles, California

Home teacher am I,
A district my domain.
I walk its length and breadth,
As one can, to help,
As one may, to teach.
Sometimes I weary,
Heart wearies, soul wearies.
Ah, weariness,
Close not the door between my
district and my dream.

Ignorance I meet
And quaint culture,
Gleams amid the sordid,
Salvations and devildries,
Exaltations and miseries.
Sometimes faith goes lame,
Lame and footsore.
Ah, halting faith,
Close not the door between my
district and my dream.

Wonderful it is
To know intimately
Streets and streets of souls
Who fling into my lap
Their sorrows and catastrophes.
Sometimes I fail for lack of love,
Loving's not always easy.
Ah, lazing love,
Close not the door between my
district and my dream.

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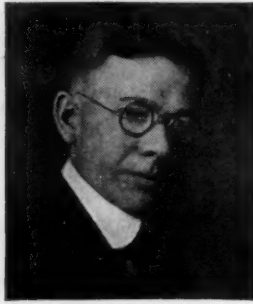
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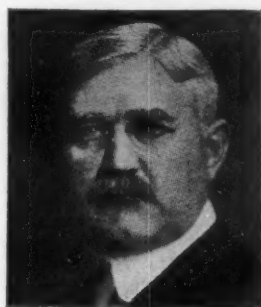
IDAHO

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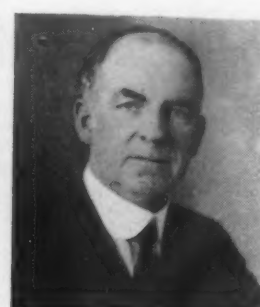
Speakers at Oakland-San Francisco



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Baker, Mrs. May, Indiana State Teachers Association, 1129 Byron Street, Huntington.
 Baptist, Eleanor, Hammond City Teachers Association, 455 Drackert Street, Hammond.
 Burmaster, Rosa, Indiana State Teachers Association, 217 1/2 West Main Street, Muncie.
 Burris, Benjamin J., Ex-officio (State Superintendent of Public Instruction), Indianapolis.
 Fraley, Adda, Indiana State Teachers Association, 813 West Main Street, Crawfordsville.
 Green, Clarence, Indiana State Teachers Association, Superintendent City Schools, Auburn.
 Heironimus, N. O., Indiana State Teachers Association, 335 National Road, Richmond.
 Heubner, Elsa, Indiana State Teachers Association, 2406 North Pennsylvania Street, Indianapolis.
 Ivins, Martha Mrs., Muncie Teachers Federation, 403 East Adams Street, Muncie.
 McCool, Ocie, Hammond City Teachers Association, 1306 Atchison Avenue, Whiting.
 Pentecost, Mrs. Netta, Northern Indiana Teachers Association, 405 East South Street, Winchester.
 Poland, Maynard, Indiana State Teachers Association, 202 East Fifth Street, Bloomington.
 Roach, Margaret, Indiana State Teachers Association, Illinois Street, Monticello.
 Robinson, Lulu J., Indiana State Teachers Association, 11 North Seventh Street, Evansville.
 Rooney, Vera, South Bend Teachers Association, 520 Cushing Street, South Bend.

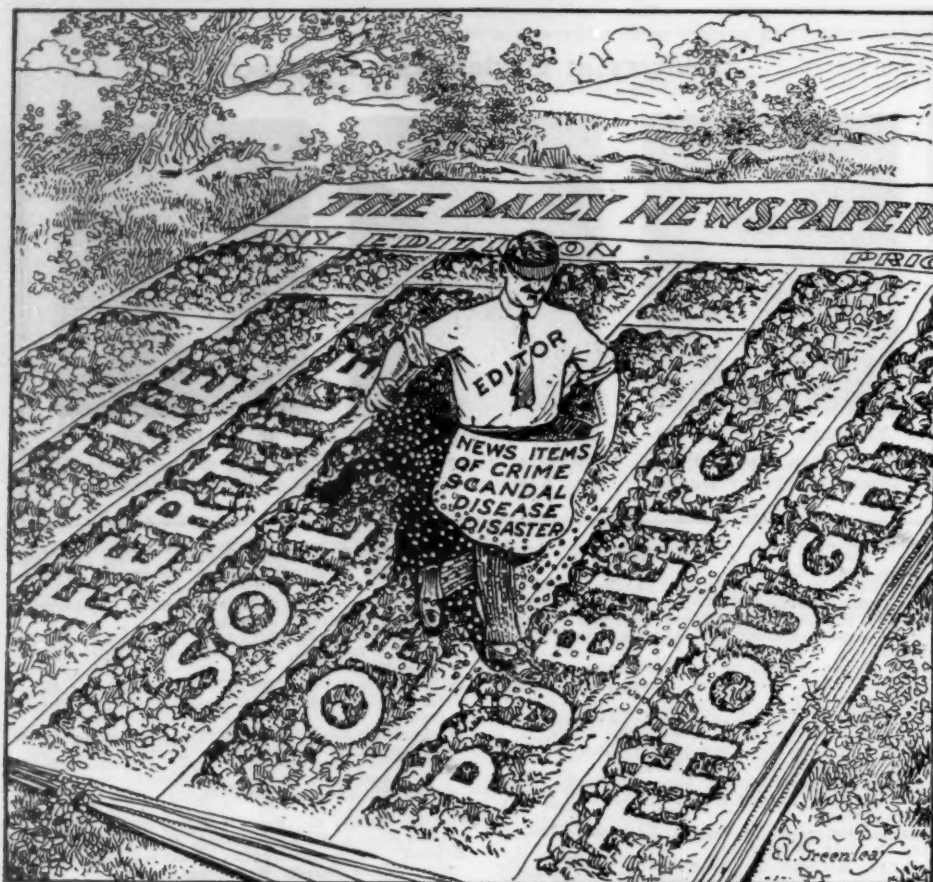
Smith, Henry Lester, Ex-officio (Vice-president and State Director), Indiana University, Bloomington.
 Spohn, A. L., Indiana State Teachers Association, 15 Carroll Street, Hammond.
 Trimble, Atta, Federation of Evansville Public School Teachers, 1103 Upper Sixth Street, Evansville.
 Williams, Nola E., Indiana State Teachers Association, 459 South Nineteenth Street, Terre Haute.
 Williamson, A. B., Indiana State Teachers Association, River Park School, South Bend.

IOWA

Aarvig, Bertha O., Fort Dodge Teachers Federation, Apt. 3, K. C. Building, Fort Dodge.
 Brydolf, Nella, Burlington Teachers Association, 900 White Street, Burlington.
 Carmichael, Mrs. Elizabeth, Iowa State Teachers Association, Butler Apartments, Fort Dodge.
 Carpenter, Jennette, Local Unit of the National Education Association, Cedar Falls.
 Colegrove, C. P., Iowa State Teachers Association, Cedar Falls.
 Daries, Christine, Burlington Teachers Association, 900 White Street, Burlington.
 East, Mary, Clinton Teachers Federation, 539 Tenth Avenue, Clinton.
 Foster, Fannie, Iowa State Teachers Association, Sioux City.
 Foster, Dean, J. E., Iowa State Teachers Association, 119 Central Building, Ames.
 Francis, Mae E., Ex-officio (Superintendent of Public Instruction), Des Moines.
 Galloway, G., Iowa State Teachers Association, Cedar Falls.
 Garrett, C. F., Iowa State Teachers Association, Superintendent of Schools, Fairfield.
 Hoffman, Mrs. A. H., County Superintendents Section, Court House, Des Moines.
 Ivory, Anna, Iowa State Teachers Association, Council Bluffs.
 Jakway, H. F., Iowa State Teachers Association, Superintendent of Schools, Humboldt.
 Kelly, D. M., Iowa State Teachers Association, Superintendent of Schools, Colfax.
 Laird, Adelaide, Des Moines Teachers Federation, 1823 Oakland Avenue, Des Moines.
 Minkel, L. H., Ex-officio (State Director), Superintendent of Schools, Fort Dodge.
 Moore, A. W., Iowa State Teachers Association, Superintendent of Schools, Oelwein.
 Pye, C. F., Iowa State Teachers Association, Secretary I. S. T. A., 407 Youngerman Building, Des Moines.
 Raich, Carrie, Elementary Teachers Club, 1117 Bank Street, Keokuk.
 Roberts, Thomas, Iowa State Teachers Association, Superintendent of Schools, Independence.
 Sheriff, Mrs. A. O., Scott County Teachers Association, 1144 Main Street, Davenport.
 Snyder, Hazel M., Iowa State Teachers Association, Inwood.
 Tye, Charles H., Iowa State Teachers Association, Superintendent, Sioux County Schools, Orange City.
 Weir, Inah, Iowa State Teachers Association, Council Bluffs.
 Weiss, Sadie, Sioux City Teachers Club, 206 Ida Apts., Sioux City.
 Winzer, Paula, Burlington Teachers Association, 327 Garfield Avenue, Burlington.

KANSAS

Edwards, Jeffie, Kansas City, Kansas, Grade Teachers' Club, 1615 North Seventh Street, Kansas City.
 Elliott, Mrs. Virginia, Du Bois Club, 935 Nebraska, Kansas City.



THE SOWER—What Will The Harvest Be? This cartoon, from the *Christian Science Monitor*, is a part of the campaign being waged by the people for higher standards of newspaper making. Do newspapers give the public what they want, or do they determine public taste by the kind of material they print?

Ewing, Lucille, Olathe City Teachers Association, Olathe.
 Ferguson, Kate, The Parsons Teachers Association, 822 South Twenty-second Street, Parsons.
 Gardner, Bula M., Salina City Teachers Association, 1311 South Santa Fe, Salina.
 Irving, Hallie M., Kansas City Grade Teachers' Club, 350 North Seventeenth Street, Kansas City.
 Jardine, W. M., Kansas State Teachers Association, State Agricultural College, Manhattan.
 Marley, Ioa, The Parsons Teachers Association, 1419 Broadway, Parsons.
 McKinley, Bertha, Principals and Supervisors Club, 649 Ann Avenue, Kansas City.
 McKinley, Edna, Kansas City Kansas Grade Teachers' Club, 649 Ann Avenue, Kansas City.
 Miley, J. W., Ex-officio (State Superintendent of Public Instruction), Topeka.
 Pearson, M. E., Ex-officio (State Director), Superintendent of City Schools, Kansas City.
 Rice, Clarence T., Kansas State Teachers Association, 934 Barnett Avenue, Kansas City.
 Roberts, Dorothy, Salina City Teachers' Association, 502 South Eighth Street, Salina.
 Stout, A. J., Kansas State Teachers' Association, Superintendent of City Schools, Topeka.
 Van Cleave, Maude, Kansas City High School Teachers Club, Kansas City.

KENTUCKY

Breckinridge, Elizabeth, Kentucky Educational Association, The Cortland, Louisville.
 Cherry, T. C., Kentucky Educational Association, Bowling Green.
 Collins, Marguerite, Jefferson County Educational Association, 732 South Second Street, Louisville.
 Gross, Carrie R., Louisville Educational Association, 742 South Twenty-second Street, Louisville.
 Kurkamp, Mrs. Alma W., Kentucky Educational Association, Louisville.
 Stewart, Mrs. Cora Wilson, Kentucky Educational Association, Chairman, Illiteracy Commission, Frankfort.
 Wheeler, Mrs. Ann Delker, Owensboro Teachers' Association, 430 Crittenden Street, Owensboro.
 Whitesides, Mrs. H. R., Kentucky Educational Association, 1416 South Fourth Street, Louisville.

Williams, R. E., Ex-officio (State Director), 4518 South Parkway, Louisville.
 Young, Annie M., Louisville Educational Association, 1618 Jaeger Avenue, Louisville.

LOUISIANA

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 Doerr, Loretta, Louisiana Teachers' Association, 1323 North Rampart, New Orleans.
 Griffith, P. H., Louisiana Teachers' Association, Executive Secretary, Baton Rouge.
 Gwinn, J. M., National Conference on Educational Method, Superintendent of City Schools, New Orleans.
 Laborde, C. E., Louisiana Teachers' Association, Marksville.
 Mitchell, B. F., Louisiana Teachers' Association, High School, Welsh.
 Roy, V. L., Louisiana Teachers' Association, Louisiana State Normal School, Natchitoches.

MAINE

Hale, Florence M., Maine Teachers' Association, State House, Augusta.
 Mason, Evelyn M., Kennebec County Teachers' Association, Route 1, Augusta.
 Osborne, Alice, Kennebec County Teachers' Association, Waterville.
 Robinson, Helen, Maine Teachers' Association, Assistant Superintendent of Schools, Portland.
 Thomas, Augustus O., Ex-officio (Commissioner of Education), State House, Augusta.

MARYLAND

Burdick, William, Ex-officio (State Director), 7 East Mulberry Street, Baltimore.
 Burton, Emma E., Maryland State Teachers' Association, Laurel.
 Creasy, Mark, Maryland State Teachers' Association, Chestertown.
 Horn, Maud, Maryland State Teachers' Association, Baltimore.
 McCullough, Alice, Maryland State Teachers' Association, Laurel.
 McCurley, Mary T., Maryland State Teachers' Association, 7 Midvale Road, Roland Park, Baltimore.
 Stotler, Marguerite K., Maryland State Teachers' Association, Baltimore.

MASSACHUSETTS

Alger, Lucia, Somerville Teachers' Club, 163 Summer Street, Somerville.
 Arnold, Melville A., Massachusetts Teachers' Federation, 29 Walnut Street, Everett.
 Arrington, Ruth E., Somerville Teachers' Association, High School, Somerville.
 Baldwin, Wilhelmina, Massachusetts Teachers' Federation, Trinity Court, Boston.
 Callahan, Edith M., Massachusetts Teachers' Federation, Somerville.
 Champion, Eva B., Everett Teachers' Club, 90 Summer Street, Everett.
 Chevalier, Ada E., Brookline Teachers' Club, 4 Greenough Street, Brookline.
 Connell, Isabel L., Massachusetts Teachers' Federation, 290 South Beacon Street, Fall River.
 Connell, Mary S., Massachusetts Teachers' Federation, 290 South Beacon Street, Fall River.
 Crowley, Mrs. Bertha Long, Arlington Teachers' Club, 23 Oakland Avenue, Arlington Heights.
 Doe, Arthur L., Middlesex County Teachers' Association, 27 Spruce Street, Malden.
 Dorr, Lucy, Somerville Teachers' Association, East Junior High, Somerville.
 Gilbert, George H., Jr., Massachusetts Teachers' Federation, 8 Middlesex Street, Wellesley.
 Kaan, Frances W., Somerville Teachers' Club, 133 Central Street, Somerville.
 Kerrigan, Nellie A., Cambridge Teachers' Club, 115 Mount Auburn Street, Cambridge.
 Mathews, Mrs. Phebe E., Massachusetts Teachers' Federation, 159 Morrison Avenue, West Somerville.
 McSkimmon, Mary, Ex-officio (Vice-president and State Director), 20 Clinton Road, Brookline.
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 Munroe, Lena, Massachusetts Teachers' Federation, 211 a Summer Street, Somerville.
 O'Connor, Ellen F., Massachusetts Teachers' Federation, West Roxbury High School, Boston.
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 Sanders, William J., Haverhill Teachers' Association, Incorporated, 80 Chestnut Street, Haverhill.
 Sullivan, Julia E., Boston Teachers' Club, 9 Marion Street, Charlestown.
 Wilson, Eva A., Massachusetts Teachers' Federation, 153 Lowell Street, Somerville.
 Winship, A. E., Massachusetts Teachers' Federation, 6 Beacon Street, Boston.
 Woodbury, Charles H., Melrose Teachers' Club, 39 Linden Road, Melrose.
 Woodbury, Grace I., Melrose Teachers' Club, Melrose.
 Woodward, Annie C., Massachusetts Teachers' Federation, 2 Madison Street, Somerville.

MICHIGAN

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 Benjamin, Edith, Detroit Teachers Association, Detroit.
 Brice, Tillie, Detroit Teachers Association, Detroit.
 Brownson, Charlotte, Michigan State Teachers Association, Detroit.
 Cameron, E. T., Michigan State Teachers Association, 809 Prudden Building, Lansing.
 Chamberlin, Ethel M., Michigan State Teachers Association, 1321 Minerva Road, Ann Arbor.
 Chew, Elizabeth, Adrian Teachers Club, South Main Street, Adrian.
 Coffey, W. L., Ex-officio, (Acting State Director), 421 Westmoreland Avenue, Lansing.
 Donohue, Eileen, Michigan State Teachers Association, 1105 Church Street, Ann Arbor.
 Dobie, Alice M., Sault Ste. Marie Chapter N. E. A., Brown Block, Ashmun Street, Sault Ste. Marie.
 Ensfield, Mary, Michigan State Teachers Association, County School Commissioner, Kalamazoo.
 Fink, Mrs. Jessie M., Grand Rapids Teachers Club, 123 Union Avenue, North East, Grand Rapids.
 Fuller, Ada, Grand Rapids Teachers Club, 428 Lafayette Avenue, North East, Grand Rapids.
 Galatian, Jane Murray, Highland Park Teachers' Club, Highland Park High School, Highland Park.
 Hoffman, Louise, Detroit Teachers Association, Detroit.
 Hoover, Edna, Detroit Teachers' Association, Northwestern High School, Detroit.
 Irion, Theodore W. H., Michigan State Normal College, Ypsilanti.
 Lantz, Elizabeth, Michigan State Teachers Association, Haims Street, Detroit.
 Leisenring, Jennie H., Lansing Teachers' Club, 602 West Ionia, Lansing.
 Leslie, Charlotte T., Michigan State Teachers Association, Prudden Building, Lansing.
 Purmont, Genevieve W., Highland Park Teachers' Club, 520 Hancock Street, Saginaw, W. S.
 Raue, Ethel A., Muskegon Teachers' Club, 68 Third Street, Muskegon.

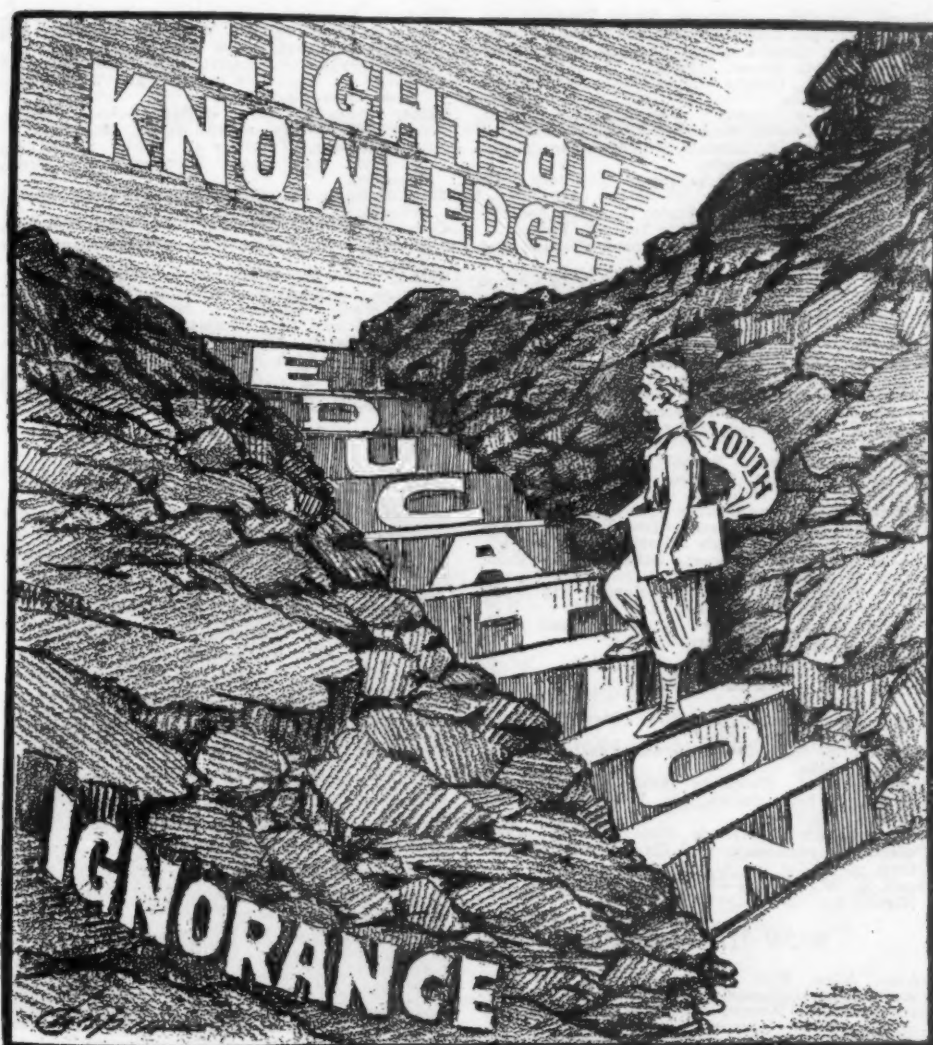
Riggs, Cora M., Grand Rapids Teachers' Club, 25 Rochester Street, South East, Grand Rapids.
 Robinson, Blanche, Michigan State Teachers Association, 536 Elm Street, Ann Arbor.
 Robison, Lillian, Michigan State Teachers Association, 536 Elm Street, Ann Arbor.
 Slaght, Mrs. Elizabeth, Michigan State Teachers Association, 5 Mt. Vernon Avenue, Grand Rapids.
 Spurrier, Mrs. Alicia B., Grand Rapids Teachers' Club, 1201 Lake Drive, South East, Grand Rapids.
 Strahan, Margaret, Michigan State Teachers Association, Lexington School, Grand Rapids.
 Street, Margaret, Detroit Teachers Association, Detroit.
 Tribble, Susanne, Michigan State Teachers Association, 536 Elm Street, Ann Arbor.
 Vredenburg, May, Michigan State Teachers Association, Gillies School, Detroit.
 Walker, Henrietta, Detroit Teachers' Association, Detroit.
 Wilson, Evelyn, Michigan State Teachers Association, Sault Ste. Marie.
 Wood, Margaret, Detroit Teachers' Association, Detroit.

MINNESOTA

Bauman, Helen L., Minneapolis Division of the Minnesota Education Association, 91 Ash Street, Minneapolis.
 Blaisdell, Helen E., Minneapolis Teachers' League, Minneapolis.
 Bracken, John L., Atlantic Gateway Association, Principal, Grant and Munger Schools, Duluth.
 Broecker, Lydia, Minnesota Education Association, Virginia.
 Brown, J. C., Ex-officio (State Director), President, State Teachers' College, St. Cloud.
 Calverley, Belle, Atlantic Gateway Association, Principal, Jefferson School, Duluth.
 Christie, Blanch, Minneapolis Division of the Minnesota Education Association, 1435 West Thirty-first Street, Minneapolis.
 Clancy, A. W., Minnesota Bookmen's Department, 502 Globe Building, Minneapolis.
 Cowen, Mae, Minneapolis Teachers' League, Hotel Waverly, Minneapolis.
 Crawford, Myrtle, Minneapolis Division of the Minnesota Education Association, 618 South East Fifth Street, Minneapolis.
 Doherty, Agnes E., Ex-officio (Vice-president), 2078 Summit Avenue, Saint Paul.
 Fitzpatrick, Lucy, Grade Teachers' Section of Minneapolis Teachers' League, Leamington Hotel, Minneapolis.
 Folsom, Louise M., Grade Teachers' Section of Minneapolis Teachers' League, 3228 Portland Avenue, Minneapolis.
 Haney, Mrs. Elizabeth, Minneapolis Division of the Minnesota Education Association, 5124 Xerxes Avenue, South, Minneapolis.
 King, Margaret, Minnesota Education Association, Whittier School, Saint Paul.
 Knight, Bessie, Minneapolis Division of the Minnesota Education Association, 3232 Oakland Avenue, Minneapolis.
 Lange, Marie R., South West Division, Minnesota Education Association, 229 North Fifth Street, Mankato.
 Lindley, Margaret, Minneapolis Division of the Minnesota Education Association, Hopkins.
 McConnell, J. M., Ex-officio (State Commissioner of Education), Saint Paul.
 Peirce, Mabel, Minnesota Education Association, Teacher Training School, Faribault.
 Shove, Helen B., Minnesota Education Association, 3116 Clinton Avenue, Minneapolis.
 Simon, Clara, Atlantic Gateway Association, Jackson School, Duluth.
 Stapleton, Alice, Minnesota Education Association, Thief River Falls.
 Sterrit, Lillian, Minneapolis Division of Minnesota Education Association, 2309 Girard Avenue, South, Minneapolis.
 Thomas, Mary, Grade Teachers' Section of Minneapolis Teachers' League, 1786 Hennepin Avenue, Minneapolis.
 Tompkins, Nellie E., Minnesota Education Association, Appleton.
 Waite, Mrs. Bessie, Minnesota Education Association, Little Falls.
 Waite, Beatrice M., Grade Teachers' Section of Minneapolis Teachers' League, 1330 Grand Street, Minneapolis.
 White, A. D., Northwest Central Minnesota Education Association, Superintendent of Schools, Frazee.

MISSOURI

Adams, Tillie C., Kansas City Teachers' Association, 3632 Woodland Street, Kansas City.
 Bowers, Helen A., Missouri State Teachers Association, 524 East Fifth Street, Sedalia.
 Dannaker, Mary, Kansas City Teachers' Association, 425 Benton, Kansas City.
 Dillow, Lydia P., Community Teachers' Association of Sedalia, 16th and Arlington, Sedalia.
 Dobbs, Ella V., Missouri State Teachers Association, University of Missouri, Columbia.
 Egan, Mrs. A. H., Elementary School Principals Association of Kansas City, 4111 Warwick, Kansas City.



THE WORLD'S PATH UPWARD—Cartoon from the *San Francisco Examiner*, Thursday, June 28, 1923.

Emerson, Ethel, Kansas City Teachers' Association, 4245 Greenwood Place, Kansas City.
 Gallagher, Winifred, Missouri State Teachers Association, 124 Massachusetts Avenue, Saint Joseph.
 Gilliam, Lucy, Kansas City Teachers' Association, 11 East Fifty-seventh Terrace, Kansas City.
 Goltermann, Alice, Saint Louis District Association of the Missouri State Teachers Association, 6416 Virginia Avenue, Saint Louis.
 Hendricks, E. L., The Community Association of the Central Missouri State Teachers' College, Warrensburg.
 Kirk, John R., Missouri State Teachers Association, 603 High Street, Kirksville.
 Lamkin, Uel W., Ex-officio (Vice-president), care of State Teachers' College, Maryville.
 Lee, Blanche, Missouri State Teachers Association, 2126 South Twelfth Street, Saint Joseph.
 Lee, Charles A., Ex-officio (State Superintendent of Public Schools and Director of Vocational and Rehabilitation Work), Jefferson City.
 Levy, Victor, Kansas City Teachers' Association, 2528 Independence Avenue, Kansas City.
 Longshore, W. T., Missouri State Teachers Association, 520 West Fortieth Street, Kansas City.
 Montgomery, Lydia, Community Teachers' Association of Sedalia, Sixteenth and Arlington, Sedalia.
 Patterson, M. J., Missouri State Teachers Association, Principal, Irving School, Kansas City.
 Riddle, Annie, Saint Joseph Teachers' Association, 217 North Thirteenth, Saint Joseph.
 Smoot, Lucy, Elementary School Principals Association of Kansas City, 4011 Baltimore Avenue, Kansas City.
 Spencer, Katherine, Saint Joseph Teachers' Association, 1015 Faraon Street, Saint Joseph.
 Stark, Margaret, Saint Louis District Association, Missouri State Teachers Association, 3524 Page Avenue, Saint Louis.
 Swayze, Minnie, Kansas City Teachers' Association, 3543 Central, Kansas City.

Taylor, Frances M., Kansas City Teachers' Association, 41 East Fifty-fourth Street, Kansas City.
 Thompson, Anna M., Kansas City Teachers' Association, Haddon Hall, Kansas City.
 Walker, Thomas J., Ex-officio (State Director), 7 Academy Hall, Columbia.
 Walley, Ethel, Kansas City Teachers' Association, 2617 Park Street, Kansas City.
 White, Elizabeth L., Missouri State Teachers Association, State Department of Education, Jefferson City.
 White, Elmer H., Central Missouri District Teachers' Association, Lexington.
 White, Grace D., Council of Negro Teachers, Kansas City.
 Williams, C. H., Missouri State Teachers Association, University of Missouri, Columbia.

MONTANA

Douglas, A. H., Montana State Teachers Association, Superintendent of Schools, Butte.
 Haines, Martha, Montana State Teachers Association, Glasgow.
 Hamilton, J. M., Ex-officio (State Director), Dean, State College of Agriculture, Bozeman.
 Johnson, Clara, Montana State Teachers Association, Public Schools, Hardin.
 Logan, S. R., Montana State Teachers Association, Hardin.
 Shoup, Mittie L., Montana State Teachers Association, Missoula.

NEBRASKA

Adams, Jennie, Nebraska Women's Educational Club, 931 D Street, Lincoln.
 Carns, R. L., Nebraska State Teachers Association, Omaha.
 Cleland, Margaret, Lincoln Teachers Association, 529 South Fourteenth Street, Lincoln.
 Davis, Celia, Lincoln Teachers' Association, Lincoln.
 Donohoe, Margaret, Omaha School Forum, 611 North Fortieth Street, Omaha.

Duras, Josephine, Nebraska State Teachers Association, 504 South Twenty-fifth Street, Omaha.
 Jones, Eva, Omaha School Forum, 4320 North Thirty-eighth Street, Omaha.
 Gepson, E. D., Omaha School Forum, 4236 Grant Street, Omaha.
 Glenn, Ray F., Lincoln Teachers' Association, 413 East Twelfth Street, University Place.
 Hoagland, Sue Q., Lincoln Teachers Association, 1920 E Street, Lincoln.
 Hosman, E. M., Ex-officio (State Director), Lincoln.
 Leffer, M. C., Nebraska State Teachers Association, Superintendent of City Schools, Lincoln.
 Long, Mrs. Eileen, Omaha School Forum, 306 Colfax Apt., Omaha.
 Mackin, Clare, Omaha School Forum, 3849 Charles Street, Omaha.
 Martin, George E., National Education Association Unit Nebraska State Teachers College, Kearney.
 McCrystal, Mrs. Sadie, Lincoln Teachers' Association, 609 South Fourteenth Street, Lincoln.
 Pyrtle, E. Ruth, Nebraska State Teachers Association, 609 South Fourteenth Street, Lincoln.
 Morse, C. K., Nebraska State Teachers Association, Curtis.
 Reed, Marion, Omaha School Forum, 2920 North Eighteenth Street, Omaha.
 Searson, J. W., Nebraska Schoolmasters' Club, State University, Lincoln.
 Thompson, S. E., Nebraska State Teachers Association, Technical High School, Omaha.
 Towne, George L., Nebraska Schoolmasters' Club, 1126 O Street, Lincoln.
 White, Hattie, Omaha School Forum, 815 South Thirty-fourth Street, Omaha.
 Yost, Ethel M., Nebraska State Teachers Association, 144 Drake Court, Omaha.

NEVADA

Booth, Mrs. Libby C., Ex-officio (State Director), 421 Sier a Street, Reno.
 Franklin, E. E., Nevada State Teachers Association, Elko.
 Hunting, W. J., Ex-officio (State Superintendent of Public Instruction), 702 West Musser St., Carson City.
 McKeown, E. L., Nevada State Teachers Association, Superintendent of City Schools, Carson City.
 Smith, C. W., Nevada State Teachers Association, Ely.

NEW HAMPSHIRE

Bailey, Alice, New Hampshire State Teachers' Association, Lebanon.
 Butterfield, W. Ernest, Ex-officio (Commissioner of Education), Concord.
 Dole, Catherine A., New Hampshire State Teachers Association, Normal School, Keene.
 Flynn, Mildred M., Strafford County Teachers' Association, Dover.
 Mason, Wallace E., New Hampshire State Teachers Association, Normal School, Keene.
 Moulton, Mary, The Teachers' Guild, 265 Milford Street, Manchester.

NEW JERSEY

Blackburn, Iola M., New Jersey State Teachers Association, Hackensack.
 Delany, G. Edmund, Kearny Branch of the National Education Association, 82 Beaumont Place, Newark.
 Dyke, Charles B., New Jersey State Teachers Association, Millburn High School, Short Hills.
 Outwin, Harriett J., Paterson Teachers' Association, 409 Knickerbocker Avenue, Paterson.
 Peterson, Ruth B., Hackensack Teachers' Association, 60 Clinton Place, Hackensack.
 Plumb, Ethel, Montclair, New Jersey Public School Teachers' Association (Exchange Teachers), 1546 Alice Street, Oakland, California.
 Watson, Lelia, Plainfield Teachers' Club, Plainfield.

NEW MEXICO

Eckles, Mary H., New Mexico Education Association, Silver City.
 Eckles, Isabel, Ex-officio (State Superintendent of Public Instruction), Santa Fe.
 Forden, Fannie, Roswell Branch of the National Education Association, Roswell.
 Herron, Ellen, Roswell Branch of the National Education Association, Roswell.
 Sexton, Mrs. Lena B., New Mexico Education Association, Las Cruces.
 Thomas, Mrs. A. E., New Mexico Education Association, Alamogordo.

NEW YORK

American, Sarah, Association of Public School 160, 502 West One hundred and forty-eighth Street, New York City.
 Beygrae, Frederick R., New York City High-school Teachers' Association, New York City.
 Blake, Katherine D., Association of Public Schools 6, 53, and 190, Manhattan, 86th Street, Madison Avenue, New York City.

Blodgett, Elizabeth, Association of Public Schools, 28, 144, and 129, 503 West One hundred and twenty-first Street, New York City.
 Doyd, Martha J., Association of Districts 17-18 Bronx, 414 West One hundred and Twenty-first Street, New York City.
 Briner, Edna M., Lew Wallace School Branch, 1087 East Thirty-seventh Street, Brooklyn.
 Briner, George, Teachers of Public School 64, Brooklyn, 1087 East Thirty-seventh Street, Brooklyn.
 Cort, Ambrose, Ex-officio (State Director), Public School 73, Brooklyn.
 Crandall, Ernest L., New York State Teachers Association, 257 East Sixty-seventh Street, New York City.
 Cullen, James A., Mount Vernon Teachers' Association, 121 West Fourth Street, Mount Vernon.
 Dacie, Marie, William J. Morrison Association Public School 186, Manhattan, New York City.
 Delcamp, Sarah, Mount Vernon Teachers Association, 111 Arch Avenue, Mount Vernon.
 Elliott, Lillian M., Affiliated Group of Evening High-school Teachers, 201 West One hundred and Twentieth Street, New York City.



THIS statue of Edward Austin Sheldon graces the campus of the Oswego State Normal School, which he founded. It was erected by the school children of the State of New York in the capitol at Albany in 1900 and from there moved to its present site in 1922, with ceremonies fitting the memory of a man who for almost fifty years gave his best to school children.

Ettinger, William L., New York State Teachers Association, Superintendent of City Schools, New York City.
 Flood, Helen, Association of Public School 55, Bronx, 954 Grant Avenue, New York City.
 Gallup, Jackson, Rochester Teachers' Association, Brighton Station, Rochester.
 Gaston, Mary, Riverside Association of Public School 90, 452 West One hundred and forty-ninth Street, New York City.
 Gillette, Grace, New York State Teachers Association, New York State College for Teachers, Albany.
 Harris, John F., Public School 44, Throop and Putnam Avenue, Brooklyn.
 Hickox, Laura C., Washington Irving High School, 40 Irving Place, New York City.
 Hoyt, Mrs. Henrietta, Association of Public Schools 2, 42, and 62, Manhattan, New York City.
 Jones, Olive M., Ex-officio (Vice-president), Park Avenue Hotel, Park Avenue and Thirty-third Street, New York City.
 Le Gallez, Mary, Association of the Walton Junior-Senior High School, New York City.
 Lemon, E. Corinne, Binghamton Teachers' Association, 10 Sturges Street, Binghamton.
 Peixotto, Bridget Caulfield, Teachers Association of the Borough of Queens, Public School No. 96-45, Rockaway Road and One hundred and thirty-first Street, South Ozone Park, New York City.

Prestopino, Christopher, Association of Public Schools 54 and 184, Manhattan, 334 East One hundred and Sixth Street, New York City.
 Ralbe, Rosa, Rockway Beach Branch National Education Association, 238 Beach One hundred and Nineteenth Street, Rockaway Park, New York City.
 Reid, Margaret J., The Ungraded Class Teachers' Association, 674 Saint Marks Avenue, Brooklyn.
 Rosanoff, Lillian, Commercial High School, National Education Association, Brooklyn.
 Sandkamp, Ruth, New Rochelle Teachers Club, Pepperday Hotel, New Rochelle.
 Searing, Beulah, Association of Public Schools 171 and 108, Principal, Public School 171, Brooklyn.
 Stinson, Lena B., Mount Vernon Teachers Association, 130 Washington Street, Mount Vernon.
 Strayer, George D., Ex-officio (Life Director), Columbia University, New York City.
 Swartz, Mabel R., Brooklyn Heads of Department Association Branch of the National Education Association, 229 Bergen Street, Brooklyn.
 Wilson, Martha, Association of Public School 96, Manhattan, 515 West Thirty-seventh Street, New York City.
 Wood, Thomas D., New York State Teachers Association, Columbia University, New York City.

NORTH CAROLINA

Akers, A. E., State Education Association, Roanoke Rapids.
 Chaplin, Eunice, Durham City Teachers' Association, Durham.
 Fitzgerald, R. G., State Education Association, Greenville.
 McKinney, Birdie, State Education Association, Greenville.
 Wright, Robert H., Ex-officio (Vice-president and State Director), President, East Carolina Teachers' College, Greenville.

NORTH DAKOTA

Berg, A. C., Ex-officio (State Director), Inspector, State Rural Schools, Towner.
 Fox, Shirley, North Dakota Education Association, Bismarck.
 Hoag, Gertrude, North Dakota Education Association, 328 de Lendrecie Block, Fargo.
 McCurdy, M. E., North Dakota Education Association, Washburn.
 Nielson, Minnie J., Ex-officio (State Superintendent of Public Instruction and Vice-president), Bismarck.
 Walker, Mrs. Sadie A., North Dakota Education Association, 328 de Lendrecie Block, Fargo.

OHIO

Bliss, W. B., Ohio State Teachers Association, State Department of Education, Columbus.
 Bond, Maude A., Ohio State Teachers Association, County Normal Director, Painesville.
 Brady, Ida B., Ohio State Teachers Association, Public Schools, Oberlin.
 Brake, Sadie, The Findlay Teachers' Affiliated with the National Education Association, 116 Howard Street, Findlay.
 Bruce, Mrs. Jeannette Hall, Ohio State Teachers Association, 1981 Indianola Avenue, Columbus.
 Case, Mary E., Cuyahoga County Teachers Institute, Rocky River.
 Cleverdon, Elsie L., Cuyahoga County Teachers' Institute, Old Court House, Room 200, Cleveland.
 De Mar, Lucy J., Ohio State Teachers Association, Clifton School, Cincinnati.
 Earley, Nellie, Ohio State Teachers Association, 747 South Seneca Street, Alliance.
 Eckels, Jean C., Youngstown Educational Association, Youngstown.
 Caston, Alice, Elyria Teachers' Club, 209 Blaine Street, Elyria.
 Grothaus, Charles, Logan County Teachers' Association, Bellecenter.
 Hall, E. E., Ohio State Teachers Association, County Superintendent of Schools, Bowling Green.
 Hazel, Harry R., Ohio State Teachers Association, 871 Parkwood Drive, Cleveland.
 John, Louise, Ohio State Teachers Association, 237 North Atwood Street, Galion.
 Johnston, Pliny A., Ohio State Teachers Association, County Superintendent of Schools, Cincinnati.
 Jones, A. O., Cincinnati Principals Association, Woodward High School, Cincinnati.
 Kean, Lura B., Ohio State Teachers Association, Principal, High School, Wooster.
 Keller, Chloe E., Lorain Teachers' Club, 707 Hamilton Avenue, Lorain.
 Leeper, Maude, Ohio State Teachers Association, Mingo Junction.
 Lindsay, Jane, Loraine Teachers Club, 1752 East Erie Avenue, Lorain.
 McElroy, M. R., Cincinnati Schoolmasters Club, Madisonville, Cincinnati.
 Moore, C. T., Columbus Teachers' Federation, 505 Linwood Avenue, Columbus.
 Peterson, Anna Lockwood, Cincinnati Teachers' Association, 18 Haddon Hall, Cincinnati.

Reed, Carroll R., Ex-officio (Acting State Director), Superintendent of Schools, Akron.
 Scott, Belle Torrey, Ohio State Teachers Association, Brentwood Avenue, Bexley.
 Sexauer, Sue, Ohio State Teachers Association, Public Schools, Bucyrus.
 Stutz, W. O., Ohio State Teachers Association, 21 West Babbitt Street, Dayton.
 Summers, Margaret, Ohio State Teachers Association, County Normal Director, Elyria.
 Thomas, M. Ann, Ohio State Teachers Association, Monroe School, Youngstown.
 Turner, H. B., Ohio State Teachers Association, Superintendent of Schools, Warren.
 Wallace, Margaret H., Bellefontaine Teachers' Association, Corner Chillicothe and Madriver Streets, Bellefontaine.
 Warren, F. H., Ohio State Teachers Association, Superintendent of Schools, Fostoria.
 Whitworth, Ethel, Cleveland Heights Teachers' Association, 1287 Carlyon Road, East Cleveland.

OKLAHOMA

Bowman, R. C., Okmulgee Education Association, High School, Okmulgee.
 Trumer, H. B., Okmulgee Education Association, Superintendent of Schools, Okmulgee.
 Floyd, M. R., Oklahoma Education Association, Oklahoma City.
 Gray, Alice E., McCurtain County Teachers' Association, Idabel.
 Gray, L. N., McCurtain County Teachers' Association, Idabel.
 Kimble, Clara, Tulsa Teachers' Club, 325 Duluth, Tulsa.
 McLead, John A., Oklahoma Education Association, Tulsa.
 Nash, M. A., Ex-officio (State Superintendent of Public Instruction), Oklahoma City.
 Parsons, A. C., Oklahoma Education Association, Superintendent of Schools, Oklahoma City.

OREGON

Allen, Mary, Portland Grade Teachers' Association, 331 Chamber of Commerce Building, Portland.
 Beckett, Nellie, Portland Grade Teachers' Association, Incorporated, 160 East Twentieth Street, Portland.
 Bexell, J. A., Oregon State Agricultural College, Corvallis.
 Bishop, Belle, Oregon State Teachers Association, Gladstone.
 Bowman, J. Carl, Oregon State Teachers Association, Lakeview.
 Browne, Edwin C., Oregon State Teachers Association, Roseburg.
 Chamberlain, Myrtle, Portland Grade Teachers' Association, Incorporated, 189 East Thirty-sixth Street, Portland.
 Chandler, Helen, Portland Grade Teachers' Association, Incorporated, 331 Chamber of Commerce Building, Portland.
 Churchill, J. A., Ex-officio (State Superintendent of Public Instruction), Salem.
 Ferguson, C. E., Portland Principals' Association, 829 East Seventy-seventh Street, North, Portland.
 Hamm, M. S., Oregon State Teachers Association, Roseburg.
 Hammond, Vida, Oregon State Teachers Association, Portland.
 Howard, C. A., Oregon State Teachers Association, Marshfield.
 Hug, George W., Oregon State Teachers Association, Salem.
 Inlow, H. E., Oregon State Teachers Association, Pendleton.
 Myers, Frances, Oregon State Teachers Association, Portland.
 Neave, Elsie, Oregon State Teachers Association, Grants Pass.
 Scott, C. E., Portland High School Teachers' Association, Jefferson High School, Portland.
 Spooner, Julia A., Portland Grade Teachers' Association, Incorporated, Box 188, Route 3, Lents.
 Strange, A. C., Clatsop County Division Oregon State Teachers Association, Astoria.
 Tatro, B. E., Oregon State Teachers Association, The Dalles.
 Thompson, Ella, Portland Grade Teachers' Association, 331 Chamber of Commerce Building, Portland.
 White, Mella, Portland Grade Teachers' Association, Incorporated, 331 Chamber of Commerce Building, Portland.
 Whitney, E. H., Ex-officio (State Director), Assistant Superintendent of City Schools, East Sixth and Clockamas, Portland.

PENNSYLVANIA

Althouse, Laura M., Pennsylvania State Education Association, Reading.
 Atwell, Floyd, Pennsylvania State Education Association, Beaver Falls.
 Burket, H. Sophia, Altoona Teachers' Association, Altoona.
 Dennis, L. H., Pennsylvania State Education Association, Department of Public Instruction, Harrisburg.

Ewing, Margaret, Juniata Teachers' Association, Juniata.
 Evans, Jessie, Philadelphia Teachers' Association, William Penn High School, Philadelphia.
 Fay, Clara P., Altoona Teachers' Association, Altoona.
 Finegan, Thomas E., Ex-officio (Superintendent of Public Instruction), Harrisburg.
 Francis, Thomas, Pennsylvania State Education Association, 325 Prescott Avenue, Scranton.
 Holme, Florence C., Philadelphia Teachers' Association, A Henry School, Philadelphia.
 Holme, Richard M., Philadelphia Teachers' Association, Frankford High School, Philadelphia.
 Kelley, James Herbert, Ex-officio, (State Director), Harrisburg.
 Knowles, Elizabeth S., Philadelphia Teachers' Association, Drexel School, Philadelphia.
 Lentz, Anna B., Teaching Staff, Pittsburgh Public Schools, 4 University Avenue, Pittsburgh.
 Mason, Miss M. L., Pennsylvania State Education Association, Scranton.
 McInerney, Annetta M., Pennsylvania State Education Association, 218 West Pine Street, Mahanoy City.
 McMichael, Mrs. Madge S., Pennsylvania State Education Association, Butler.

McNess, Rose E., Pennsylvania State Education Association, Butler.
 Rosenberger, Ida E., Pennsylvania State Education Association, Reading.
 Sheppard, Harriet W., Pennsylvania State Education Association, Philadelphia.
 Smith, Andrew Thomas, Pennsylvania State Education Association, West Chester.
 Solis-Cohen, Bertha F., Philadelphia Teachers' Association, Baugh School, Philadelphia.
 Stoops, R. O., Pennsylvania State Education Association, York.
 Swain, Joseph, Ex-officio (Life Director), Swarthmore College, Swarthmore.
 Thomas, Emma L. G., Philadelphia Teachers' Association, Spring Garden and Seventeenth Streets, Philadelphia.
 Tussey, Lillian, Altoona Teachers' Association, Altoona.
 Washburn, Gladys, Faculty Club of Indiana State Normal School of Pennsylvania, State Normal School, Indiana.
 Williamson, Ruth, Pennsylvania State Education Association, Clearfield.
 Woerner, Belle, Juniata Borough Teachers' Association, Principal, Noble Building, Juniata.

Life Memberships for Prizes

\$1000 for Members of National Education Association

Through the leadership of Mrs. Edith McClure Patterson, of Dayton, Ohio, provision has been made for prizes for the best essays on *Teaching the Use of the Budget*. Mrs. Patterson is budget specialist of the General Federation of Women's Clubs and is well known for her work in the thrift movement. Mr. Frederick D. Patterson, of cash-register fame, has provided the money for the prizes. The rules are as follows:

Subject: Teaching the use of the Budget.

Length: Not to exceed one thousand words.

Eligible: All active members of the National Education Association.

Closing Date: Not later than January 1, 1924.

Award: One life membership in the National Education Association for each of the ten geographic divisions in the United States.¹

Preparation: Essays must be written on one side of the paper only. They may be typewritten or prepared with pen and ink, and should contain no marks of identification.

Submission of Essays: Each contestant should mail his essay to Thrift Education Contest, United States Bureau of Education, Washington, D. C., under postmark not later than January 1, 1924. A letter should accompany each essay telling the name of the writer and giving his position and address. Each manuscript will be assigned a number, then turned over to the judges.

Judging: The manuscripts will be judged by persons appointed by the United States Bureau of Education, Washington, D. C.

Other Information: Each life membership in the National Education Association is valued at one hundred dollars and entitles the holder to receive during life THE JOURNAL of the Association, the annual Volume of Proceedings, and all other regular publications.

¹ The ten geographic divisions of the United States as used by the Census Bureau are as follows:

(1) *New England*, including the States of Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, and Connecticut; (2) *Middle Atlantic*, including the States of New York, New Jersey, and Pennsylvania; (3) *East North Central*, including the States of Ohio, Indiana, Illinois, Michigan, and Wisconsin; (4) *West North Central*, including the States of Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas; (5) *South Atlantic*, including the States of Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, and Florida; (6) *East South Central*, including the States of Kentucky, Tennessee, Alabama, and Mississippi; (7) *West South Central*, including the States of Arkansas, Louisiana, Oklahoma, and Texas; (8) *Mountain*, including the States of Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, and Nevada; (9) *Pacific*, including the States of Washington, Oregon, and California; (10) *Territories*, including Alaska, Hawaii, Philippine Islands, Porto Rico, and Canal Zone.

RHODE ISLAND

Hoxie, Dorothea M., Rhode Island Institute of Instruction, Phenix.

SOUTH CAROLINA

Burta, R. C., South Carolina State Teachers' Association, Rock Hill.

SOUTH DAKOTA

Baker, Grace H., Aberdeen Teachers Association, Bowdle.
Foght, Harold W., Ex-officio (State Director), Northern Normal and Industrial School, Aberdeen.
King, C. T., South Dakota Education Association, Pierre.
Lynch, Ross, Spink County Teachers Association, Athol.
Shaw, Fred L., Ex-officio (State Superintendent of Public Instruction), Pierre.
Thorne, Agnes, South Dakota Education Association, Canton.
Walder, Emily, South Dakota Education Association, Thomas.

TENNESSEE

Batte, Ruby, Tennessee State Association of Teachers, Memphis.
Briggs, Cathleena, Tennessee State Association of Teachers, Memphis.
Cooney, Mrs. A. E., Tennessee State Association of Teachers, Memphis.
Falls, Ruth, The Shelby County Teachers Association, Court House, Memphis.
Fisher, Rana, Tennessee State Association of Teachers, Memphis.
Fletcher, Pattie, Tennessee State Association of Teachers, Memphis.
Fletcher, Sarah, The Shelby County Teachers' Association, Court House, Memphis.
Galloway, Martha, Tennessee State Association of Teachers, Memphis.
Gentry, Supt. S. W., Tennessee State Association of Teachers, Kingsport.
Horne, Rubye, Tennessee State Association of Teachers, Nashville.
Huff, Annie Laurie, Giles County Teachers' Association, Pulaski.
Olson, Grace, The Shelby County Teachers' Association, Court House, Memphis.
Smith, S. L., Ex-officio (State Director), Commercial Club Building, Nashville.

TEXAS

Alford, Gene, Dallas Grade Teachers' Council, 302 North Columbus Street, Marshall.
Baskin, Mildred, Principals' Association, San Antonio.
Burke, Margaret E., Elementary School Principals' Association, San Antonio.
Cousins, R. B., Houston Grade Teachers' Association, Houston.
Foster, Frances, Houston Teachers' Association, Houston.
Gorbitt, Catherine, Ex-officio (State Director), The Wright, El Paso.
Hunnicut, Mrs. H. P., Texas State Teachers' Association, 1108 Guadalupe Street, Austin.
Marrs, S. M. N., Ex-officio (State Superintendent of Public Instruction), Austin.
Moran, Mary, Waco Grade Teachers' Council, Waco.
McNeill, Flora, Elementary School Principals' Association, San Antonio.
Moore, M. E., Jefferson County Educational Association, Beaumont.
Payne, Mrs. Eunice, The El Paso Teachers' Association, 211 West Rio Grande Street, El Paso.
Sandell, Mary, Jefferson County Educational Association, Beaumont.
Spence, Agnes, Dallas Grade Teachers' Council, 4214 Live Oak Street, Dallas.
Ward, Mrs. Nora, The El Paso Teachers' Association, 3516 Clifton Street, El Paso.

UTAH

Brockbank, Taylor P., Granite Teachers' Association, Rural Delivery No. 4, Murray.
Burton, H. C., Davis County Teachers' Association, Bountiful.
Child, G. N., Utah Educational Association, City and County Building, Salt Lake City.
Fitzgerald, Elizabeth, Utah Educational Association, 134 First Avenue, Salt Lake City.
Fitzsimmons, Ida, Utah Educational Association, Primary Supervisor, Ogden.
Hamilton, Norman, Logan City Teachers' Association, 78 East Second, North, Logan.
Harris, F. S., Utah Educational Association, Brigham Young University, Provo.
Harroun, Jessie, Utah Educational Association, University of Utah, Extension Division, Salt Lake City.
Huntsman, Alonzo, Utah Educational Association, Superintendent of City Schools, Fillmore.
Jensen, C. N., Ex-officio (State Superintendent of Public Instruction), Salt Lake City.
Nuttall, John L., Ex-officio (State Director), Brigham Young University, Provo.

Pendleton, Della, Utah Educational Association, 473 East Third South, Salt Lake City.
Peterson, Henry, Logan City Teachers' Association, 102 Preston Avenue, Logan.
Peterson, Matilda, Utah Educational Association, State Capitol, Salt Lake City.
Qualtrough, Frances, Salt Lake Teachers' Association, 305 South Seventh East, Salt Lake City.
Reid, E. T., Utah Educational Association, Superintendent of Schools, Manti.
Stevens, Hazel B., Utah Educational Association, 633 South Eighth Street, Salt Lake City.

VERMONT

Woodruff, Caroline S., Vermont State Teachers Association, Castleton.

VIRGINIA

Adair, Cornelia S., Ex-officio (Treasurer of the National Education Association), 1719 Grove Avenue, Richmond.
Chrisman, Lucie, Richmond League of Teachers' Association, Richmond.
Holt, Lucy Mason, Virginia State Teachers Association, Williamsburg.
Tritt, Virginia L., Norfolk Teachers' Association, Norfolk.
Walke, Caroline, Richmond League of Teachers Association, Richmond.
Winston, Elizabeth, Richmond League of Teachers' Association, Richmond.

WASHINGTON

Baisden, Leo, Washington Education Association, Principal, High School, Everett.
Bean, Mrs. Minnie, Washington Education Association, County Superintendent of Schools, Tacoma.
Breckner, Elmer L., Washington Education Association, Superintendent of City Schools, Olympia.
Brown, Alberta L., Associated Teachers of the City of Walla Walla, 39 Garden City Heights, Walla Walla.
Carroll, Ethel M., Spokane Grade Teachers Association, Wameus Hotel, Spokane.
Claussen, Christine, Spokane Education Association, Garry Apartments, Spokane.
Culver, Ida, Seattle Grade Teachers' Club, Malden Apartments, Seattle.
De Camp, Stella, Spokane Grade Teachers Association, Stevens School, Spokane.
Dellinger, Mary, Everett Grade Teachers' Club, 2312 Wetmore Avenue, Everett.
French, Mildred P., Spokane Education Association, Kempis Apartments, Spokane.
French, Mrs. Jennie M., Ex-officio (State Director), Point Defiance School, Tacoma.
Gist, Arthur S., Seattle Principals' Association, B. F. Day School, Seattle.
Grant, Charlotte, Everett Grade Teachers' Club, 2613 Rockefeller Street, Everett.
Herren, Dora S., Seattle Grade Teachers' Club, 6519 Sunnyside Avenue, Seattle.
Hong, N. J., Washington Education Association, 707 Lowman Building, Seattle.
Jahnke, Clara, Spokane Grade Teachers' Association, Irving School, Spokane.
Johnson, Elizabeth, Hoquiam Teachers' Association, Hoquiam.
Kalbus, Helen, Washington Education Association, Chehalis.
McNamara, E. J., Washington Education Association, North Bend.
MacDonald, Sarah, Tacoma Grade Teachers Association, Tacoma.
Macy, Alice, Washington Education Association, 2427 Stevens Street, Spokane.
Marsh, Arthur L., Washington Education Association, 707 Lowman Building, Seattle.
Meddins, Beatrice S., Tacoma High School Teachers' Association, 1505 North Sixth Street, Tacoma.
Meighan, Z. May, Washington Education Association, Seattle.
Miller, Dr. Irving E., Washington Education Association, State Normal School, Bellingham.
Most, Ida D., Spokane Education Association, 607 Cleveland Avenue, Spokane.
Parker, Isabelle, Spokane Grade Teachers' Association, 210 Adams, Spokane.
Potter, Charles, Seattle Principals' Association, Seattle.
Preston, Josephine Corliss, Ex-officio (State Superintendent of Public Instruction), Olympia.
Quinn, Elizabeth, Seattle Grade Teachers' Club, 2202 Twenty-eighth West, Seattle.
Rathbun, Louise, Seattle Grade Teachers' Club, 1427 East Pike, Seattle.
Smith, Kirby J., Washington Education Association, Adna.
Smith, Winifred E., Tacoma Grade Teachers' Association, 902 South Ainsworth, Tacoma.
Soules, Jean, Spokane Grade Teachers' Association, Benson Apartments, Spokane.
Stanley, G. A., Tacoma Principals' Association, 512 North Tacoma Ave., Tacoma.
Sterrett, Nellie, Washington Education Association, 1427 East Pike, Seattle.
Stoy, Annie E., Seattle Grade Teachers' Club, 3 Howe Street, Seattle.
Swenson, L. O., Washington Education Association, Superintendent of Schools, Omak.

Taylor, Edith, Tacoma Grade Teachers' Association, Horace Mann School, Tacoma.
Wiedman, D. E., Bellingham Grade Teachers League, Bellingham.
Wilson, Mabel V., Seattle Grade Teachers' Club, 2224 First Avenue West, Seattle.
Woodward, Elean, Washington Education Association, State Normal School, Bellingham.

WEST VIRGINIA

Callahan, J. M., West Virginia State Education Association, West Virginia University, Morgantown.
Gibson, Bess, West Virginia State Education Association, Huntington.
Hickman, J. H., West Virginia State Education Association, Assistant State Superintendent of Schools, Charleston.
Marshall, T. Marcellus, Ex-officio (Life Director), Stouts Mill.
Randall, Boyd, West Virginia State Education Association, Salem.
Rosier, Joseph, West Virginia State Education Association, Fairmont Normal, Fairmont.
Rowe, Grace I., Bluefield Teachers' Association, Bluefield.
Shinn, Isola, West Virginia State Education Association, 23 Walnut Lane, Clarksburg.
Torbet, Elizabeth A., Bluefield Teachers' Association, Bluefield.

WISCONSIN

Alder, Louise M., Milwaukee Normal School Faculty, Normal School, Milwaukee.
Bunker, Norma E., Wisconsin Teachers Association, 203 Juneau Avenue, Milwaukee.
Chadwick, Cora M., The Teachers' Council of Racine, 1709 Park Avenue, Racine.
Doudna, E. G., Wisconsin Teachers Association, 611 Beaver Building, Madison.
Gardner, Ethel M., Milwaukee Teachers' Association, 356 Sixteenth Avenue, Milwaukee.
Hood, Edna, Wisconsin Branch, Administrative Women in Education, 1715 Park Avenue, Racine.
Hood, Elizabeth, The Teachers' Council of Racine, 1715 Park Avenue, Racine.
Johnson, Lillia, Wisconsin Teachers Association, Eau Claire.
Keller, Marcella, Western Wisconsin Teachers Association, 509 North Ninth Street, La Crosse.
Lillie, Myrtle, Central Wisconsin Teachers' Association, Wausau.
Lyon, H. W., Kenosha Teachers' Club, McKinley School, Kenosha.
Manthey, Clara T., Wisconsin Teachers Association, 1101 Island Avenue, Milwaukee.
Menzel, Flora, Wisconsin Teachers Association, Milwaukee.
Pearse, Carroll G., Ex-officio (Life Director), 455 Kenwood Boulevard, Milwaukee.
Potter, Milton C., Wisconsin Teachers Association, Superintendent of City Schools, Milwaukee.
Rehnstrand, Vera C., Wisconsin Teachers Association, Superior.
Schussman, Leo G., Northeast Wisconsin Teachers' Association, Kaukauna.
Schoenlaub, Helen, Fond du Lac Teachers' Club, Fond du Lac.
Sims, J. F., Ex-officio (State Director), President State Normal School, Stevens Point.
Stoddard, Elizabeth, Central Wisconsin Teachers' Association, Wausau.
Thomas, S. M., Wisconsin Teachers Association, Department of Public Instruction, Madison.
Walsh, Frances, Milwaukee Supervisors' Local Association, 136½ Fourteenth Street, Milwaukee.
White, Edith, Wisconsin Teachers Association, State Normal School, Milwaukee.

WYOMING

Anderson, C. A., Carbon County Teachers' Association, Rawlins.
Ausman, Gladys, Wyoming State Teachers Association, 12 Wardell Court, Rock Springs.
Cushing, Hazel, Wyoming State Teachers Association, Public Schools, Glendo.
Hamilton, May, Wyoming State Teachers Association, Cheyenne.
Hume, Clayte, Laramie County Teachers' Association, Pine Bluffs.
Ide, Minnie, Wyoming State Teachers Association, County Superintendent of Schools, Cody.
Ingle, Erle B., Wyoming State Teachers Association, 215 East Twenty-third Street, Cheyenne.
Miller, Wilhelmina, Laramie County Teachers' Association, 418 West Twenty-fifth, Cheyenne.
Morton, Mrs. Katharine A., Ex-officio (State Superintendent of Public Instruction), Cheyenne.
Newell, Ethel, Wyoming State Teachers Association, 217 East Twenty-first Street, Cheyenne.
Rhodes, Mrs. Alice, Wyoming State Teachers Association, Public Schools, Worlton.
Schwiering, O. C., Wyoming State Teachers Association, Superintendent of Schools, Rock Springs.
Slade, A. A., Ex-officio (State Director), Superintendent of Schools, Casper.
Youngquist, Ann, Wyoming State Teachers Association, Public Schools, Sheridan.

GUIDE TO BOOKS

Best Children's Book—1922

LOFTING, HUGH. *Voyages of Doctor Dolittle*. New York, Frederick A. Stokes Company, 1922. 364p. \$2.50.

The most distinguished contribution to American literature for children is annually selected by the children's librarians section of the American Library Association, and rewarded by the gift of the Newberry medal. This is an admirable practice which serves to fix attention upon the few new books that every child should read along with the older volumes that have won recognition as classics.

Reading has always been one of the fundamentals of education because it is one of the keys to life. First, there are the mechanics of the task—teaching children to recognize words and sentences, to get the thought from them with great rapidity in silent reading and to give adequate expression to it in oral reading. Second, there is the work of building into the life of the child through reading impressions which he may share with all other children as a common culture. Third, there is the greatest problem of all—that of creating reading habits that will carry over into adult life to enrich and ennoble it. The habit of reading systematically for information needs to be so established; likewise the habit of reading for inspiration; and finally the habit of reading for recreation—of making journeys into the wonderful country of books

from which one may come back to the world of work refreshed and strengthened.

Millions of children will have delightful hours of clean and sparkling recreation out of the most distinguished book written for them during 1922. The very writing of the book was recreation, like the creation of *Alice in Wonderland* which has been the joy of countless children and even of adults who come back to it again and again to live in the realm of bubbling fancy.

The book which the children's librarians chose is Mr. Hugh Lofting's *Voyages of Doctor Dolittle*. One should also read its predecessor, "*The Story of Doctor Dolittle*." One wishes that they might be bound together in a cheap but good edition that could be profitably manufactured on a scale so that the widest possible circle of children might have delight in it.

"Geniuses are rare," says Mr. Hugh Walpole in an introduction to the story, "and without being at all an undue praiser of times past, one can say without hesitation that until the appearance of Hugh Lofting, the successor of Miss Yonge, Mrs. Ewing, Mrs. Gatty, and Lewis Carroll had not appeared." . . . "In fact this book is a work of genius and, as always with works of genius, it is difficult to analyze the elements that have gone to make it. There is poetry here and fantasy and humor, a little pathos but, above all, a number of creations in whose existence everybody must believe whether they be children of four or old men of ninety or prosperous bankers of forty-five. I don't know how Mr. Lofting has done it; I don't suppose that he knows himself. There it is—the first real children's classic since 'Alice.'"

Hugh Lofting's life itself is an interesting story. He was born in Maidenhead, England, and in childhood told stories to his parents and a brother and a sister. He went away at eight after which he was at home for only brief periods. Perhaps that is the reason he had Tommy Stubbins, who tells the story of the Doctor's Voyages, leave his parents at an early age. As he grew to manhood Hugh became an architect and soon thereafter a civil engineer. This profession furnished the opportunity for travel to Canada, Africa, and the West Indies. The author's first stories were for grown-ups and his first illustrations were designs of architectural and engineering work. Then came the war and separation from his children. The father wrote to his children illustrated letters and stories and finally *Doctor Dolittle*.

When the family returned to America in 1919, Mrs. Lofting induced her husband to borrow the manuscript from the children long enough to show it to a publisher who quickly saw its possibilities. That is how *Doctor Dolittle* became a public character. His "*Voyages*" will live long in the hearts of children.—J. E. M.



WINNER of the Newberry medal for the most distinguished contribution to American literature for children. Mr. Hugh Lofting's first book was "*The Story of Doctor Dolittle*" and a third book, "*Doctor Dolittle's Postoffice*," is now finding its place in the literature of the year.

Books for the Story Teller¹

BRYANT, S. C. *How to tell stories to children*. Boston, Houghton Mifflin. \$1.50.

Discusses advantage of telling instead of reading stories; the aims of story telling; the kinds of stories best suited to aid development. Adds some tales especially suited to children and a list of books for the storyteller.

CATHER, K. D. *Educating by story-telling*. Play school series. Yonkers, N. Y., World Bk. Co. \$2.16.

Chapters consider story interests, story building and method of telling, dramatization, and the connection with school work in history, geography, nature study, and art. Bibliographies are appended, including a list of stories by months for each grade.

EBBUTT, M. I. *Hero myths and legends of the British race*. N. Y., Stokes. \$4.

Valuable because it retains the atmosphere, vigor, and power of these tales of Beowulf; Havelock; Roland; Cuchulain; King Horn; Robin Hood; Hereward, and others.

ESENWEIN, J. B., and STOCKARD, MARIETTA. *Children's stories and how to tell them*. The Writer's library. Springfield, Mass., Home Correspondence School. \$1.62.

Part one discusses the methods of story-telling and the general structure of an effective story. Part two reproduces some fifty stories, arranged in groups and covering a wide range of subjects. Part three gives reading and reference lists.

GRINNELL, G. B. *Blackfoot lodge tales*. N. Y., Scribner. \$2.50.

Contains: Indians and their stories, pref. p. IX-XV; (Eleven) Stories of adventure, p. 3-90; (Seven) Stories of ancient times, p. 93-134; (Twelve) Stories of Old Man, p. 137-173; Story of the Three Tribes (Customs, social organization, religion, etc.), p. 177-300.

HARPER, WILHELMINA, comp. *Story-hour favorites; selected for library, school, and home use*. N. Y., Century. \$1.75.

An unusual collection containing nineteen newer stories, which can be used on any occasion and will appeal to children of any age. The compiler is a children's librarian and has used the stories successfully in her own story hour. Especially useful to storytellers who want something beside folktales.—A. L. A.

NATIONAL PLAYGROUND ASSOCIATION. *Report of Committee on story telling*. . . . Annie Carroll Moore, chairman, *The Playground*, vol. 4, No. 5—August, 1910. p. 160-182.

Contains pithy and suggestive reports from about ten cities where stories are told in playgrounds. The Program of twelve stories told to a club of eighty boys who were not only insubordinate but had to be taught to listen; and the list of "Fifty stories for the Playground" will prove suggestive and helpful.

¹ From, HASSLER, HARRIOT E., and SCOTT, CARRIE E. *Graded list of stories to tell and read aloud*. Chicago, American Library Association, 1923. 39p. 35c.

OLCOTT, F. J. *Good stories for great holidays*. Boston, Houghton Mifflin. \$3.

One hundred and twenty stories for seventeen holidays, arranged by holidays from New Year's Day throughout the year. A goodly number of short stories are included. Over one half of the stories have been adapted for the use of the story-teller. Additional reference lists and indexes by subject, by title, and by author, are added.

SCOTT, MRS. EDNA (LYMAN). *Story-telling; what to tell and how to tell it*. Chicago, McClurg. \$1.25.

One of the most valuable books for the story-teller. Stories arranged in "Programs." Contains some helpful cycles of stories, and a list of "Books . . . for the story-teller." Has a literary tone and a fidelity to the original spirit of the stories given, too often lacking in books on story-telling.

SCUDDER, H. E., ed. *The children's book*. Boston, Houghton Mifflin. \$5.

Contains more material, in good form, for the use of the story-teller than any other one volume known. Includes fables, fairy tales, ballads, Gulliver's travels, Greek legends, and many other groups.

SHEDLOCK, MARIE L. *The art of the story-teller*. N. Y., Appleton. \$2.25.

One of the best books on story-telling, written from the author's own wide experience, richly illustrated with anecdotes and quotations from literature. Part one tells what to seek and what to avoid, and suggestively answers many practical questions asked by teachers and story-tellers. Part two contains eighteen stories used frequently by the author. Part three has a specialized list of stories chosen from private research and experience.—A. L. A.

— *Eastern stories and legends for narration or later reading in schools*. N. Y., Dutton. \$2.

Stories of the Buddha; a quaint mixture of humor and make-believe and earnestness. Not especially attractive to children in its direct appeal, but well worth the story-teller's effort to make it better known. The author is one of the most deservedly successful story-tellers in England or America.

SKINNER, C. M. *Myths and legends of the flowers, trees, fruits, and plants*. Phila., Lippincott. \$1.50.

Contains many legends hard to find elsewhere, arranged alphabetically by name of plant or flower. Excellent to use for story-telling for classes studying botany. Legends of about 175 plants as well as five interesting introductory chapters about plants and flowers.

STEEL, F. A. *Tales of the Punjab*. N. Y., Macmillan. \$2.40.

Story-telling in India, pref. p. 5-13. The stories told were learned by the author from the little Indian story-tellers "in story-telling time," after the sun has set and the villages become alive with voices of children telling these old tales—"Tales that were told in the sunrise of the world and will be told in its sunset."

THORNE-THOMSEN, MRS. GUDRUN. *East o' the sun and west o' the moon*. Chicago, Row, Peterson, and Co. 60c.

An exceptionally good collection for the use of the story-teller. Contains stories which have been told many times by the editor, stories which are in themselves "only the very best from the rich stores of Norwegian folk-lore." Good for third to sixth grades.

TYLER, A. C. *Twenty-four unusual stories for boys and girls; with illustrations by Maud and Miska Petersham*. N. Y., Harcourt. \$2.

These stories have all been tested by years of story-telling and have all proved favorites. Children will like the book and story-tellers will use it constantly.—A. L. A.

Contains fairy stories, Christmas stories, Greek legends, American Indian legends, Hallowe'en, and mystery stories.

WYCHE, R. T. *Some great stories and how to tell them*. Newson. \$1.20.

One of the early thoughtful books on the subject. The chapter, "Use of the story—an experiment," gives an interesting account of story-telling in a country school in the South. Better for the study of theory and methods than as a source of stories for the story-teller, as it is a perilous thing to attempt to retell a retold story with any hope of keeping much of its original vitality and fire.

Select List

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

BROOKS, EUGENE CLYDE. *Stories of South America*. 11th & Corn Sts., Richmond, Va., Johnson Pub. Co., 1922. 272p. illus. map. 80c.

Will prove useful in reference work as it includes well-organized historical and geographical material, much of which is not found in children's books on South America. Contains interesting accounts of Bolivar, O'Higgins, and San Martin as well as those of early discoverers and explorers. Has a good account of the Christ of the Andes and a chapter on the Pan American union. Well indexed. For fifth to eighth grades.

CHAPIN, HENRY DWIGHT. *Heredity and child culture*. N. Y., Dutton, 1922. 219p. \$2.50.

A plea for the conservation of child life as the most important of all social and humanitarian movements. Treats of heredity and the modification of its effects by environment and stresses the need for definite training for motherhood. The most valuable portion of the book deals with the dependent children and explains the Speedwell system which the author, as president of the Children's Welfare Federation, of New York, devised for their care.

FLAHERTY, MARTIN CHARLES. *How to use the dictionary*. N. Y., Ronald, 1923. 108p. \$1.25.

Practical, compact information on what can be found in the dictionary besides the spelling, pronunciation, derivation and the definition of words. Also gives suggestions on the selection of a dictionary. A useful book for teachers, business men, or the reference course in a library school. Author is professor of forensics at the University of California.

FOERSTER, NORMAN. *Nature in American literature*. N. Y., Macmillan, 1923. 324p. \$1.75.

An analysis of the use and place of nature in the works of Bryant, Whittier, Emerson, Thoreau, Lowell, Whitman, Lanier, Muir, and Burroughs, in an attempt to trace the "naturalistic" movement in American literature. Each essay is in itself a complete critical study, written in a lucid and readable style.

FURMAN, LUCY. *The quare women*. Bost. Atlantic Monthly, 1923. 219p. \$1.75.

Pictures an early attempt of a group of "fetched-on women" to bring education to the people in the Kentucky mountains. Descriptions of the primitive life of the people, incidents that illustrate their dominant characteristics, and their heritage from a bygone generation are bound together by a slender love story. Partly reprinted from the *Atlantic Monthly*.

GUÉRARD, ALBERT LÉON. *A short history of the international language movement*. N. Y., Boni & Liveright, 1923. 268p. \$4.

Part one weighs the merits of each of the natural languages, French, English, a mixture of both, and Latin, as a possible international language; part two gives a historical survey and an analysis of the structure of the various artificial languages, Volapük, Esperanto, the Neo-Romanic group, and others, and a report of the work of the Delegation for the adoption of an international language—Ido; part three considers the conditions under which such a language can be introduced and concludes with the prophecy that a compromise will eventually be effected and an international language officially adopted. An important work, written in an excellent style.

NEW YORK (State) *Commission on ventilation*. Ventilation. N. Y., Dutton, 1923. 620p. illus. \$15.

A most elaborate and thorough investigation of the subject as applied to schools, theaters, churches, factories, and offices, conducted by a commission appointed by the New York State commissioner of health. A book that will be especially valuable to school boards and superintendents as well as architects and engineers.

Contents: A study of the physiological significance of the various factors in ventilation, with special reference to the effects of air conditions on health, comfort, and efficiency—A study of the practical results achieved by the use of various methods of schoolroom ventilation.

OBERHOLTZER, ELLIS PAXSON. *The morals of the movie*. Phila., Penn, 1922. 251p. \$1.25.

A competent and interesting discussion of the fit and unfit in the motion picture film by a man who was for six years a member of the Pennsylvania board of censors. Recounts the steps taken toward film control in foreign countries and in various parts of the United States and advocates the creation of a Federal commission of censorship.

PACK, ARTHUR NEWTON. *Our vanishing forests*. N. Y., Macmillan, 1923. 189p. illus. \$2.

An earnest appeal to the general public written with the purpose of awakening a wider interest and support of measures for the preservation and extension of American forests. The author enumerates the numberless modern wood products and their uses, the wastefulness of present-day methods, urging the planting of farm wood lots, municipal forests, and the adoption of the European policy of "a tree for a tree."

TROLLE-STEENSTRUP, HERLUF. When I was a boy in Denmark (Children of other lands books). Bost., Lothrop, 1923. 214p. illus. \$1.25.

The author grew up in Copenhagen and in this book tells of the memorable events of his happy home life, his holidays and vacations, and his days at school, where great stress was placed on physical education.

WERNER, MORRIS ROBERT. Barnum. N. Y., Harcourt, 1923. 381p. illus. \$3.50.

"This magical book portrays the greatest entertainer in the world, the man who made a fortune out of the human passion for amusement."—*Atlantic's Bookshelf*. Not only does it recount the many amazing and amusing incidents of his long career as showman, but tells as well of experiences as editor, legislator, manufacturer, author, real estate operator, and philanthropist. Quotes from the autobiography and is illustrated from contemporaneous sources.

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.

— A. L. A. catalog, 1912-1921; an annotated list of 4000 books. Chicago, American Library Association, 1923. 409p. \$4.

ABBOTT, JULIA WADE. Kindergarten education. U. S. Bureau of Education, bulletin 40, 1922, Supt. of Docs., Gov. Printing Off., Wash., D. C., 1923. 13p. Paper, 5c.

BAGLEY, WILLIAM C., and others. Rural school survey of New York State; vol. 4, the teaching personnel. Ithaca, N. Y., Joint Committee on Rural Schools, 1923. 279p. 75c.

BAKER, HOWARD BATES. A first book in algebra. N. Y., Appleton, 1923. 298p. \$1.32.

BARNES, EARL. How the kindergarten makes Americans. U. S. Bureau of Education, Kindergarten Circular 9. Supt. of Docs., Gov. Printing Off., Wash., D. C., 1923. 6p. Paper, 5c.

BARNOUW, A. J. Holland under Queen Wilhelmina. N. Y., Scribner's, 1923. 320p. \$3.

BINFORD, J. H., and GRAFF, E. U. The young American citizen; civics for grammar grades. Richmond, Va., Johnson Pub. Co., 1923. 336p. 80c.

BLACK, HENRY N. Laboratory experiments in chemistry. N. Y., Macmillan, 1923. 167p. 80c.

BLACKMAR, FRANK, and GILLIN, JOHN LEWIS. Outlines of sociology; rev. ed. N. Y., Macmillan, 1923. 636p. \$3.

BOWEN, WILBUR P., and MITCHELL, ELMER D. The theory of organized play; its nature and significance. N. Y., A. S. Barnes Co., 1923. 402p. \$2.40.

BOWKER, R. R. Co. The American educational list, 1923. Illus. (The Publishers' Weekly; vol. 104; no. 3; July 21, 1923.) N. Y., R. R. Bowker Co., 1923. \$1.

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

BRAUN, WALTER A. Planning a playground. N. Y., Fred Medard Manufacturing Co. 15p. Paper, Free.

BRIERLEY, SUSAN S. An introduction to psychology. N. Y., Dodd, Mead, 1923. 159p. \$2.

BRIGHAM, ALBERT PERRY. Commercial geography, rev. ed. Illus. Boston, Ginn & Co., 1923. 504p. \$1.72.

BRIM, ORVILLE GILBERT. Rural education; a critical study of the objectives and needs of the rural elementary school. N. Y., Macmillan, 1923. 302p. \$1.40.

BROOKS, E. C. Stories of South America; historical and geographical. Richmond, Va., Johnson Pub. Co., 1922. 272p. 80c.

BROWN, HAROLD S. Sixty units in business English. N. Y., Gregg Pub. Co., 1923. 162p. \$1.

CHILDREN'S BOOK WEEK
November 11th to 17th, 1923



More Books In The Home!

WRITE to Children's Book Week Committee, Room 417, at 334 Fifth Avenue, New York City, for posters, suggestions for programs, book-case plans, list of book films, and other special free aids to be used in observing Children's Book Week.

BUTTRICK, HELEN GOODRICH. Principles of clothing selection. N. Y., Macmillan, 1923. 185p. \$1.25.

CARNEGIE LIBRARY SCHOOL ASSOCIATION. Thanksgiving in poetry. First series. N. Y., H. W. Wilson Co., 1923. 35p. 60c.

— Christmas in poetry. Second series. N. Y., H. W. Wilson Co., 1923. 42p. 60c.

CHAMBERLAIN, JAMES FRANKLIN. How we are fed; a geographical reader. Illus. N. Y., Macmillan, 1923. 200p. 88c.

CHAMBERS, MARY D. Nature secrets. Boston, Mass., Atlantic Monthly Press, 1923. 155p. School edition, 75c.

CLAASSEN, PETER WALTER. Laboratory directions in general biology prepared to accompany textbook on general biology. Illus. Ithaca, N. Y., Comstock Pub. Co., 1922. 116p. \$1.50.

CLEMENTS, COLIN CAMPBELL. Plays for a folding theater. Cincinnati, Ohio, 1923. 135p. \$2.

COE, IDA, and SPECHT, LOUISE. Easy steps in reading. Illus. N. Y., Am. Book Co., 1923. 96p. 56c.

COLUMBIA ASSOCIATES IN PHILOSOPHY. An introduction to reflective thinking. Boston, Houghton Mifflin, 1923. 351p. \$2.

CONVERSE BASKETBALL YEARBOOK. Published in the interest of better basketball and in recognition of the contribution made by prominent teams to the progress of the sport throughout the country during the year. Illus. 175 Purchase St., Boston, Mass., Converse Rubber Shoe Co., 1923. Gratis.

COOK, CHARLES GILPIN. Chemistry in everyday life; with laboratory manual. N. Y., Appleton, 1923. 454p. \$1.80.

DANSILL, THERESA. Health training in schools; a handbook for teachers and health workers. N. Y., National Tuberculosis Association. 400p. \$1.

DEFFENBAUGH, W. S. Significant movements in city school systems. U. S. Bureau of Education, bulletin 8, 1923. Supt. of Docs., Gov. Printing Off., Washington, D. C. 28p. Paper, 5c.

DENNISON MANUFACTURING Co. The bogie book. Framingham, Mass. Author. 31p. 10c.

— How to decorate halls, booths, and automobiles. Framingham, Mass. Author. 36p. 10c.

— Christmas book. Framingham, Mass. Author. 32p. 10c.

DRUMMOND, MARGARET. The psychology and teaching of number. Yonkers, N. Y., World Bk. Co., 1923. 126p. \$1.36.

EATON, ANNE THAXTER. School library service. Chicago, American Library Association, 1923. 44p. Paper, 35c.

ECKENRODE, H. J. Told in story, American history. Book I. Richmond, Va., Johnson Pub. Co., 1923. 382p. 90c.

FAIRCHILD, FRED ROGERS. Essentials of economics. Illus. N. Y., Am. Bk. Co., 1923. 543p. \$1.60.

FORBES, MILDRED P. Good citizenship through story-telling. N. Y., Macmillan, 1923. 255p. \$1.60.

FORSYTH, NATHANIEL F. Training the junior citizen. N. Y., Abingdon Press, 1923. 304p. \$1.50.

GATES, ARTHUR I. Psychology for students of education. N. Y., Macmillan, 1923. 489p. \$2.50.

GAY, ROBERT M. Fact, fancy, and opinion; examples of present-day writing. Boston, Atlantic Monthly Press, 1923. 412p. \$1.25.

GEARY, MARJORIE CRANE. Folk dances of Czecho Slovakia. N. Y., A. S. Barnes & Co., 1922. 51p. \$2.40.

GENERAL EDUCATION BOARD. Public education in Indiana; report of the Indiana education survey commission. Illus. N. Y., Author, 1923. 304p.

GOODRICH, C. L. A library list for high schools; a suggestive list of about a thousand volumes. (Mich. Dept. of Public Inst., Bull. No. 14) Lansing, Mich., Supt. of Public Inst., 1922. 51p. Paper, free to Michigan librarians and teachers only.

GOWIN, ENOCH BURTON, and others. Occupations; a textbook for the educational, civic, and vocational guidance of boys and girls. Boston, Ginn & Co., 1923. 441p. \$1.48.

GREGG, JOHN ROBERT. A method of making shorthand dictation drills interesting. N. Y., Gregg Pub. Co., 1923. 13p. Paper, 20c.

HAGEDORN, HERMANN. The Americanism of Theodore Roosevelt. Boston, Houghton Mifflin, 1923. 325p. 80c.

- HARRIS, ROBERT C. *High-school arithmetic*. Fort Wayne, Ind., Fort Wayne Pr. Co., 1923. 308p. \$1.
- HART, HASTING H. *Penology an educational problem*. N. Y., Russell Sage Foundation, 1923. 27p. 25c.
- HASSLER, HARRIOT E., and SCOTT, CARRIE E. *Graded list of stories to tell or read aloud; rev. ed.* Chicago, Am. Library Assn., 1923. 39p. Paper, 35c.
- HATFIELD, W. WILBUR. *The project method in composition*. Chicago, Ill., Chicago Normal College, Author, 1923. 43p. Paper, 25c.
- HAYHURST, EMERY ROE. *How to write an examination*. Columbus, Ohio, Coöperative Supply Co., 1922. 31p. Paper, 15c.
- HENNESSY, FRANCIS X. *Citizen or subject?* N. Y., Dutton, 1923. 466p. \$3.
- HOLT, LUTHER EMMETT. *The care and feeding of children; rev. ed.* N. Y., Appleton, 1923. 252p. \$1.25.
- HUNTER, GEORGE W., and WHITMAN, WALTER G. *Civic science in home and community*. Illus. N. Y., American Bk. Co. 527p. \$1.60.
- HUNTER, GEORGE WILLIAM. *New essentials of biology, presented in problems*. Illus. N. Y., Am. Book Co., 1923. 453p. \$1.68.
- IRVINE, HELEN DOUGLAS. *The making of rural Europe*. N. Y., Dutton, 1923. 224p. \$2.50.
- JOHNSON, HARRIET MERRILL. *A nursery school experiment*. Illus. (Bur. of Educ. Experiments; bull. no. 11.) N. Y., Bur. of Educational Experiments, 1922. 81p. 75c.
- JOHNSON, JOSEPH FRENCH. *We and our work*. N. Y., American Viewpoint Society, 1923. 301p. \$2.15.
- JOHNSON, WILLIS E., and RANSOM, FRANK L. *Community civics*. Illus. Mitchell, S. Dak., Educator Supply Co., 1922. 302p. \$1.20.
- KELLEY, TRUMAN L. *Statistical method*. N. Y., Macmillan, 1923. 390p. \$4.
- KOOPMAN, SIETSE BERNARD, and KESTER, ROY B. *Chapter tests and examination papers, with solutions for fundamentals of accounting*. Illus. N. Y., Ronald, 1922. 122p. \$1.
- LA RUE, MABEL GUINNIP. *The F-U-N book*. N. Y., Macmillan, 1923. 110p. 68c.
- LADD, CARL EDWIN. *Dairy farming projects*. N. Y., Macmillan, 1923. 327p. \$1.60.
- LANE, JESSIE A. *English composition and rhetoric, prepared especially for the instruction and training of students of the American School*. Chicago, American School, 1922. 68p. 60c.
- LEWIS, ERVIN EUGENE. *Lewis English composition scales; for measuring business and social correspondence*. Yonkers, N. Y., World Bk. Co., 1923. 12p. Paper, 25c.
- LLOYD, E. M. H. *Stabilization; an economic policy for producers and consumers*. N. Y., Knopf. 140p. \$1.50.
- McMURRY, CHARLES A. *How to organize the curriculum*. N. Y., Macmillan, 1923. 358p. \$2.
- MEAD, ARTHUR RAYMOND. *Learning and teaching; psychological foundations of educational technique*. Philadelphia, Pa., Lippincott & Co., 1923. 288p. \$2.50.
- MILLER, HUGH CRICHTON. *The new psychology and the parent*. N. Y., Seltzer. 241p. \$1.75.
- MILLER, WILLIAM. *A history of the Greek people, 1821-1921*. N. Y., Dutton. 194p. \$2.
- MINER, GEORGE W., and others. *Business arithmetic*. Boston, Ginn & Co., 1923. 410p. \$1.48.
- MONROE, WALTER S., and CARTER, RALPH E. *The use of different types of thought questions in secondary schools and their relative difficulty for students*. (Bur. of Educ. Research; Coll. of Educ.; bull. no. 14.) Univ. of Ill. Bul., vol. 20, no. 34. Urbana, Ill., Univ. of Ill., 1923. 26p. Paper, 30c.
- NATIONAL ASSN. OF MUTUAL SAVINGS BANKS. *Special course in personal service for savings banks*. N. Y., Author, 1922. 70p. Paper, 50c.
- NEMOURS, DUPONT DE. *National education in the United States of America*. Newark, Del., Univ. of Delaware Press. 161p. \$2.50.
- NEWARK FREE PUBLIC LIBRARY. *A thousand of the best novels; rev. ed.* Newark, N. J., Author, 1923. 36p. 15c.
- O'BRIEN, EDWARD J. H. *The advance of the American short story*. N. Y., Dodd, Mead. 302p. \$2.
- PAYNE, ENOCH GEORGE. *A program of education in accident prevention, with methods and results*. Illus. (U. S. Bur. of Educ., Bull. no. 32) Supt. of Docs., Govt. Pr. Off., Wash., D. C., 1922. 54p. 10c.
- PENNIMAN, JAMES HOSMER. *Children and their books*. Syracuse, N. Y., C. W. Bardeen, 1921. 45p. 50c.
- PIERCE, ANNA ELOISE. *Catalog of literature for advisers of young women and girls; rev. ed.* N. Y., H. W. Wilson Co., 1923. 149p. Paper, \$1.25.
- PIERSON, CLARA D. *Living with our children; a book of little essays for mothers*. N. Y., Dutton, 1923. 239p. \$2.
- PINTNER, RUDOLF. *Intelligence testing; methods and results*. N. Y., Holt, 1923. 406p. \$2.50.
- PLAYGROUND AND RECREATION ASSOCIATION OF AMERICA. *Athletic badge test for boys*. 1 Madison Avenue, N. Y., Author. 8p. Paper, 5c.
- ROBBINS, EDWIN CLYDE. *The high-school debate book; rev. ed.* Chicago, Ill., McClurg Co., 1923. 215p. \$1.50.
- ROBINSON, E. S., and RICHARDSON-ROBINSON, FLORENCE. *Readings in general psychology*. Illus. Chicago, Univ. of Chicago Press, 1923. 690p. \$4.50.
- ROMAN, FREDERICK WILLIAM. *The new education in Europe; an account of recent fundamental changes in the educational philosophy of Great Britain, France, and Germany*. N. Y., Dutton, 1923. 271p. \$5.
- ROXBURGH, J. F. *The poetic procession; an introduction to English poetry*. N. Y., Appleton, 1923. 143p. \$1.25.
- RUEDIGER, WILLIAM CARL. *Vitalized teaching*. Boston, Houghton Mifflin, 1923. 118p. \$1.20.
- RUSSELL, ISAAC K., and DRIGGS, HOWARD R. *Hidden heroes of the Rockies*. Yonkers, N. Y., World Bk. Co., 1923. 295p. \$1.36.
- SISTER M. ELEANORE. *The literary essay in English*. Boston, Mass., Ginn & Co., 1923. 260p. \$1.48.
- SMITH, DAVID EUGENE. *Mathematics*. Boston, Mass., Marshall Jones Co., 1923. 175p. \$1.50.
- SORELLE, RUPERT P. *The new rational type-writing*. N. Y., Gregg Pub. Co., 1923. 152p. \$1.20.
- SPYRI, JOHANNA. *Gritli's children; a story for children and those who love children*. N. Y., Crowell, 1923. 201p. \$1.50.
- *Jo, the little machinist*. N. Y., Crowell, 1923. 76p. 75c.
- STEINMETZ, CHARLES PROTEUS. *Four lectures on relativity and space*. Illus. N. Y., McGraw-Hill. 130p. \$2.

STRUCK, F. THEODORE. *Construction and repair work for the farm*. Illus. Boston, Houghton Mifflin, 1923. 382p. \$2.90.

The School Library

A necessity in modern education. It is impossible to prepare students adequately for their class work or for life without a generous supply of good books. No school of any grade, whether it be the elementary school or a great university, is properly equipped unless it has a well-organized library.

What is a school library? It is a collection of books, periodicals, pamphlets and pictures, grouped and arranged for use, administered by someone who knows how to make books serve both pupils and teachers.

The school library is the laboratory of every department, the laboratory in which boys and girls may acquire a knowledge of how to use books, and the most valuable of all habits—the habit of reading.

The well-equipped, properly administered library is the heart of the school it serves.

What are the chief functions of a school library? To supply books and magazines to supplement class work, to provide cultural reading, to impart a working knowledge of books and libraries, and to develop the habit of turning to books and libraries for information; to provide the teacher with professional and cultural reading and with material for use in the preparation of classroom work.

How is a school library administered? The most successful school libraries are administered by trained and experienced librarians who may or may not have had teaching experience. Where the school library is conducted in cooperation with the public library, the librarian of the public library either appoints or recommends to the school authorities a school librarian who will rank with other department heads as a member of the school faculty.

What relation should the school library have to the public library? In some cities a definite agreement exists whereby the public library provides the school library service. In others the librarian of the public library acts in an advisory capacity on school library matters. A school library attains its maximum success only in closest cooperation with the public library, whether independently or jointly administered.

How is it supported? By annual funds provided in the public school or public library budget; sometimes by State grants.

Many successful school libraries are administered as branches of public libraries. In all cases close cooperation with the public library is essential.

Where can I get more information about school libraries? Write to the supervisor of libraries in your State department of education, to the secretary of your State library commission, or to the librarian of the State library at your State capital; or to the American Library Association, 78 East Washington Street, Chicago, Illinois.—From an illustrated leaflet—The School Library—copies of which may be had from the American Library Association, 78 East Washington Street, Chicago, Illinois.

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Higher Education

President, Charles E. Wehler, Vice-president, Hood College, Frederick, Md.
Secretary, Walter R. Smith, Professor Educational Sociology, University of Kansas, Lawrence, Kans.

Immigrant Education

President, Charles M. Herlihy, Supervisor of Adult Alien Education, Boston, Mass.
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Secretary, Robert C. Deming, Director of Americanization, New Haven, Conn.
Treasurer, Ella Thorngate, Supervisor of Americanization, Omaha, Nebr.

Kindergarten Education

President, Marion B. Barbour, 641 Sixth Street, Chico, Calif.
Secretary, E. Jean Foster, 420 South First Street, Evansville, Ind.

Library

President, W. H. Kerr, Librarian, State Normal College, Emporia, Kans.
Vice-president, Ella Morgan, Librarian, Lincoln High School, Los Angeles, Calif.
Secretary, Harriet Wood, Supervisor of Libraries, Department of Education, St. Paul, Minn.

Music Education

President, Mrs. Elizabeth Carmichael, Butler Apartments, Fort Dodge, Iowa.
Secretary, Laura Bryant, 403 East Seneca Street, Ithaca, N. Y.

Normal Schools and Teachers Colleges

President, J. C. Brown, State Teachers' College, St. Cloud, Minn.
Vice-president, Joseph Rosier, State Normal School, Fairmont, W. Va.

Secretary, Ernest Silver, State Normal School, Plymouth, N. H.
(New officers to be appointed later)

Physical and Health Education

President, J. B. Nash, Supervisor of Physical Education of the Public Schools, Oakland, Calif.
Vice-president, William Burdick, M. D., State Supervisor of Physical Education, Baltimore, Md.
Secretary, Charles H. Keene, M. D., Director, Bureau of Health Education, State Department of Public Instruction, Harrisburg, Pa.

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President, John M. Foote, State Department of Education, Baton Rouge, La.
Vice-president, N. R. Baker, Superintendent of Schools, Jefferson County, Birmingham, Ala.
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Executive Committee, Members-at-large, Ernest Burnham, Western State School, Kalamazoo, Mich.; Charl O. Williams, Legislative Secretary, National Education Association, Washington, D. C.; Lee L. Driver, State Department of Education, Harrisburg, Pa.; Macy Campbell, State Teachers College, Cedar Falls, Iowa.

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President, Charles Evans, President, Board of Education, Oklahoma City, Okla.
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President, W. L. Eikenberry, State Normal School, East Stroudsburg, Pa.
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President, H. B. Wilson, Superintendent of City Public Schools, Berkeley, Calif.

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President, John N. Greer, Assistant Superintendent of Schools, Minneapolis, Minn.

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Secretary, Eugene C. Gibney, Director of Extension Activities, Board of Education, New York City.

Classroom Teacher Opinion

ONE of the growing activities of local organizations of classroom teachers is the publication of a bulletin or magazine for the purpose of disseminating information and promoting understanding among the membership, and of propagating educational truths and principles as seen by the classroom teacher. The following are excerpts from the editorial pages of a number of these publications.

IS it not a fact that many teachers are indifferent to their own welfare, first, because they are not willing to do their share to maintain an efficient, vital, and effective teacher organization, and, second, because of their criticism of those whom they elect to represent and serve them? Would that it could be impressed upon the teaching body at large that we need strong organization, and, above all, that we owe unswerving allegiance and support to those in whom we have placed confidence by electing them to office.—Official Bulletin of The Cincinnati Teachers' Association.

MOST of all, the value of a local organization of classroom teachers is a professional one. If we are ever to have definite standards and standing they must evolve from the classroom teacher group, and only through the local group can come that which will function in State and National associations. They can be no better than the material of which they are composed. When the units in the local group learn to live and work professionally conscious, then shall we stand, truly a profession.—The Bulletin of the School Women's Club of Oakland, California.

IN nominating our officials let us ask ourselves whether the nominees have the qualifications necessary to carry our professional organization further along the road of service to the community

and to our profession. Perhaps but two qualities are needed. These are a whole-hearted desire to serve the profession and a willingness to labor unstintingly to that end.—The Quarterly of the Omaha School Forum.

ANY organization of teachers should have for its prime purpose the elevating of the human standard in teacherdom. The publicity organ of such an association should help, therefore, to set the pace. In addition to this, we feel that the local magazine must always merge itself into the larger interest—National and State—if it would serve its true mission of enlarging the teacher's vision. Through this means it can help to make her the real co-partner of the administrative side of education, which position she so justly deserves.—The League Scrip of the Minneapolis Teachers' League.

DO you know that to a certain extent your services as a teacher are valued in proportion to your contribution to the happiness and welfare of your profession? Do you realize that no man can honestly live to himself alone, especially when he is endowed with latent ability to give to others as he has received from those who have been willing to sacrifice time and personal convenience in order to give to him and his work?—Seattle Grade Club Magazine.

WE school teachers must not become "Babbitts"; we must be truly broad and able effectively and fearlessly to break away from the standard, when that standard needs improvement for the welfare of the children in our charge. It will often take a great deal of courage to do this, but when we hear the inner challenge, let us not "speculate on loss or gain," but dedicate our lives anew to the youth of the country.—The Hammond Teachers' Outlook.

THE attitude all through the relationships of the profession should be constructive, not destructive. Expression should take the place of repression in the child's relation to the teacher, and in the teacher's relation to the superintendent. This is the surest way to secure coöperation. The responsibility of the individual teacher in the development of professional spirit is very great, for unfortunately the many are judged by the few. The teacher of today has not yet found herself, but the system is slowly, very slowly, evolving toward a more democratic state.—The Bulletin of the Milwaukee Teachers' Association.

WE can enter the new school year possessed with the conviction that effectual power is within us and with us to give a new and better service. We are not alone, isolated, scattered, unorganized. The voice of the teacher is heard in the land and the modulation of the class teacher is heard in that voice. It comes from close contact with the children, with parents. It comes from those who have the finals in the problem of reducing theory to practice; from those who deal daily and directly with human souls in the making. We are aroused, energized, inspired to give the best in us.—The Bulletin of the San Francisco Grade Teachers Association.



IDA CHRISTINE IVERSEN, who was elected president of the Department of Classroom Teachers at the Oakland meeting. For the past three years, Miss Iversen has served as president of the Los Angeles City Teachers' Club, one of the largest classroom organizations of the country.

Mrs. Snaffy and the Gary System

ELIZABETH A. EVERETT

DON'T lay down your books on that chair, Sophronisba," counselled Mrs. Snaffy, as her daughter came into the kitchen. "You'll just have to pick 'em up again. We can't make any false moves if we're goin' to make this boarding-house pay. This is the first day of school, so you just as well begin right."

"O Ma," exclaimed Sophronisba excitedly, "they're a-goin' to try the gerry system at school this year. They just been telling us about it."

"What's the gerry system?" questioned Mrs. Snaffy without slackening the speed of her egg-beater.

"Why, it's so they can use the whole plant all of the time. That's what they call the school house an' everything, is the plant."

"That's a good idea," commented her mother approvingly. "That's efficient."

"When we go out of our rooms for recess, another class comes right in, so the plant don't lose a minute, and the teacher goes right on teaching. She don't lose a minute either."

"That's good," repeated Mrs. Snaffy, laying aside her rolling-pin and flapping a piece of flaky crust into a waiting pie-tin. "That's a good idea, to gerry the teachers, too; the teachers is gettin' public money and they ought to earn every cent. When a teacher's taught a lesson, she just as well go ahead and teach it again as to set and think about another one; she'll get more children taught that way. They just as well teach ten hours, only folks couldn't get the children up early enough to be taught."

"Lots of the kids is late the way it is," supplemented Sophronisba.

Mrs. Snaffy paused a moment and regarded her egg-beater critically, before giving a last flip to her lemon custard. "I was thinkin' I'd buy me another egg-beater so's I wouldn't haf to wash this when I went from the yallars to the whites. But I won't," she finished energetically, "I'll gerry this one."

In fact the idea of "gerrying" took a powerful hold on Mrs. Snaffy's imagination. The children brought home enthusiastic and startling reports of the working of the system and discussed them volubly with the boarders. Mrs. Snaffy listened and asked an occasional searching question, but it was not until the following Saturday that she revealed what the Gary system had done for her.

Saturday morning was usually the time when Mrs. Snaffy urged everybody to "spry round now, and get things done," and set the example herself. On this particular Saturday, however, she had something on her mind and after the Snaffy family, assembled as usual at the second table, had finished the very nourishing and toothsome breakfast served them, she detained them for a few moments to unfold her plan.

Mrs. Snaffy was the court of last appeal, head bookkeeper, and initiator of all legislation. Nevertheless, she always took the family into her confidence regarding all new plans. "I been thinkin' about this gerry system," she announced. "With everything so high I ain't breakin' even on my table. Pa's wages and Reginald's paper money come in awful handy, but they ain't enough. Anyhow, everybody says it's rooms you make on; it ain't board. Miss Compton's makin' pretty near double what I do, an' she ain't got any advantages 'xcept the south side of the street, an' furniture, an' not havin' any family."

"Do you call that an advantage?" grumbled Mr. Snaffy, "I guess me an' Reg's doin' our share."

"Course you are," returned his wife serenely, "but 'tis nowadays, 'cause you can rent rooms if you ain't, an' rooms is awful high. We got four bedrooms in this house, an' we ain't rentin' but one of 'em. Now if we could gerry 'em, we'd make a good bit an' that'd be clear."

"How'd you do it, ma?" asked Artie Mesia breathlessly.

"Well, this is one how," replied her mother; "Mr. Duckinsby has got a room all by hisself, and he don't need it. Reginald has to go out on his paper route at four o'clock in the morning, and Mr. Duckinsby, being in the printing office, don't usually get in before four, so that'll be all right."

"But, Ma," Reginald interrupted, "sometimes they get the paper printed early; Ducky came in at two last night; I heard him."

"That's all right," countered Mrs. Snaffy, with a Napoleonic folding of her arms. "Mr. Duckinsby is scheduled for four o'clock. You change the sheets when you get up at four. I'll have his hung up with clothes-pins behind the head of the bed, but you don't haf to

get into cold sheets in the middle of the night. Efficiency is all right, but we can't have waste. If Mr. Duckinsby's business brings him home before four o'clock when he's scheduled for, there's no objection. That's a three-quarter bed."

Mrs. Snaffy paused a moment for dramatic effect before she announced, "This has been a boarding house, but henceforth it's goin' to be a roomin'-house, too. We can't afford to have so much of the plant idle. Now the bedrooms ain't used but eight hours a day; they can just as well be used twenty-four."

"But, Ma, when you goin' to air 'em?" queried Sophronisba.

"They don't haf to be aired; that's old-fashioned. It ain't sanitary to sleep with your windows down, and if the windows is up all the time you can't get any more air in than there is 'thout you use a bellows. Every shift'll change their own sheets; that'll air *them* and that'll be coöperation, too, which is essential."

"But, Ma, when'll you sweep?"

"We'll sweep every week while one shift is takin' their bath. They'll haf to take their bathin' time out of their sleepin' time, but bathin' is just as refreshin' as slumber. Now, you keep on askin' questions and bringin' up arguments, Sophronisba; you've got a bright mind, and that'll help me to think of ways of answerin' 'em. That's coöperation again. Besides you're hearin' new things about the gerry system all the time at school; that's what started me on this."

"Everything is mostly a matter of usin' the thing you've got by fixin' it up right—like we did with your name, you know, Artie Mesia. You was named for your gran'ma an' they wasn't usin' initials then; girls all got married young and didn't need 'em. When you got growed up a little and needed an initial and everybody was wearin' double names, we just broke yours in two and it worked fine. That's efficiency."

"Now, Pa," continued Mrs. Snaffy, turning with fresh energy to another phase of the system, "you're getting home at six o'clock from your night-watchmanning. You've been a-havin' your breakfast and goin' right to bed, and then gettin' upto lunch at noon, so you could have your afternoon to set round in. But you don't want to do that way any more."

"How do you know I don't?" growled Mr. Snaffy. "Well, I mean that ain't

the best way. We go to do things by system, an' you'll like the new system when you get used to it," replied his wife in conciliatory tones.

"Mr. Duckinsby sleeps till noon," she continued, "so you can do your running round after breakfast an' go right to bed after lunch; I'll have your sheets hung up with clothes-pins, too. Then you can get up to dinner at six, an' that'll give you a little time to set round before you go to work."

"That don't suit me," grumbled Mr. Snaffy; "I'll go back to janitoring day-times."

His wife regarded him blandly. "You wouldn't like that," she reasoned; "it don't give you no time but evenings to set round, and besides it'd spoil this plan; like as not I couldn't get you into a shift at all."

"Now, that room's gerried," observed Mrs. Snaffy with satisfaction, taking Pa's grumble for acquiescence." Miss Satterwaite's nursing at the infirmary now, so she comes home and goes to bed in the morning. She could have you girls' room. She wanted to come on account of the board last year, but I didn't have no room. I don't see quite how I'm goin' to get a third shift into that room, less'n maybe I could get around to take a nap in the afternoon, an' do the rest of my sleepin' in my chair."

"O, Ma, you don't ought to do that!" protested Artie Mesia, "with all your work."

"I wouldn't mind," returned her mother airily. "If you can just get things arranged, they'll run themselves. Anyway, it's better than havin' the plant idle, than which there is nothing more wasteful."

"Maybe you could put another little bed in there, but it's awful small now," ventured Artie Mesia.

"P'raps I might, but it would be a good deal of a crowd, yet a bedroom is to sleep in; it ain't to tear around in, anyway. Now that would leave the other rooms free, and with three shifts apiece they'd bring in quite a sum. 'There's Mr. and Mrs. Snippers; I've heard say one or other of them has to be up with the baby all night. They could

divide it into shifts. I could take them if it wasn't for the baby."

"Well, Ma, somebody's got to board babies; I'd like it," protested Arte Mesia.

"No, they ain't," returned Mrs. Snaffy loftily. "People don't have 'em any more, only now and then; leastways, nobody that's got money enough to pay board. People can't afford 'em. Babies come awful high. They've got to have sterilized bottles an' sanctified milk, an' ad'noids, an' tonsils, an' 's quick as they get big enough, they got to have glasses an' their teeth straightened, an' maybe appendicitis."

"You mean pasterized milk, Ma," corrected Sophronisba from the heights of her school knowledge.

"No, I don't," persisted her mother, "it's the kind that they guarantee won't hurt the baby. Well, anyway t's awful expensive."

"Don't little poor babies have to have adenoids and all those things, too?" queried Artie Mesia, diverted from her regret over the Snippers' baby by this catalogue of needs.

"No, they don't, because they can't," answered Mrs. Snaffy succinctly. "Folks didn't used to could, either. Your pa used to get a dollar and a half a day, an' we got along nice on it, an' 'cept that Reginald's cross-eyed you've growed up fine."

"Pa used to be a custodian at school once, didn't he?" questioned Sophronisba. "No," replied her mother, "he wasn't only but just a janitor."

"What's the difference between a custodian and a janitor?" asked Artie Mesia. "Well," replied her mother judicially, "if you're a custodian you get a salary and do the bossn' and it's a position; if you're a janitor you get wages an' the bossin' yourself and it's only a job. Nightwatchmanning is just a job, too; it ain't a position. Reginald, you better get to work in the garden. We'll gerry that, too. We'll fix it so when the radishes get pethy and the lettuce runs to seed, there'll be pea-vines an' beans a-comin' on, an' when they're gone we'll put in carrots an' parsnips."

"Huh," commented Mr. Snaffy, "that

ain't nothin' new; my pa used to do that when I was a kid."

"Why, sure," assented Mrs. Snaffy comfortably, "the gerry system ain't nothin' new; it's just a new way of callin' it. They been keepin' house on the gerry system in the tenements this long time, an' the foldin' bed with the bookcase in it is just to gerry the front room. I been a usin' it on your shirts, too, ever since Reginald's growd so big."

"Yes," growled Mr. Snaffy gloomily, "you all gerry my newspaper too blamed much. 'S quick. I lay it down some-buddy else has got it."

"Well, that's all right," soothed Mrs. Snaffy. "A newspaper costs a heap to print; it oughta be used to its full capacity. When the boarders get through with it I lay it out on the parlor carpet to perrect the worst-walked places. I been gerrying' the girls' jacket suit all the while Artie Mesia's been goin' to night school. She's home helpin' me in the daytime while Sophronisba's at school, so she couldn't wear it anyway. But you can't gerry shoes 'less feet's the same size, which they usually ain't, 'thout riskin' corns."

"The gerry system's hard on your plant," objected Mr. Snaffy craftily.

"It's awful hard on the teachers, Ma," corroborated Sophronisba; "they can't stand it very long. That's what my teacher says. It's all right to gerry the schoolhouses, but they oughtn't to gerry the teachers."

"We've got to have efficiency when we're usin' the public money," announced Mrs. Snaffy with calm conviction. "They's plenty 'a teachers. Just as well gerry the ones they got an' then get some more if they need 'em. Now let's scatter out. I'm goin' to see if I can't rig it so as to give meals cafeteria style; let one batch come in when another's goin' out. That way I could gerry the dinin' room."

IF the education of twenty-five million boys and girls is not big enough to have a Department all its own then nothing is big enough.—A. E. Winship in the *Journal of Education*.



She Never Knew a Bad Boy¹

FRED C. KELLY

AFTER teaching for nearly fifty years in the public schools of Xenia, Ohio, Miss Jean B. Elwell last year voluntarily retired. A vivacious, girlish little woman who always gives the impression of having sipped from the fountain of eternal youth, she was at the height of her teaching success and enthusiasm when she handed in her resignation.

After it was announced that Miss Elwell had retired, the people of Xenia did an astonishing and revolutionary thing. They determined to make a gesture of appreciation and gratitude for her years of exceptional service and to honor her—not fifty or a hundred years hence—but *right now*. A new high-school building, of semi-monumental type, costing a third of a million dollars, was being built. The building contains what is now known as the Jean B. Elwell Auditorium. Every seat in the auditorium, as well as the handsome drop curtain, bears her initials, and on May 25 of this year, when the new building was dedicated, she was present to hear speeches in which she was formally and officially recognized as having wielded an influence for good without parallel in the community.

Miss Elwell began as a girl to teach in the grammar grades, later was instructor in physical culture, and during the last twenty-five years taught public speaking, English literature, and rhetoric in the high school. Once a year the graduating class under her direction presented a play, and it was never the ordinary foolish little entertainment written for school use, but perhaps Barrie's "Admirable Crichton" or something by Augustus Thomas. These were so well done as to excite much more than local interest.

He's going to need a past, too—What she taught in class, however, was the least of the achievements of Miss Elwell. Of the thousands of young folk who came under her influence, I doubt if one ever failed to find that there is more beauty in the world, more joy to be derived from knowledge, that he had ever suspected. Moreover, I doubt if many of these left school without a feeling that they had at least one friend who believed in them and to whom they could go and tell their troubles. Even the meanest boys in school came to believe that a teacher wasn't necessarily an enemy. I know this is true because—well, I was there. Former pupils, returning to the home town for a visit after being in college or out in the world, have a habit of dropping around almost the first thing for a talk with Miss Elwell. Once I found at her home a young man recently out of the penitentiary. But her cordial attitude toward him did not indicate that she regarded him as any different from those of us who, more lucky than he, were never caught in our mischief, or grew up under more auspicious early environment.

"Judging from your years of experience as a teacher," I asked her, "what percentage of boys are bad?"

She thought a moment, and then, weighing her words, replied:

"Bad boys? *I have never known one.* I have had to deal with misunderstood boys, disgruntled boys, and misplaced boys, but I can't recall one that might properly be called bad. I doubt if any such exist."

This, mind you, after nearly a half century in the public schools.

WHAT makes a bad boy bad? There is no such animal, according to Miss Jean B. Elwell. After teaching in the public schools of Xenia, Ohio, for nearly fifty years, she says: "I've had to deal with misunderstood boys and misplaced boys, but I can't recall one that might properly be called bad."

She thinks that the greatest mistake our schools make is in teaching that school is only a preparation for later life. "Why school is life," she told Mr. Kelly, "every day more abundant life; meeting, competing with one's fellows, responding to the impulse for initiative, the joy of work well done. Whenever a school is conducted only for the good the learning will be in after years, it is a failure. The days that make the child happy are the ones that make him wise."

"Many a poor little victim of baleful heredity or environment," she went on, "has been called bad when he was only lonely or neglected, and resorted to wilful disobedience as a means of asserting his individuality. Indeed, I have often found that the supposed bad boy merely had an excess of the virtues held in highest esteem. Truancy, for example, is regarded as an outcropping of badness, and yet I imagine that most truancy is due to simple elemental curiosity—a desire to seek, to find, and not to yield. A live boy wishes to escape from his depressing association with a teacher who doesn't know how to interest him. He would wander far afield, particularly in the springtime, in quest of a little of the beauty of the world, maybe half unconsciously hoping to find adventures rivaling those of Ulysses or Tom Sawyer. Perhaps it is curiosity also to learn just what will happen to one who fails to conform. Is this unadulterated badness or is it the spunk of a superior though possibly misguided spirit

that rebels against yielding too easily in the eternal struggle between society and the individual? Of course, we must not ignore truancy or other escapades with an inane smile of dishonest optimism. No, we must save the youngster from mistakes for which he may have to pay as dearly as for sins. We must try to teach him that there are situations in which even a born rebel finds it wise to conform. But while trying to help him, we must dismiss the idea from our minds that we are dealing with somebody who is inherently bad.

"A growing boy wants adventure—thrills! But civilization as he sees it in school doesn't seem to contribute the thrills that he hears the older generation tell about. Does father regale posterity, even unto the third generation, with accounts of his scholastic triumphs or deeds of social welfare? A gentle lad I knew who had heard many memoirs of paternal exploits along the scholastic Alameda, broke out in defiance and smart-aleck rudeness that savored of a tough; to his mother's reproof he replied sedately: 'Well, if I don't do something pretty soon, like father tells about, I won't have anything to tell my little boys when I grow up.' I recall another bit of dialogue: 'Now, mother wants you to be a nice little man.' 'I don't want to be a nice man; I want to be a fellow like dad.'

"This may sound paradoxical, but sometimes the really good, docile youth is growing in character at the same time that his report cards show a lapse in deportment. I have seen this happen so often that I long ago came to accept it as logical and natural. A habit of negative goodness—that is, not doing wrong because of a tendency not to do anything at all—is jostled by an impulse of social initiative."

His dirty-faced friends—Miss Elwell is a living refutation of the phrase: "Only a mother can understand." The trouble with the average mother, as well as with the average father, is that she doesn't understand. "It's so easy," remarks Miss Elwell, "for us adults to confuse badness in a child with anything that bothers us. 'Be a good boy,' we say, 'and stop making that noise.' The noise isn't to be confused with wrongdoing; indeed, it wouldn't even be objectionable to us if we were younger—except that it isn't nearly as loud as it might be. A child is not just a small adult. We forget that childhood most craves activity. 'Do' is the key word for the regulation of young child life. Too often we try to substitute 'Don't.' If you want to keep a child out of mischief, give him something to do. The main thing is to try to keep young by *doing with* the youngster and entering into his activities and interests whether in the field or in the library. When a home is one of laughter, love, and song, with shared interests, the problems of adolescence are not serious.

"Harm never lies in what a boy does so much as in his motive in doing it. Throughout my experience as a teacher I've felt, for

¹ Reprinted from *Collier's*, the National Weekly, by courteous permission of the editor.



Why not take some of the surplus help from the other end of the cow and let the kid go to school?

example, that boys in school should be discouraged from smoking cigarettes. But the biggest objection isn't any physical harm that might come from the practice; rather it is the attitude of the boy in his defensive 'What's wrong about it?' rather than 'What's the good in it?'

"The worst thing about a boy's smoking is the danger to him from the fact of sneaking his smokes. He would be in danger, of course, if he sneaked to church. If I can get a boy to talk about his smoking, I can help him regulate it. Sometimes the cigarette becomes a lever by which to lift a boy from the commonplace to a plane of high endeavor. Almost any boy likes to deny himself, provided the denial involves sacrifice or approaches heroism."

"What," I asked this experienced teacher, "is the greatest common educational mistake?"

"I imagine," she replied, "it is the idea that school is designed primarily as a preparation for later life. Why, school *is* life; every day more abundant life; meeting, competing with one's fellows, responding to the impulse for initiative, the joy of work well done. Whenever a school is conducted only for the good the learning will be in after years it is a failure. *The days that make the child happy are the ones that make him wise.*"

"Is the democracy of our schools ever harmful?" I asked.

"I don't think school associations are ever as harmful in themselves as the attitude parents or teachers may take toward them," was the reply. "Your carefully raised little boy comes home some evening, during his first week in school, bringing dirty-faced Ike and Mike with him. The danger of contamination from these questionable chums

is incomparably less than that from parental blundering that might make of the naturally democratic boy a snob—feeling himself superior to these less happily reared lads. I never knew a snobbish boy who was not first made so by his parents."

"How much credit or blame do you think the teacher should take for what becomes of a pupil?"

"I have asked myself the same question a thousand times, but never found the answer. If a teacher were over-conscientious, she might make her own life miserable. All she can do is her best. If I've had any success, it has been through searching for latent power in a youngster. I'm impatient with helping him do what he *can* do. Intuitively in my earlier teaching and purposively in later years, I have tried to help him do what he thought he couldn't do. That was the keynote of anything I have ever helped any boy or girl to accomplish. The teacher can't always overcome unfortunate home environment. Sometimes, though, she can act as guide and lead a few followers to heights that they might not have attempted. Most people are not in the habit of ascending Mont Blanc before sunrise. About the most the teacher-guide can do is to keep just a little ahead of the climber and call back through the mist, saying in effect: 'Oh, just look up here! Do come on up here where I am!'"

Editorial Council for 1923-24

PRESIDENT OLIVE M. JONES has announced the appointment of the following Editorial Council for 1923-24. This group of twenty-five representative educators

will bring THE JOURNAL a wealth of suggestion.

Sarah Louise Arnold, Dean Emeritus, Simmons College, Boston, Massachusetts.

Katherine D. Blake, Principal of Public School No. 6, New York City.

James C. Boykin, Editor of *School Life*, U. S. Bureau of Education, Washington, D. C.

Kenyon L. Butterfield, President of the State Agricultural College, Amherst, Massachusetts.

Arthur H. Chamberlain, Secretary of the California State Teachers' Association, San Francisco, California.

Lotus D. Coffman, President of the University of Minnesota, Minneapolis, Minnesota.

Jessie B. Colburn, Principal of Junior High School No. 96, New York City.

Jane A. Davis, 802½ Grand Central Avenue, Tampa, Florida.

Susan M. Dorsey, Superintendent of City Schools, Los Angeles, California.

Lee L. Driver, State Rural School Inspector, State House, Harrisburg, Pennsylvania.

Jessie M. Fink, Palmer School, Grand Rapids, Michigan.

Carlton H. Gibson, Superintendent of City Schools, Savannah, Georgia.

Frank P. Graves, State Commissioner of Education, and editor of *The Educational Review*, Albany, New York.

Ida Christine Iversen, President of the Department of Classroom Teachers of the National Education Association, Hotel Trinity, 851 South Grand Avenue, Los Angeles, California.

John A. H. Keith, President of the State Normal School, Indiana, Pennsylvania.

James H. Kelley, Secretary of the Pennsylvania Teachers' Association, Harrisburg, Pennsylvania.

Florence Mann, Director, Department of Education, *Seattle Times*, Seattle, Washington.
Jesse H. Newlon, Superintendent of City Schools, Denver, Colorado.

M. V. O'Shea, Professor of Education, University of Wisconsin, Madison, Wisconsin.

Charles F. Pye, Secretary of the Iowa State Teachers' Association, Des Moines, Iowa.

W. Carson Ryan, Jr., Associate Editor of *School and Society*, and Professor of Education, Swarthmore College, Swarthmore, Pennsylvania.

Hazel B. Stevens, Editor of the *Utah Educational Review*, University of Utah, Salt Lake City, Utah.

George L. Towne, President of the University Publishing Company, Lincoln, Nebraska.

H. G. Williams, Editor of the *Ohio Teacher*, Columbus, Ohio.

William C. Bagley, Professor of Education, Teachers College, Columbia University, New York City, Chairman.

NOTES and ANNOUNCEMENTS

DEPARTMENT of Superintendence Winter Meeting—President Payson Smith is making rapid progress with plans for the Fifty-fourth Annual Meeting of the Department of Superintendence, which is to be held in Chicago, Sunday, February 24 to Thursday, February 28, 1924. The opening vesper service will be Sunday afternoon, February 24. The first general session is scheduled for Monday morning, and the final general session will be held Thursday afternoon. Wednesday evening is to be given over exclusively to college dinners.

Important modifications of former procedure of the Department are planned by President Smith. Three entire sessions of the meeting will be given over to group conferences which will contemplate an attendance in no case exceeding three hundred. This arrangement should result in groups sufficiently small to permit of intimate presentation and fairly general discussion. The sessions of Monday afternoon and Wednesday morning will be arranged by groups as follows:

State officers of education
County superintendents of schools
Superintendents of cities of 400,000 and up
Superintendents of cities of 200,000 to 400,000
Superintendents of cities of 100,000 to 200,000
Superintendents of cities of 50,000 to 100,000
Superintendents of cities of 25,000 to 50,000
Superintendents of cities of 10,000 to 25,000
Superintendents of cities of 5000 to 10,000
Superintendents of cities under 5000
College teachers of education

On Thursday morning there will be ten or twelve meetings arranged by topics of present current interest, and dealing primarily with problems of administration and supervision. By these changes the department hopes to carry still further the admirable tradition which has been established of making the winter meeting fully representative of the superintendents of schools of the country.

No change has been made in the list of fourteen allied departments and organizations which met with the Department of Superintendence last February in Cleveland. Reports from the officers of these groups indicate that their programs are much further advanced than is ordinarily the case at this time of the year. The National Council of Education will hold three ses-

sions. The National Society for the Study of Education will hold its opening meeting on Saturday evening preceding the convention week, and the second meeting on Tuesday evening. A joint program with the Department of Vocational Education and Practical Arts is under consideration. Luncheon meetings are to be held by the National Council of Primary Education and the Council of Kindergarten Supervisors and Training Teachers. Dinners are to be held Tuesday evening by a number of the allied groups, including the Departments of Rural Education, Elementary School Principals, Deans of Women, and Secondary School Principals.

The 1924 Yearbook of the Department of Superintendence will deal with the curriculum and will include a general analysis of current school curriculum practice. A special committee appointed to consider the whole question met at Oakland, July 5, and recommended that the study of the curriculum be considered a two-year problem, that the 1924 Yearbook Committee undertake the work immediately, and that the Commission on the Curriculum, which was authorized by the Cleveland Convention, when appointed, continue the study and prepare the Yearbook for 1925. The curriculum will be a subject of major interest at Chicago.

A telegram received as we go to press advises that the Congress Hotel is already reserved to capacity. In order to avoid disappointments and delay, it will be well to secure reservation soon. Among other convenient hotels are the Auditorium, La Salle, Sherman, Blackstone, Morrison, Palmer, Great Northern, Fort Dearborn, Brevoort, and Drake.

ON a recent visit to headquarters, President Olive M. Jones announced her plan to place special emphasis on the work of four committees, including a Committee of One Hundred on Classroom Teaching Problems, a Committee of One Hundred on Rural Teaching Problems, a Committee of One Hundred on the Problem of Tenure, and a Committee of One Hundred on the Problem of Retirement Allowances. Miss Jones has requested each of the State associations to appoint a similar committee of one hundred in order that these problems may receive the widest possible consideration and that there

may be the closest coordination of the work of State and National associations. President Jones is eager that a large number of teachers find in their professional associations an opportunity for self-expression and that every teacher in America come to recognize in the National Education Association a powerful force for teacher welfare. Through all these means the Association should develop a spirit of professional unity that will give education the same standing in the Nation as the professions of law and medicine.

DR. FINEGAN SELECTED FOR IMPORTANT WORK—When it was known that Dr. Thomas E. Finegan was not to continue his great leadership in the State of Pennsylvania, regret was everywhere expressed that he might be attracted by much larger salaries outside the field of education and lost to the cause for which he has thus far given his life. Now comes an announcement that will gladden the hearts of Dr. Finegan's host of friends. He is to have one of the greatest educational opportunities that ever came to any one and at a salary greater than he received from the State of Pennsylvania.

There has been formed a National Transportation Institute to deal broadly with the problems of transportation as they touch every phase of our life, including not only railroads and banking, but other problems of education and distribution much more extensive than all the railroad and banking interests combined. As an officer of this newly-formed Institute, Dr. Finegan will direct its great educational work which will place him in a position to coordinate the extensive activities of education and business.

Dr. Finegan's long years of experience in the two most populous and wealthy States of the Union have given him an educational background and a point of view that will be invaluable both to business and education, which have a common interest in the large investments that the Nation is making in its childhood. Dr. Finegan's entire life has been characterized by a democracy of spirit and purpose which at this time is especially valued both in education and business. As assistant commissioner in New York and as State commissioner in Pennsylvania Dr. Finegan was concerned with the expenditure of many millions of dollars and was familiar with the great sources from which these large educational funds were drawn. It is fortunate indeed that a man of Dr. Finegan's rich experience is available to direct the Educational Department of the National Institute of Transportation, whose headquarters will be in Washington. The other departments of the Institute are research and publicity.

STATE SUPERINTENDENT BENJAMIN J. BURRIS, of Indiana, writes that in connection with the State adoption of high-school textbooks they "required each bidder to specify the weight and quality of book cloth to be used; the weight and quality of thread to be used; the weight of super; quality of glue; and the quality of boards to be used, whether chip board, pasted board, or cloth board. We are doing this because we found that some of the State-adopted textbooks were not lasting even a semester. We are, there-

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.

fore, giving our attention to the mechanical make-up of texts. It is evident that some of the textbooks offered for use are of poor quality. We are hoping, therefore, to avoid the loss entailed by poorly manufactured books in awarding contracts this year."

SLIDES showing children's activities may be borrowed from the Committee on Kindergarten Extension of the International Kindergarten Union. These slides cover the following topics: (1) Living Out of Doors with Children, (2) Nature Work, (3) Fine Arts in the Kindergarten, (4) Patriotism, (5) Projects, (6) The Three R's on the Way. About half an hour is required to show the slides with accompanying explanations. Requests should be addressed to Clara S. Brown, Tempe Normal School, Tempe, Arizona.

LIFE MEMBERSHIP in the National Education Association was presented to Superintendent Ira T. Chapman, of New Brunswick, New Jersey, when he left on July 1 to take up his new work as superintendent of schools in Elizabeth, New Jersey.

A BUREAU OF EDUCATIONAL COUNSEL which will give pupils expert vocational advice based on scientific tests has been established at the La Salle-Peru Township High School at La Salle, Illinois.

THE TRUSTEES OF TEACHERS COLLEGE, New York City, have announced the appointment of Dr. Robert J. Leonard as director of the School of Education, filling the vacancy caused by the resignation of Dr. Paul Monroe, who has been appointed Director of The International Institute of Education of Teachers College.

ATTEMPTS on the part of legislatures to write into the statutes the content in classes of history were deplored in a resolution adopted by the Association of History Teachers of the middle States and Maryland in their annual meeting in May.

DR. A. A. SEYMOUR, formerly professor of history at the Northern Normal and Industrial School, Aberdeen, South Dakota, is now secretary of the South Dakota State Educational Association, having obtained a four-months' leave of absence in order to devote himself to the work of the association during the fall months when he will make a campaign for membership in the State and National associations.

THE NATIONAL COUNCIL OF TEACHERS COLLEGES and the American Association of Teachers Colleges have merged into an association to be known as the American Association of Teachers Colleges. Mr. J. G. Crabbe, president of the Colorado State Teachers Association, Greeley, is president, and Mr. H. C. Minnich, director of Teachers College of Miami University, Oxford, Ohio, is secretary-treasurer. Membership in the association is by institutions which are divided into four classes, according to the type of work offered.

THE INTERNATIONAL EDUCATION BOARD recently founded by John D. Rockefeller, Jr., as its first official act granted \$1,000,000 in ten annual instalments to Teachers College, Columbia University, for the support and development of its work with the students of education from foreign countries and for the study of educational problems in the countries from which they come. On the basis of this gift the International Institute of Teachers College has been organized under the direction of Professor Paul Monroe.

MR. R. E. WILLIAMS, of Louisville, Kentucky, began work as full-time secretary of the State Education Association on July 1, 1923, at a salary of \$3500.

SUPERINTENDENT R. G. JONES, of the Cleveland Public Schools, was reelected in May for a period of five years at a salary of \$12,000, which is an increase of \$2000. Local papers were unanimous in the praise of the action of the Board of Education.

SUPERINTENDENT FRANK W. BALLOU, of the Washington, D. C., Public Schools, was reelected in May for a period extending to June 30, 1926. The Board expressed unanimously its appreciation of Superintendent Ballou's service and its regret that it could not offer an increase in salary, the salary of the superintendent of the Washington schools being fixed by Congress.

PROFESSOR ROBERT G. BLANTON, of the English Department of the College of William and Mary, Williamsburg, Virginia, is collecting the "proverbial philosophy" of Virginia. He aims to reflect the life of the people of Old Virginia in the little sayings of their daily life.

HIGH-SCHOOL STUDENTS belonging to fraternities or sororities are excluded from honors and positions representing the schools by action of the Board of Education of Des Moines, Iowa. High-school pupils who marry are excluded from the Chicago schools by action of the city Board of Education, according to reports in *School and Society*.

MR. NICHOLAS BAUER, formerly assistant superintendent of schools under Superintendent J. M. Gwinn, was promoted to the superintendency of the New Orleans public schools, and began work on July 1 when Superintendent Gwinn moved to San Francisco.

THE PROGRAM of the Utah Educational Association which meets October 25-27 is grouped around the topic, "Good Teaching in the Light of Modern School Investigation."

MR. JOSEPH M. GWINN, who is president of the National Council of the National Education Association, and who has been superintendent of schools of New Orleans, Louisiana, since November 16, 1910, became superintendent of schools at San Francisco, California, on July 1.

THE BUDGET for Teachers College, Columbia University for the fiscal year 1923-4 totals \$2,476,650 which includes \$536,525 for the maintenance and operation of its dormitories.

A LEADING ARTICLE in the *Virginia Pilot* and the *Norfolk Landmark* features the progress and development of the Norfolk schools.

THE FIFTIETH ANNIVERSARY of the first department of education in an American university was celebrated by the University of Iowa on April 28, 1923. The honorary degree of doctor of laws was conferred upon Dr. Edward Lee Thorndike, Teachers College; Dr. Ellwood Paterson Cubberley, Stanford University, Dr. Charles Hubbard Judd, University of Chicago; and Dr. James Earl Russell, Teachers College.

HARD TIMES AND HIGH TAXES is the title of an editorial in the *Illinois Teacher* for February in which it is pointed out that the stock dividends of the year would amount to at least \$2,000,000,000 and that several railroad presidents get salaries of \$75,000 a year while a large number receive \$50,000 or more. "And only last year," remarks Editor Moore, "several of the railroads in Illinois refused to pay their school taxes because of a slight technical error."

THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION concluded its eighth annual conference in St. Louis, Saturday, April 21 by selecting Madison, Wisconsin, as the meeting place for next year and Professor R. R. Price, of the University of Minnesota, for its next president.

AMONG the official delegates to the Representative Assembly was Dr. Frank F. Bunker, of the Hawaiian Education Association, Honolulu, whose name should be added to the list that appears on page 328.

FIELD SECRETARY ENGLEMAN HONORED—Mr. J. O. Engleman, field secretary of the National Education Association and former superintendent of schools, Joliet, Illinois, whose article on Mooseheart appears elsewhere in this number, was honored last June by Milliken University, which granted him the degree of Doctor of Laws.