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November, 1923

American Education Week

President Coolidge's Proclamation

THE WEEK of November 18 to 24 has been officially set aside as American Education Week by

President Coolidge in a proclamation, a photograph of the original of which (reduced) is printed on this and the following page. The proclamation, like Mr. Coolidge's other writings on education, shows a clear grasp of the basic importance of education in the life of the Nation. The proclamation is as follows—

FROM its earliest beginnings, America has been devoted to the cause of education. This country was founded on the ideal of ministering to the individual. It was realized that this must be done by the institutions of religion and government. In order that there might be a properly educated clergy and well-trained civil magistrates, one of the first thoughts of the early settlers was to provide for a college of liberal culture, while for the general diffusion of knowledge, primary schools were established. This course was taken as the necessary requirement of enlightened society.

Such a policy, once adopted, has continued to grow in extent. With the adoption of the Federal Constitution and the establishment of free governments in the States of the Union, there was additional reason for broadening the opportunity for education. Our country adopted the principle of self-government by a free people. Those who were worthy of being free were worthy of being educated. Those who had the duty and responsibility of government, must necessarily have the education with which to discharge the obligations of citizenship. The sovereign had to be educated. The sovereign

had become the people. Schools and universities were provided by the various governments, and founded and fostered

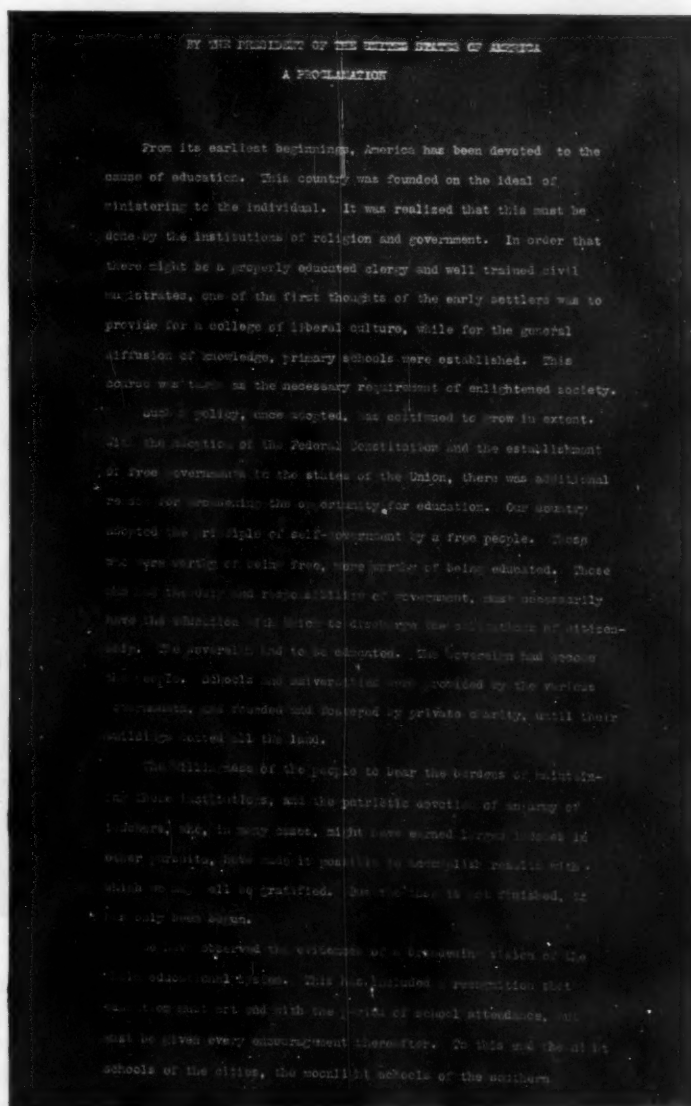
We have observed the evidences of a broadening vision of the whole educational system. This has included a recognition that education must not end with the period of school attendance, but must be given every encouragement thereafter. To this end the night schools of the cities, the moonlight schools of the southern Appalachian countries, the extension work of the colleges and universities, the provision for teaching technical, agricultural and mechanical arts, have marked out the path to a broader and more widely diffused National culture. To insure the permanence and continuing improvement of such an educational policy, there must be the fullest public realization of its absolute necessity. Every American citizen is entitled to a liberal education. Without this, there is no guarantee for the permanence of free institutions, no hope of perpetuating self-government. Despotism finds its chief support in ignorance. Knowledge and freedom go hand in hand.

In order that the people of the Nation may think on these things, it is desirable that there should be an annual observance of Educational Week.

Now, Therefore, I, Calvin Coolidge, President of the United States, do hereby proclaim the week beginning on

the eighteenth of November, next, as National Education Week, and urge its observance throughout the country. I recommend that the State and local authorities coöperate with the civic and religious bodies to secure its most general and helpful observance, for the purpose of more liberally supporting and more effectively improving the educational facilities of our country.

In Witness Whereof, I have hereunto



by private charity until their buildings dotted all the land.

The willingness of the people to bear the burdens of maintaining these institutions, and the patriotic devotion of an army of teachers, who, in many cases, might have earned larger incomes in other pursuits, have made it possible to accomplish results with which we may well be gratified. But the task is not finished, it has only been begun.

set my hand and caused the seal of the United States to be affixed.

Done, in the City of Washington this twenty-sixth day of September, in the year of our Lord, One Thousand Nine Hundred and Twenty-three, and of the Independence of the United States, the One Hundred and Forty-eighth.

PRESIDENT COOLIDGE and the teacher—It would be exceedingly difficult to overestimate the important part that teachers take in the development of the life of the Nation. They exercise their art, not on the materials of this world which pass away, but upon the human soul, where it will remain through all eternity. It is the teacher that makes the school, that sets its standard and determines its success or failure. Everyone is familiar with the assertion of President Garfield that Mark Hopkins, sitting on one end of a log with a student on the other, would constitute a university. He did not particularize about the student, but he was careful to provide that the head of the institution was to be Dr. Hopkins. Only a trained and tried educator could fill the requirements for the head of a seat of learning that was to be dignified by the name of a university. With such a figure occupying that position, the character of the institution would be established.

There, no doubt, often arises a feeling on the part of the teaching force of the Nation that they are lacking in public appreciation. They do not occupy positions which bring them such into general prominence. Their compensation is not large in any event and, considering the length of time and the necessary expense required in preparation, is often very meagre. But if their rewards are not large, they are seldom exposed to that species of criticism often turning into positive abuse, which is the lot of many elective public servants. If they will but consider the estimation in which they hold those who formerly stood in the relationship of teachers to them, they will at once be forced to conclude that, in the opinion of those whose opinion they value, they are not without ap-

preciation and honor; and they must know that whoever can pause for a moment to estimate the value of their work, the importance of their calling, its high requirements in learning and in character, will be moved to admiration for their devotion and their sacrifice. In addition to this, the opportunity to teach

Their work takes on a new dignity. It is rising above a calling, above a profession, into the realms of an art. It must be dignified by technical training, ennobled by character, and sanctified by faith. It is not too much to say that the need of civilization is the need of teachers. The contribution which they make

to human welfare is beyond estimation. In our own country this service was never better performed than at the present day. The earnest conscientious men and women—running from the head of the great university down to the kindergarten—represent a force for good which is immeasurable. The influence which they create for better things, the inspiration which they give for higher ideals, are the chief contributing force to the stability of society and the march of progress.

It is perfectly apparent that the needs of education were never greater than they are at the present time. We do not diminish our requirements by raising the standards of civilization. We increase them. . . . It is not only what men know, but what they are disposed to do with that which they know that will determine the rise or fall of civilization. There is no evidence that there is a lack of sufficient intelligence to support the present state of society, and no one has ever questioned that there exists in people a sufficient moral power, if only it be used not to destroy, but to construct. The realization of progress that has marked the

history of the race, the overwhelming and irresistible power which human nature possesses to resist that which is evil, and respond to that which is good, are a sufficient warrant for optimism. If this were not so, teaching would be a vain and useless thing, an ornament to be secured by a few, but useless to the multitude.

Our country adheres to quite another standard. It has founded its institutions not on the weakness, but on the strength of mankind. It undertakes to educate the individual because it knows his worth.—From an address before the County Teachers' Institute at Reynolds-ville, Pennsylvania.

Appalachian countries, the extension work of the colleges and universities, the provision for teaching technical, agricultural and mechanical arts, have marked out the path to a broader and more widely diffused national culture. To insure the permanence and continuous development of such an educational policy, there must be the fullest public realization of its absolute necessity. Every American citizen is entitled to liberal education. Without this, there is no guarantee for the permanence of free institutions, no hope of maintaining self-government. Despotism finds its chief support in ignorance. Knowledge and freedom go hand in hand.

In order that the people of the Nation may think on these things, it is desirable that there should be an annual observance of Educational Week.

NOW, THEREFORE, I, Calvin Coolidge, President of the United States, do hereby proclaim the week beginning on the sixteenth of November, next, as National Education Week, and urge its observance throughout the country. I recommend that the State and local authorities cooperate with the civil and religious bodies to secure its most general and helpful observance, for the purpose of more liberally supporting and more effectively improving the educational facilities of our country.

In WITNESS WHEREOF, I have hereunto set my hand and caused the seal of the United States to be affixed.

Done, in the City of Washington, this twenty-sixth day of September, in the year of our Lord, One Thousand Nine Hundred and Twenty-three, and of the Independence of the United States, the One Hundred and Forty-eighth.

By the President

Mark Hopkins

the youth of America, with all the boundless possibilities that lie before each one of them, is a positive guarantee that this calling, continued for any length of time, will bring the teacher into contact with some who are marked with genius and will be known to fame. The opportunity in such a vocation to inspire a reverence for the truth and determination to master it and live by it, is a compensation of satisfaction beyond what wealth can buy. To lead and infuse the youth of the country in that capacity is to be a minister to the Republic.

The standards which teachers are required to maintain are continually rising.



YOUTH ETERNAL



MARY J. NEWSON¹

Saint Paul, Minnesota

THE TIMES are out of joint and the rising generation is so full of jazz and joy rides that it does not give us time to teach it any of the fundamental things of life." So writes a certain educator, reminding us of another age and another reformer who exclaimed very much as does our friend, "The time is out of joint, O cursed spite. That I was ever born to set it right!" The general public and the whole race of Grundys, Mrs., Mr., and Aunt, may groan and gossip over the shortcomings of the youth of today, and little harm is done, but when the teacher joins in the general chorus, it is time for some of the clan to speak.

There are teachers who sympathize with the Doll's Dressmaker—"Don't talk to me of children. I know their tricks and their manners: always running about and screeching, always playing and fighting; always skip-skip skipping over the pavement and chalking it for their games. O, I know their tricks and their manners. No, no, no children for me. Give me grown-ups." So spoke little Jenny Wren, but the children she used to see in the early morning were very different. "They were not chilled, anxious, ragged, or beaten and they came in long, bright, shining rows." It is perhaps, then, that some of our teachers have shared Jenny's misfortune only and have not had her experience of the long, bright, shining rows.

Some see only the bedizened and be-routed silly little flapper—though this latter name is already disappearing—and the pasty-faced cigarette-smoking cub whose strenuous efforts are confined to the driving of his father's Cadillac. These teachers can descant at length on the immodest dress of the high-school chit, her painted cheeks and lips, her

plucked eyebrows, and bobbed hair. It is certain that we all have listened to detailed accounts, and believed them too of queer dances, smoking, cocktails, flasks, midnight auto rides, independ-



ence, pertness, disobedience. But what is new about this?

It may profit us to look back to our own young days and to review the actions of the contemporaries that our parents condemned. Can we not recall, and quite vividly too, the girl of the period with her bustle, tilter, or tieback revealing the figure in a most suggestive way: false hair piled high on her head, tight lacing until the waist was reduced to an eighteen-inch measurement, balloon sleeves distended with reeds, and a high wire fence about her neck supporting her ears; then very much in evidence? Do you not remember the tirades on

many a woman's page written by many a man's pen against the four-yard-round, lace-trimmed, frilly, sweeping-the-ground petticoats that some poor maid was obliged to "do up" in sweltering weather for my lady? What about the beauty, the healthfulness of woman's dress of the past? Could you imagine anything more ugly, more unsanitary than the fashions portrayed in Godey's Lady's Book or Peterson's Magazine of forty years ago?

Glancing at the light literature and the serious essay of the times we find recorded there indignant protests against the handkerchief-flirtations, cheating at croquet, unchaperoned buggy riding in a buggy built for one, champagne suppers, gambling at cards—had I better not abridge the list? We all know that even we at times were sternly characterized as too bold, pert, disrespectful, disobedient, and our mothers and grandmothers regarded with horror our manners while they delicately left us in ignorance of all the essentials of life. There was much pious talk about God creating all things but an attitude of secrecy and disgust about the natural family relations that seemed to be regarded as of the devil. Do you not remember?

You must recall, too, the double moral standard and the wholesale condemnation of the mother whose babe was born outside the pale while the father was a social success. Just turn the pages of your Walter Scott and George Eliot and read again the *Heart of Midlothian* and *Adam Bede*.

Out of my experience as a teacher with the boys and girls of two generations I deny, and most emphatically, that the children of today are lawless, without self-control, irreverent, lazy, pleasure-seeking even to the extent of criminal practices, lacking sympathy, devoid of gentle feelings.

¹Drawings by Everett McNear, class of 1923, Central High School, St. Paul, Minnesota.

All of ten years ago I was impressed with the marked increase in the serious, purposeful work of our students, for even before the Great War, youth was showing contempt for the self-satisfied smugness of the older world. The war intensified all this and brought out the latent tenderness, the hero worship, and respect of worth inherent in every young person. An incident that occurred in my schoolroom in the spring of 1917 may illustrate this point.

It was my custom during that fateful time to read to my classes bits of verse bearing on passing events, and on that particular day I read the following to a quiet and orderly class:

In that Valhalla where the heroes go,
A careful sentinel paced to and fro,
Before the gate, burnt black with battle smoke,
Whose echoes to the tread of armed men woke,
And up the fiery stairs whose steps are spears
Came the pale faces of the bloodstained years.

There were lean Cæsars from the glory fields
With heart that only to a sword-thrust yields;
And there were generals decked in pride of rank
Red scabbards swinging from the weary flank;
And slender youths, who were the sons of kings,
And barons with their sixteen quarterings,
And while the nobles went with haughty air
The courteous sentinel questioned:

"Who goes there?"
And as each came, full lustily he cried
His string of titles, ere he passed inside.

And presently there was a little man,
A silent mover in the regal van,
His hand still grasped his rifle, and his eyes
Seemed blinded by the light from Paradise,
His was an humble guise, a modest air—
The sentinel held him sharply, "Who goes there?"

There were no gauds tacked to that simple name,
But every naked blade leapt out like flame,
And every blue-blood warrior bowed his head—

"I am a Belgian," this was all he said.
Men's cheering echoed thro' the battle's hell.
"Pass in, mon brave," said the wise sentinel.

As I finished I glanced up to perceive Bill, an especial imp of mischief, standing at his seat, hands hanging loosely, head bowed. As I was stupidly about to expostulate at this unusual occurrence, the whole class rose in silent salute to the Belgian. I could do no less than stand, too. A moment, and without a word, we sat and took up the lesson for the day. Not a student from that time to this has ever mentioned this matter to me and I have respected their reticence and their sentiment.

These children belong to the great middle class. They earn money in

various ways to add to the family income and to help themselves through school. The boys engage in many activities: the charge of paper routes, bill collecting, electrical work, clerking, summer surveying, Christmas mail routing. Today a fine chap of seventeen in one of my classes is in demand as a radio expert by the most exacting firms in our city. One boy writes me in the week's composition, "I am now building a radio set costing \$100. It is half finished and I listen to concerts in Georgia, New York, Texas, Kansas, Mississippi, and Iowa. I have built many smaller sets for experimenting and I have sold some of them to amateurs. When the one I am making is finished, I shall be able to hear from Germany, France, Italy, and other foreign countries." Just an everyday boy but his exploits thrill me. Quite as a matter of course the girls are making their dresses and their hats. Saturdays they serve as saleswomen in our department stores. Self respecting? O, yes, and with a bank account. Just commonplace children but their doings stir me from head to foot. It is true and perhaps fortunate that they have little in common with the offspring of the "four hundred," but the "four hundred" is a negligible quantity in the great stride of the masses onward in civilization. These of whom I write are very ordinary normal young people.

Let us regard them from another angle. Is it true that the present-day young person has little family pride or affection? There are such doubtless; we know that there have always been such. A few weeks ago I gave to a group of high-school sophomores, fifteen-year-olds, and to another group of seniors, eighteen-year-olds, the subject of "My Family." I cite two of the papers as types of many. The first was written by a little chap of fourteen. His mother is a dressmaker.

My Family—My family is, I know, much better than it seems to me, although I couldn't hope for a better. First of all there is Mother, hard working, cheerful, loving. Then there is Daddy who died after years of suffering. Big brother and sister play quite an important role, while young, not small, sister is "pretty good" when she is good and "pretty bad" when she is bad.

Mother, her patience, her forgiveness, and her cake! Some of us have a hard time, but Mother has the worst. Mother! her work, her few little vanities, and to think that she is my Mother!

We all get along fairly well together but, of course, we have our quarrels and misunderstandings. We are happy in our own quiet way.

My Race and My Family—Astonishing as it may seem, my ancestors did not come over on the "Mayflower." In fact, the earli-

est records of my family on my father's side are those of a grant of land to one Jacob —, in 1763, and on my mother's side records do not go back much farther.

My grandmother is an old lady, who is very proud of the fact that grandfather fought in the Civil War. She is a fine cook, a better one, in fact, than I.

Grandpa was one of the extremely rare human angels. I have never known him to be unkind to anyone.

The young man of the family is a good-looking boy of twenty-five who knows everything.

To attempt to describe my feelings about mother is impossible; suffice it to say: "I love her above all."

It occurred to me interesting to see if I might obtain some reactions of our boys and girls to the question of the present prevalence of youthful crime. The arrest in a neighboring city of two boys, seventeen and eighteen years old, for robbery and murder was a subject of general discussion among my students. I gave the subject, "Youthful Crime"—the title they were to supply themselves; the papers were to be twenty lines long. The first is by a colored girl of quite ordinary intelligence, but very sincere in all she does.

Failing of Youth—Today King Gold has us in his mighty grasp and the youth thinks without it he is an outcast.

The primary cause of youthful crime is due to the laxity of the disciplinary training in the home. Youth is either kept in too close which makes him sneaky, or let to run at will. At least one half of the parents of today are pleasure-seekers. Naturally children are the same, but to get the pleasure of the world they must have money, some are unfortunate and have none, then they go back to the way the primitive man got his wealth, stealing it, and with stealing comes murder.

The social circles of today are another cause of the youthful crime, there is a constant "Keep up with the Jones."

There is only one power I think will stop this youthful crime. The Bible says there will come a time when children turn against their parents and parents against children, this is happening today, and will get just at a certain point when God will take hold of us.

The second is by a young fellow of a clear American ancestry whose bent is philosophical.

The Wind of the Crime Wave—Rather than institute capital punishment for the youth whom papers and movies have been filled with the causes of his crime, let us hang the man who raises the price of everything on the market and who is the real cause of all crime. With their monopolies, these millionaire crooks seek to chain the American in servitude, but their arm is too weak and the growing youth of democracy too strong. The youth cursed the corporation and struck the law which he despised because it had been so easily bribed. Is it strange that he used poison gas to fight poison gas or that many of his soldiers became criminal deserters, fighting for spoils like beasts?

The junior has witnessed the disrespect of the elder for law and the good reason for it, and laughing the laugh of youth, with divorces and bootlegging pounding in

his brain, he has plunged into the rapid river of idleness that leads to the sea of crime.

The next is the work of a gentle, well-bred young girl graced with social ease.

Youth—Youth is a precious, and also a perilous time; it is precious because of its hope, its unbounded possibilities, its freshness and tenderness—but it is perilous by reason of these very same qualities. It is the time of momentous decisions, of strong passions and feverish desires, of impulse and fancy, which unchecked and unguided may ruin a life.

The youth of today wants freedom; by freedom is meant, I suppose, being unobstructed, unrestricted—without limit—without bounds. This exemption from the rules and regulations that have been strictly adhered to in former years, by far-seeing parents, is causing the youthful crime of today.

The youth of today has not the will power, the determination, and sometimes, not even the desire to seek the "straight and narrow path"; someone must guide him, preserve him; someone must help him to form good habits, to attain or live up to some one ideal, to hold in awe the work of the Creator.

If any time of life, then, needs strong, powerful, and effective aids to goodness, it is assuredly when we are young. Impressions then sink into the soft stuff of the forming character and help to mould it for life. Habits formed then endure as long as body and soul hold together.

So, one of the big problems confronting the parent of today and still to be solved is, "Am I to blame, his companions, his school, or his teacher?" Perhaps Pope has answered it in his lines:

"Tis education forms the youthful mind,
And as the twig is bent, the tree's inclined."

The fourth comes from the mind of a young man—self-supporting, eccentric, inclined to cynicism, but keen as to facts. He gives his own experience and conclusions.

Sticky Fingers?—I had occasion to be in a confectionery store one evening and, by chance, saw a young fellow take three hair nets off the counter and pocket them. After he had gone too far, he realized that he had been seen. I followed him out of the store where I asked him why he took them. He told me that he did not know, that he just saw an opportunity to take them, so he did. I found that he was a high-school boy, nineteen years old, and that he had a job after school that supplied all the spending money he wanted. He told me that earlier in the week he had taken a jar of salad dressing, of no use to him, which he threw away within fifteen minutes after the theft. He was at a loss for a reason for taking these and other things that he enumerated, such as a picture postcard, a small brick of Anona cheese, a can of grated cocoanut, a box of laxative pills, and other nonsensical articles.

The way to cure a malady is to get at its source, to corner the germs, and then proceed with the soothing syrups and salves. Here we have a disorder that even the victim knows nothing of. What is the cause? If it is the victim, he cannot be exterminated. The next best cure would be a spanking, a real one, administered in public. But maybe not. I don't know.

The last is the production of a fine, conscientious, modest boy:

Prevention or Punishment?—One of the questions asked in the 5000-year-old Egyptian

"Book of the Dead" is, "Are you satisfied with not committing crime?" Yet in the twentieth century of grace, 5000 years later, we haven't learned the lesson. In the case of the hardened criminal we may not be able to do much but render him harmless, but in that of the youth everything is possible. All of us know this, yet the great majority are content with "an insipid and self-satisfied negativeness." Those who are old enough vote for ordinary officials who commit to a reformatory these youthful offenders. Emerging from these schools of instruction, the young man selects his field of work. This too often happens, despite the finest buildings and best sanitary conditions. If the parents of the boys are helpless, and



often they are through no fault of their own, it is we, their companions, friends, and associates, who must do the work. How, we cannot tell for everyone, for every case, but a good deal of very serious thought, and frequent converse with Him who knoweth all is certainly in order. May the "Golden Rule" be our guide.

From these examples, taken from a group of fifty, it may be seen that the almost unanimous conclusion of the young is that the causes of youthful delinquency may be traced primarily to parental indifference. These children watch with interest the adult pursuit of new pleasures, dancing, fashion, cards, joy riding, and they are keen enough to recognize the general laxity of the morals of the older generation as shown in the sex triangle and divorce, the dishonorable acquisition of wealth, wholesale disregard for the law of the country—and in short the common attitude of "after us the deluge!"

To their views, however, I should

like to add a conclusion of my own. In all ages youth has been exploited, from the days when the life and death of the child lay unquestioned in the hands of the father, through the period when respectable people regarded offspring as contributing to the family and racial glory by perpetuation of the line, down to more modern times when men and women looked forward to children as props in their old age. All these phases smack of the sacrifice of the younger to the older generation, but never before in the history of man has the youth of the world been commercialized as it is today. Child labor and white slavery are only side issues of this evil.

All business makes its appeal to youth. It uses the dreams, the ambitions, the thrills, the desires, the keen love of pleasure, of beauty, even of holy things, to coin money.

We see it on all sides. Is it the young who invent new and wonderful candies, drinks, expensive, queer dishes? Is it the young who design the fashions that enrich Parisian artists and offer opportunities to callous critics to score the girl who wears what her should-be protectors force upon her? What about tobacco in all its forms and the artistic signboard pleading with the boy to be a man? For whom are the new dances, the motion pictures, the popular songs, the absorbing plays put forth but for the children who responding to these calls are severely reproached by the very groups, who profit in dollars and cents, through that which they condemn.

To be sure, older men and women frequently yield to these lures but "mutton dressed as lamb" does not enlist our sympathy.

Teachers, too, are found frequently exploiting the activities of the students for their own pleasure and advancement, advertising themselves through student clubs and organizations, and informing the public of their own abilities rather than using in a wise and discreet way social matters in school for the benefit of the pupils.

Yet, in spite of this fearful, this dangerous commercializing of all that is beautiful, that is vigorous, of all that is sacred in childhood, I see the growth of a keener intelligence, of a clearer knowledge, a braver outlook in the minds of our boys and girls, and so I say to my own heart, "Fear not for our Hope of the World! Clear-eyed, strong-hearted, they front the dawn of a new heaven and a new earth when all these former things shall have passed away."

Financing American Education¹

GEORGE D. STRAYER

*Professor of Education, and Director, Institute of Educational Research
Teachers College, Columbia University, New York City*

IT has been suggested during the last year that we cannot afford, in the United States, to finance our present generous program of public education. Those who fear that we must retrench base their belief upon the large expenditures that are now being made. The contrast between the number of dollars spent in 1890 with the amount spent in 1920 is submitted as evidence.

To understand the situation, it is necessary to contrast not simply the 140 million dollars spent for public education in 1890 with the thousand million dollars spent in 1920 for public schools, but we must also inquire concerning the number of days of schooling provided and the type of educational program which prevailed then and now. It is only during the last generation that we have begun to enforce compulsory education. The increase in days of attendance in our public schools was 139 per cent from 1890 to 1920. Still more remarkable was the increase in high-school attendance from 200,000 to 2,000,000. It does not seem probable that we will rest satisfied with our present inadequate enforcement of compulsory education. We must look forward not only to an increase in attendance due to increase in population, but also to the increase in attendance which will come from the acceptance of compulsory education as essential to the well-being of the Nation.

A large part of the increase in the amount of money spent for public education is clearly due to increase in attendance. An even larger factor is the decreased purchasing power of the dollar. If we may trust the index figures which have been derived, \$1.00 in 1890 would purchase as much as \$2.90 in 1920. The increase therefore in dollars spent does not mean an increase in support. If we measure support in terms of cost per pupil per day of attendance, and if we correct for the changed purchasing power of the dollar, it appears that the actual support provided for public education was less than one tenth more on a per capita basis in 1920 than in 1890.

¹ This address delivered before the general session of the National Education Association at San Francisco on Monday evening, July 2, 1923, contains excellent material for use during American Education Week.

But we cannot compare the cost of education in 1920 with the cost in 1890 without calling attention to the fact that a different sort of educational opportunity was provided in 1920 from that offered in 1890. It was during this period of 30 years that our modern school system was developed. In the elementary school, we have added music, drawing, the household and industrial arts. It is during this period that our work in physical education and health service has been developed. Practically all of the cost of special classes for the defective and delinquent have been added since 1890. During the latter part of this period, the junior high school has been developed and only during the past 20 years has the comprehensive senior high school come into being. During this same period, continuation schools have been established, classes for the foreign-born and for the illiterates have been introduced, better training for teachers have been provided and buildings and equipment have been improved.

One who proposes that we spend less for public education must at the same time suggest the part of our modern program which is to be omitted. There are those who speak of the subjects more recently introduced to our elementary school curriculum; music, drawing, household arts and industrial arts, as if we can maintain an adequate school system with these newer subjects omitted. It does not seem probable that our public which has insisted upon the introduction of these subjects will be satisfied to see them taken out of the curriculum. It is certain that their inclusion is the result of a careful consideration of the needs of boys and girls in our modern society. In the older subjects, sometimes referred to as the fundamentals, there is much that we can teach that has little or no reference to the needs of children in the twentieth century.

It may well be argued, too, that music and art are quite as certainly required if we would have children make proper use of their leisure time as are reading, writing, and arithmetic. The household and the industrial arts are essential in a world in which these fundamental processes can be made available for chil-

dren only through the opportunities provided through schools.

One who would argue against the program of physical education and health service must base his case upon the assumption that we do not receive an adequate return for the money invested in this field. It will be hard to make such a case, since whether we measure the work in physical education and health service in terms of happiness of individuals, in terms of increased intellectual achievement, or in terms of economic efficiency, the answer is overwhelming in favor of the work that the schools are doing.

The argument against expenditures will certainly not find easier ground if the cost of education for the defective and delinquent is attacked, or if retrenchment is suggested in connection with classes for the foreign-born or for the illiterate. We of the profession, and the public who support our schools, are proud of the great opportunities which have come to boys and girls through the development of junior high schools and comprehensive senior high schools. Surely we are not willing to return to the type of secondary education which provided opportunity only for those going to college. Whether the problem be considered locally or in the State or in the Nation, those who argue for retrenchment must make their case against some part of the school system as it is now developed. If the public is fully informed, it does not seem probable that they will be willing to dispense with any of the educational opportunities now provided.

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

But it is only fair that we inquire concerning the burden imposed upon our people through the support that is provided for public education. We spent in 1920, as a people, approximately one and one half per cent of our income for education. In 31 out of 48 States, less than 2 per cent of the income of the people of the several States was devoted to public education. In 17 States, more than 2 per cent of the income of the

people was spent for this purpose. It is interesting to note that in the very wealthy and thickly populated States, the per cent of the income spent for public education was relatively low. For example, in New York, it was 1.18 per cent, in Massachusetts 1.22 per cent, in Illinois 1.36 per cent, Ohio 1.65 per cent, and in California 1.84 per cent. The larger percentages of the income of the people devoted to public education were found in the sparsely settled parts of the country, particularly in the northwest. The percentage of the income of the people devoted to public education was 4.41 per cent in Montana, 4.02 per cent in North Dakota, 3.76 per cent in Utah, 3.43 per cent in Idaho, and 3.13 per cent in Arizona. There were no other States in which the percentage of the income of the people devoted to public education exceeded 3 per cent.

We are working in a period of increasing expenditures for all governmental purposes. Not only must we have more money for schools, but practically every other governmental service requires more money if it is to be adequately maintained. Something of the change that has come about is indicated by the fact that in 1910 the per capita total State and local expenditures in the State spending the most money was \$47.30; while in 1920, the per capita State and local expenditures for governmental purposes reached \$102.26 in one State. In like manner, the modern State spent for all governmental purposes in 1910 \$18.86 per capita and in 1920 \$39.98, while the State spending the least for governmental purposes spent \$5.45 per capita in 1910 and \$2.13 in 1920.

Expressed in percentage of the income of the people of the several States, those States spending the largest percentage of their incomes for all governmental expenses may be listed as follows: Montana, 12.45 per cent; Utah, 11 per cent; Nevada, 10.92 per cent; Oregon, 10.69 per cent; Idaho, 10.59 per cent.

The States spending the smallest percentages of their income for all governmental purposes are as follows: Alabama, 3.22 per cent; Georgia, 3.29 per cent; Texas, 3.30 per cent; Virginia, 3.87 per cent; North Carolina, 4.22 per cent.

Among the wealthy States, the percentages fall in between these extremes. These States spend for all governmental purposes as follows: Illinois, 4.77 per cent; New York, 6.12 per cent; Cali-

fornia, 6.89 per cent; Massachusetts, 6.99 per cent; and Ohio, 7.58 per cent.

Much of the anxiety concerning governmental expenditures has been due to our antiquated revenue system. In meeting the cost of education, we need to consider the possibility of developing a revenue system which will equitably distribute the burden to be borne. The

Decalog of Health

NICHOLAS T. McNEIL
Salem, Massachusetts

(1) I shall keep my body clean and unabused, for cleanliness is next to godliness, and abuse is unmanly.

(2) I shall sleep eight hours every night, for sleep is more essential than food, and is the chief nourisher in life's feast.

(3) I shall keep my body vigorous and elastic by regular physical exercise and long walks.

(4)—I shall not neglect my teeth, for a foul mouth is a breeding-place for disease.

(5) I shall not abuse my eyes, for they are the windows of the soul, and without them I could see neither family nor friends, nor the beauties of sky, forest, or field.

(6) I shall breathe deeply to aerate my lungs and purify my blood.

(7) I shall eat wholesome and nutritious food.

(8) I shall remember that a healthy skin and a clear eye are the best indices of health.

(9) I shall keep my bowels open to prevent the accumulation of poisonous waste matter.

(10) I shall think health, because mental attitude is the most potent and effective factor in the attainment and retention of health.

present practice of deriving the greater part of our revenues for education from taxation upon real estate must be changed. It has been pointed out by students of taxation for many years that the ownership of real estate is not an adequate measure of the ability of the individual to pay taxes. In their report on a model tax system, the Committee of the National Tax Association proposed, in addition to the property tax, that every person having taxable ability should pay some sort of a direct personal tax to the government under which he is domiciled, and from which he re-

ceives the personal benefits that government confers. They proposed, as well, that business carried on for profit in any locality should be taxed for the benefits which it receives. The personal income tax has been accepted by 17 States. There is a constantly increasing number of individuals who enjoy relatively large incomes who can be reached in no other way so satisfactorily as by the income tax. Many doctors, lawyers, architects, and other professional men and women and many wealthy persons having large holdings of intangible property, escape taxation where the income tax is not imposed.

This same committee proposes that personal exemptions be small—for a single person, \$600; for husband and wife, \$1200; and \$200 for dependents; with a maximum family exemption of \$1800. It is proposed, as well, in this report of the Committee of the National Tax Association, that the rates should be moderate and progress from not less than 1 per cent to a minimum of 6 per cent. This form of taxation will undoubtedly be accepted sooner or later by all of the States. It is most desirable that this personal tax, which cannot be shifted, and which brings home to the taxpayer his personal obligation for the support of the government under which he lives, be utilized as a means of increasing the revenue necessary to maintain governmental enterprises.

The business tax has been levied in one form or another over a long period of years. Licenses and fees have been exacted, and more recently a tax on net income derived from business has been found effective and equitable. The Committee of the National Tax Association proposes that business taxes be levied on the net income derived from business carried on within the State levying the tax, and that it be proportional and not progressive.

The States which have made the greatest progress in the development of their revenue systems have created permanent tax commissions. No system of taxation will prove satisfactory unless the States place in the hands of some permanent central authority the administration of taxes. This State tax commission should administer the income and inheritance taxes and should have supervisory authority with respect to the assessment of all property subject to local taxation. The National Committee proposes (1) that local assessment districts be made large enough to justify the employment of at least one perma-

ment official in each such district; (2) that assessors be appointed, rather than elected; (3) that assessors serve for at least four years; (4) that assessors be subject to removal by the State tax commission.

If reforms, such as have been proposed, are carried out, we shall be able to finance our schools. As a people, we do not lack economic resources. The difficulty is rather with our faulty tax system. The problem is not one of finding new sources of revenue, for there are none. It is rather one of devising suitable methods for tapping the resources that exist.

Another factor in the development of an adequate system of financing the schools centers around the problem of the unit of school support. With the most equitable revenue system that it is possible to develop, we will still have within a single State, local communities, whether school districts, townships or counties, that are relatively very wealthy and other localities that will be very poor. It is only through State support based upon a sound revenue system that it will be possible, within the State, to equalize both the opportunity for education and the burden of taxation to be borne. In like manner, if we admit that the well-being of the whole country is determined by the education which is provided in every part of it, we cannot ignore the wide variation which exists among the several States in their ability to support public education.

We have known for a long time from the estimates of wealth available, that the States vary greatly in their per capita wealth. A recent publication of the Bureau of Economic Research estimates most carefully the income of the people of the several States. From this report we find that the per capita income in the States showing the lowest income per capita are as follows: Alabama, \$345; Mississippi, \$352; Tennessee, \$365; Arkansas, \$379; North Carolina, \$383; Kentucky, \$392. Contrasted with these figures are those for the States in which the people enjoy a large income. These States show the following incomes per capita: Massachusetts, \$788; Ohio, \$789; Delaware, \$792; New York, \$874; California, \$820; Nevada, \$850.

If education is essential to the well-being of the Nation and if we propose to make good the promise of equality of opportunity, we shall be compelled to provide a larger measure of National support. To deny National support is to propose that some States spend twice as

large a proportion of their income for education than do other States. To lay upon the people of one State double the burden which must be borne by those living in another State for the accomplishment of a great National purpose involves the grossest injustices. Many of the poorer States are today carrying a heavier burden than the wealthier, in order that they may prepare boys and girls for citizenship in our common country. Four out of the six States with the smallest per capita income—Alabama, Mississippi, Tennessee, and North Carolina—spend a percentage of their income for education equal to or larger than the wealthier State of New York devotes to this purpose.

While we ask for the support of our public schools with the increased revenues which must be provided, we are under the obligation to examine carefully our procedures in the administration of schools. Efficient administration requires that in many of our States we organize the large units of administration. Then an argument for local self-government which originally brought into being the school district and school township unit no longer has weight. With the development of good roads and the coming of the automobile it is easier for the people of a county to act as a unit than it was originally for them to cooperate in the school district or township. We find today in the smaller school districts the highest cost and the lowest efficiency. If economy is to be effected, there should be no unit too small to employ a competent professional administrator.

We need in all of our school systems in the United States more adequate accounting and budgetary procedure. It is only as we develop accounting which enables us to discover the variations in costs which exist among the several units of a single school system that we may hope to effect the economies which are possible. In these communities in which adequate cost accounting has been introduced it has been found possible to effect savings in school supplies, in the coal bill, in the cost of buildings, and the like.

It is just as important that we adopt more commonly than is now the case, adequate budgetary procedure. With unit cost on the one hand and a careful definition of the program of work to be carried on on the other, it should be possible to propose a budget and to indicate clearly to the community just why the amount of money proposed is required to carry on the school system.

It is only when such adequate information is available that the taxpayer has an opportunity to vote intelligently with respect to the fiscal administration of his schools.

None of us would claim that the present program of education is perfectly adapted to the needs of our society. We shall continue to inquire concerning the curriculum and we shall just as certainly make progress in the organization of our schools. It is possible that we may save time and that we shall effect economies.

Expenditures for public education are properly thought of as operating to replace capital which is being constantly used up. If no schools were maintained over a period of a single generation, the effect on the economic life of a people would be more disastrous. In the modern industrial society in which we live, it is quite as important that we should provide capital in terms of educated men and women as it is that we should build railroads or factories.

The question of spending a larger percentage of our income for education is, in the last analysis, one of our scale of values. If the people of the United States believe that education is of greater importance than the other purposes for which they spend their money either through the government or privately, then we can expect relatively larger expenditures for education to be voted.

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

THE supreme business of the school is to develop a sense of justice, the power of initiative, independence of character, correct social and civic habits, and the ability to cooperate toward the common good.—Frank Crane, in the *Nebraska Education Journal*, March, 1923.

Our National Association

The Administrative Element

THE GLORY of the National Education Association is its all-inclusiveness. It has developed in American education a unity of spirit that has been achieved in no other country. It has worked out a program for improving education that has drawn to its support the united strength of the profession. All this in spite of the increasing specialization in education that has tardily followed the growing specialization in the life of our people. To have one organization that represents all educational workers is a rich blessing because it helps to offset the dangers of specialization.

In the beginning was the teacher. And the teacher was the school. Just as the primitive shoemaker in his little shop on Main Street made with his own hands the entire shoe—developing skill in operations that are now divided between fifty or sixty workers each with a single simple task—so the early teacher knew no division of responsibility. The times required none. Nearly all vocations were exemplified in the home or the small community. The teacher in the community knew its life and shared directly in its leadership. Population had not then concentrated. Industry had not specialized into the vast-scale organizations of today. The teaching situation was simple. But gradually the change has come, bringing differentiation not only between the administrative and teaching elements, but also still further division of labor within each of these groups.

In the early days of American education, administration—such as there was—rested in the hands of lay boards whose members examined teachers and performed other similar tasks. Only within recent times has the *profession* of educational administration developed. Even now a majority of those engaged in educational administration outside of the cities have no special training for their work. Courses in administration and supervision are of comparatively recent origin and large masses of the people do not understand the difference in function between the administrator and the teacher. Even among teachers there are those who do not appreciate in terms of advantage to themselves and their work the many services of adminis-

tration that have developed in recent years.

Many a speaker has testified that the great audience makes the great orator. In the same way, a great teaching staff

A New Profession

AS WE look back over the three quarters of a century during which the office of superintendent of city schools has been in existence, a few names stand out with particular prominence as men who have laid—often against tremendous obstacles, often in conflict and contest to the end of their careers, and often by the sacrifice of much that men hold dear—the foundation principles of the new work to which they gave the best years of their lives. Doing a pioneer work, and often misunderstood and unappreciated by those with whom they labored, these men patiently blazed a trail for others to follow. As a recent writer has put it, "Each traveled the trail at his own gait, with rations and blanket only, and never knowing, though caring much, where each year's tramping would end." Out of this three quarters of a century of trial, conflict, discussion, and experimentation, a profession of school supervision is at last being evolved.—From *Public School Administration*, by Ellwood P. Cubberley.

helps to produce a great administrative staff. Under modern conditions each demands and implies the other. There may be individual cases where administrators have put their own interests above those of the teachers. There may be cases of teachers who have failed to work with loyalty and devotion under wise leadership for the common cause of childhood. But be it said to the credit of American education that these cases are growing fewer and fewer. So far

as our National Association goes the cause is one and this article on the administrative element will be read by the rank and file because it deals with a most important phase of our common enterprise. It is the third of a series of articles setting forth the many-sided activities of the Association.

In a sense, each of the Association's twenty-two departments is concerned with problems of administration. Several of them are concerned primarily with special phases of administration. This article deals with the Department of Superintendence, which is the first department to maintain an executive secretary at headquarters out of its own funds. The secretary of the Department of Superintendence has also been designated to represent at Headquarters other departments and associations dealing with administrative problems.

Like all Gaul, the history of the Department of Superintendence may be divided into three parts. First, the period of its infancy, when the National School Superintendents' Association, organized in 1865, divided the field with two other organizations—the American Normal School Association, organized in 1864, and the National Teachers' Association, organized in 1857. Second, comes the long period extending from 1870—when these three organizations merged into the National Educational Association—to 1922, when the department placed at Association headquarters an executive secretary to manage its growing activities.

Of the first period little need be said here. Cities of considerable size were developing. New York City had a population of over a million in 1860. There were then eight other cities with a population exceeding a hundred thousand each. This concentration of population demanded some central management of schools beyond that which could be given by lay board members. During the decades preceding the Civil War a considerable number of men had been called to this work of management. They had no special training for administration and felt keenly the need of sharing counsel and concentrating their experience. During the meeting of the National Teachers' Association at Harrisburg, Pennsylvania, in 1865, they organized themselves into an association.

In February, 1866, the Association met in Washington, D. C. It numbered among its founders and supporters the greatest educators of the country. The most noted men of the Nation have esteemed it an honor to address its gatherings.

Because of the war, none of the three National associations held conventions in 1867. During the years immediately following the war, the Department met annually, usually in connection with the National Teachers' Association or the American Normal School Association, the meetings being held during August.

Those were precarious days for all National associations. Travel was difficult and professional spirit was in its infancy, not to mention the small salaries from which those who attended meetings had to pay their expenses. Costs were kept down and the unity of the educational movement was maintained in a measure by having several of the young associations meet jointly. It was only a matter of time until this informal unity was to change into an organic unity.

Leaders even at that early date recognized and frequently discussed the dangers of specialization. It was clearly felt that no matter how specialized education might become, educational workers should have one association in which they could all meet on common ground for mutual acquaintance and coöperation. Over twenty years after the formal union of the three National associations we find the same problem coming up for renewed consideration as the practice of adding departments and round table discussions grew within the Association.

Thus we find William T. Harris, much revered United States Commissioner of Education, telling the Department of Superintendence in 1891, "I would lay emphasis on the specializing of work indefinitely. Apart from the National Association such specializing would have its danger; but in the Association it at once adds strength and gains strength." Such are the forces that created and preserved the remarkable union that is the National Education Association—a priceless heritage that every educational worker in the Nation may contemplate with pride.

During the period from 1870 to within a few years of the recent reorganization, the activities of the Department differed little from those of other departments which steadily increased in number. During this period the time

of the meetings was equally distributed between February and March and the vacation months of July and August. A decided preference was shown for Washington, D. C. as a meeting place. February as a time of meeting became more and more popular and when the present By-laws of the Association were adopted in 1907, following the granting of a special Charter by Congress, it was stipulated that, "Each department shall hold its annual meeting at the time of the annual convention of the Association, excepting the Department of Superintendence, which may hold its annual meeting in February of each year or at such other time as may be determined by the officers of said Department." This provision, with minor changes, is still in force.

Because of the responsibility represented by the Department of Superintendence, certain other departments and associations with administrative interests began meeting at the same time. These were followed by other organizations not administrative and before many years the side shows threatened to overwhelm the main performance. There was increasing difficulty in finding a city that could comfortably house the winter meeting; the pressure of too many interests began more and more to be felt. Ultimate reorganization was inevitable. After a few years of stress the problem was solved by a reorganization of the Department and the adoption at Chicago in 1922 of a constitution providing for an executive secretary, taking advantage of the increased autonomy granted departments by an amendment made to the By-laws of the Association at its Des Moines meeting in 1921. The reorganization ushered in the present period of the history of the Department and foreshadowed the increasingly distinguished service that it is rendering education.

The department now stands on its own feet. A five-dollar membership fee provides the funds with which to finance its activities. Its annual meetings have been concentrated upon problems of administration and only departments and organizations which deal with such problems are encouraged to meet with it.

The employment of a permanent secretary has enabled the Department to profit by its accumulating experience. Each new president thus builds upon the foundation laid by his predecessors. Programs are better planned and meetings better administered because of this conservation of past experience.

While enjoying greater autonomy in its own affairs the Department is also closer to the parent Association because its secretary sits in the Association's Cabinet, where the problems of the whole profession are regularly discussed. The Association also profits from the counsel of an additional worker who brings to its problems the poise and perspective that come from broad acquaintance with the personnel and the problems of educational administration.

Membership in the Department confers many benefits. The superintendent in his community must stand alone. There cannot be many superintendents as there are many doctors or lawyers or merchants. The superintendent, therefore, needs especially the contact and fellowship with other superintendents that the Department gives.

Each member of the Department receives invaluable publications, including the Yearbook, the Official Report of the Convention, and the Quarterly Bulletin. The Yearbook, with its official list of members of the Department, is the most authentic directory of successful school administrators in the United States. It is considered an honor and a privilege, as well as an asset, to have one's name in that list.

For over fifty years the Department of Superintendence has stood as the official organization of school administrators. Its contribution to the advancement of American education has been so great and its opportunities are so vast that no school administrator worthy the name can afford not to share in its councils and work. It is the rallying ground for those who administer the greatest system of universal free education that the world has seen.

Let everyone in every branch of the profession rejoice at the development of professional technique and spirit among its administrative workers. Let us all have just pride in the noble history of the Department of Superintendence. Its publications are recognized the world around for their high excellence. It is developing administration in America as it is known nowhere else. Let those of us who belong to this group support it by joining in its membership and councils. Let the rest of us value at its true high worth to the whole profession its well-aimed efforts to meet responsibilities and opportunities with increasing efficiency and success. Out of such mutual appreciation and coöperative enterprise will arise the greater education of tomorrow.

The School and the Play Movement

MABEL TRAVIS WOOD

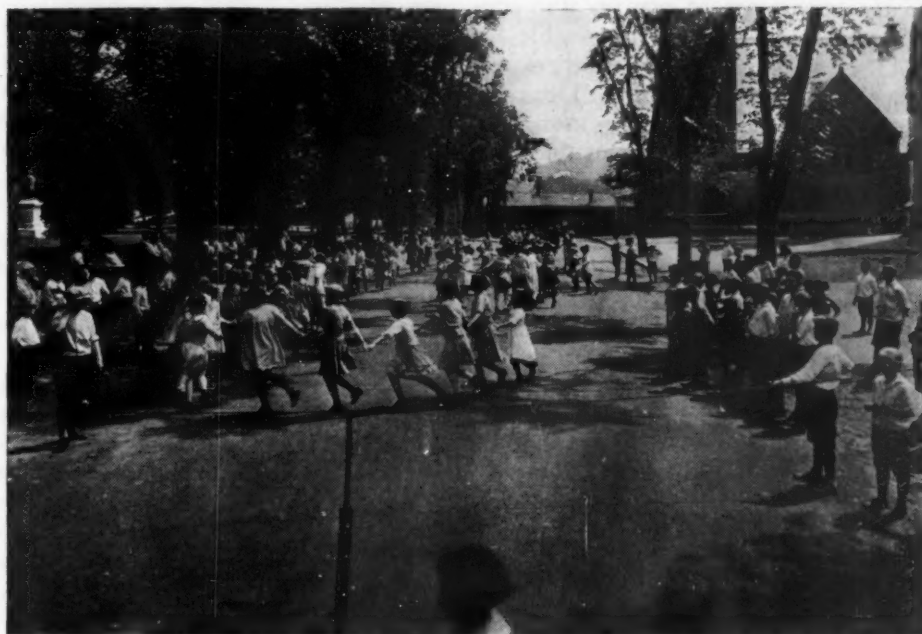
IF Ichabod Crane or some other worthy schoolmaster of days gone by could come to life and see a copy of the 1922 Year Book of the Playground and Recreation Association of America he would gasp with amazement. For of the 505 cities reporting systems of supervised playgrounds and recreation, 113 cities named school boards as the managing authorities of such systems. In thirteen other cities school boards coöperated with municipal departments in maintaining supervised playgrounds. Eighty-five additional cities reported that their school grounds were equipped for play.

School boards and schoolmasters didn't concern themselves about the way children played in Ichabod's time—or even as late as thirty years ago. Education then meant solely putting knowledge into a child's head. Most schools were tolerant enough about play—they had gone far beyond the New England Dame School idea that it was unseemly frivolity to be crushed on all occasions. But they never dreamed of introducing play into the school program, or of providing play places or supervising play. Spending the community's money to help children play would have been considered an unheard-of extravagance. Playing was something children naturally went about in their spare time, but some-

thing far removed from the school's sphere of training minds.

At recess time and at noon the old-

girl or boy had no chance to get into the fun. And the school bully reigned supreme. If he liked "Tag," then "Tag" it was, every day. Not that the repertoire of games was so very extensive. They were all learned by word of mouth, child lore passed from the older to the younger and almost pitifully hoarded. The rules of games learned in this way naturally varied greatly. Often the



GROWING CHILDREN have more claim on the streets in this city than the few vehicles which might pass during the noon or recess periods.

fashioned schoolmaster turned his flock loose to do as they pleased. Some of them played. Some of them fought. Select groups of little girls went off in corners and whispered secrets. The shy

very part of the game that was valuable for team work may have been omitted.

The modern school recognizes that supplying plenty of proper play is an important part of its business of preparing children for life. It fixes regular periods for play, sets up play equipment, both outdoor and indoor, and employs trained leaders to direct play. As a result, it sees healthy and active future citizens growing up in its community, translating the lessons of fair play and democracy learned on the athletic field directly into the ability to work with others.

The Year Book records show that school boards are not only paying attention to the play children have while at school, but are seeing that they have adequate play opportunities to fill all their spare time. They are maintaining year-round community playgrounds and supervising playgrounds during the vacation period, when children used to have to find their fun wherever they could.

Of course, changes in American life have been partly responsible for the attitude of the modern school toward play. When school children of the time Whit-



THIS play oasis in the industrial section of Holyoke, Massachusetts, gladdens the hearts of hundreds of children.

tier immortalized in "In School Days" went "storming out to playing," they met wide fields and sun-flecked brooks. What would most of the school children of today meet, if playgrounds were not provided for them? Only automobile-filled streets and tall, forbidding buildings and an occasional desert waste of vacant lot. But a Nation-wide awakening to the value and need of play and to the importance of play in true education has likewise been responsible for the splendid system of playgrounds school boards in more than 113 cities now maintain. The play movement dates from the organization of the Playground and Recreation Association of America in 1906 by a far-seeing group who knew it was time to do something about making up to the American child his rapidly-decreasing birthright of play—and to do it on a National scale.

The National Physical Education Service, a branch of the Playground and Recreation Association of America, has been responsible to a great extent for the universal acceptance of the physical education idea by schools today, and has helped them to carry out the idea by aiding in the passage of State and National physical education bills. "The physical education program during the last twenty years has been steadily forcing long delayed recognition. It is not an unusual thing in the United States to find high-school buildings placed on fifteen to forty acres of land, largely as a result of the agitation started by the Playground and Recreation Association of America," said Will C. Wood, State superintendent of schools in California in a recent address before the Fifth Annual Conference on Physical Education in Chicago.

The physical fitness idea in school play still prevails, and has been greatly stimulated by the appalling discovery that more than one third of our young men examined for military service in the World War were pronounced physically unfit for full service. But with its spread has come an appreciation of the value of the play element in physical education. Schools today are realizing that formal exercises and gymnastics are only body-builders and that without the spirit of play recreation periods lose valuable character and citizenship building opportunities.

The new kind of school physical training is never referred to by pupils as "physical torture." They look forward to their play periods with eagerness and return from them mentally alert and

ready for work. One day this spring 450 boys and girls from the grade schools of Long Beach, California, transplanted their regular school play program to Lincoln Park, where a large audience watched it and could easily observe that this was no stereotyped athletic "festival" but a spontaneous expression of enjoyment in activity.

"To interest the youngsters in physical education it must be a pleasure for them to participate in it," says Jessie B. Anderson, superintendent of physical education in the Long Beach Schools. "We feel our playgrounds are a laboratory to be used for the development of better citizens. Here they may learn discipline, something which will prove invaluable to them in later years. We teach them to act in groups rather than individually. This is bound to have more than a little influence on political movements in future years."

Not only large city schools but little country schools are realizing the value of play and are helping the growth of the play movement. The county play day, when children from schools all over the county bring their lunches and have a day of athletic sports, is an annual event in many rural sections. Such days have done much to bring before country people a realization of the value of physical education and play.

The rural school teacher of today is adding play leadership to the many jobs in which she must be proficient. A moving appeal came to the information service of the Playground and Recreation Association of America not long ago from a teacher in one of the most backward sections of Florida. "I have never played any athletic games, but I want to interest my children in athletics," she wrote. "I have secured rule books, but I can't understand them well enough to teach the game. The children have never seen a game, nor the grown-ups either, I have thirty-five children, ranging in age from six to sixteen, but our average attendance is about twenty, 'ague' being principally the cause of poor attendance. But I think if I can get them interested in something, they will make a greater effort to get well and do better. Please give me information regarding badge tests. Any help you can give me will be greatly appreciated." Because of that teacher the school now has a baseball diamond and basketball court, and the children are having their first taste of organized games.

Through the activities of schools many waste lots have been transformed

from eyesores into smooth athletic fields for the use both of the school and of the community. The high school in Provo, Utah, declared a half-holiday last April and the boys did some practical civics by turning out on a vacant lot five hundred strong, with shovels and wheelbarrows and leveling, grading, and seeding it for a baseball park. "Everybody predicted we couldn't do it, but we did!" said the local Community Service secretary, who was the guiding spirit in the enterprise. "According to the city engineer we moved 20,000 cubic feet of dirt. The high-school girls provided a fine lunch. Only two boys failed to report for work and next day they got a free bath in the public fountain. Think of the interest in that park now. Those boys built it instead of having it built for them!"

Another interesting illustration of the way in which schools are aiding the play movement is the growth in the number of school buildings which are being used as evening play centers. One hundred fifty-two cities reported to the 1922 Year Book that their school buildings were open for recreation purposes in the evenings, as compared with one hundred thirty-seven in 1921. The total number of buildings so used in 1922 was reported as 1082. Ninety-nine cities reported a total average attendance of 96,612 at these school recreation centers. "More play for everybody" is the slogan of progressive schools today. School boards realize that the gymnasium, swimming pool, or recreation room that is closed after school hours is a wasted play resource.

In a certain city at an evening-center meeting, someone rose unexpectedly from the back of the room and addressed the assembly. It was the school janitor, who said, "I want this citizen's meeting to understand that the opening of this here school building evenings has done more for the young fellers of the Bullfrog Alley bunch than anything that has ever happened since I come to live in this neighborhood. At first I thought they'd wreck the building, what with tampering with the electric lights and putting the bubble fountains out of business. But now you'd oughter see them! They come in more orderly than the school children themselves. You'd oughter see them settin' quiet in the basement playin' checkers." Such evidence from a source which might well be hostile to keeping the school open evenings because of the extra work involved speaks for itself.

Ethical Correlation of Geography, Science, and Civics

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CITIZENS of the future, we hope, will make better use than their forebears have done of the fact that different groups of people must occupy this planet of ours together. The need for new outlooks for problems of human contact has never been more urgent. Teachers—especially of geography and civics—can do much if they keep foremost the thought that the best which any school study can give is inspiration and direction toward a vastly better dwelling-together upon our globe than men have yet managed to attain.

A century ago, if the question was asked, "What dealings can your country as a whole have with other countries as wholes?" ninety-nine out of a hundred would have answered, "War or alliance for possible war. Private individuals in France, let us say, may trade with private individuals in England; but if all France is to act as a unit toward all England as a unit, the only contact can be military." Such is the old conception, and we must not forget that millions everywhere, even in our land, still have nothing better. They wake up to the fact that they are members of a Nation only when they see their government directing a war: "What have we got a government for if not to fight some other?" There are still huge numbers to whom the sight of a flag suggests only this. Fortunately, more people are asking themselves, "What is wrong with the world if this is all that the flag means to so many?"

The ordinary ideals of peace are too negative to be appealing. The world has never had a genuine peace, but only armed truce masquerading under the name, because peace to the great majority still means a string of don'ts, "don't fight," "don't destroy property," "don't take life." To appreciate how meagre is such an ideal, imagine individuals making it an aim for private life: think of getting no more out of living with one another than the fact that nobody is hurt, or calling an evening at the theatre a success because nobody stoned the actors! Men justify wars on the ground that the wars are essential to the attain-

ing of certain positive benefits. But do they think of peace as a similar means to specific goods? If peace is at all worthwhile, it is for the sake of certain ends which war imperils. Does the race, however, really cherish these ends sufficiently? If we prize a bit of precious statuary, we take care to place it where it cannot be destroyed or marred.

Peace, in other words, is a mere instrument, a way to obtain certain good things. If these are sufficiently desired, we can be sure that methods will be found by which to get them. The task of school, home, church therefore, is to educate people into wanting these better things.

Here is an ideal requiring the utmost of constructive effort. And here is where geography, among other resources, can especially help. In the first place, it can bring home the elementary truth of human interdependence. City and country need one another; so do land and land. Good and ill in any part of the world produce their effects elsewhere as well. The prostration of industry in Central Europe after the World War put millions of people out of work in Great Britain and America. A plague of influenza in India carried off populations in Europe and the Western Hemisphere.

There is a brighter side to the picture. A few months ago, notice, more or less, was taken of the hundredth anniversary of the birth of Louis Pasteur. Every country today is indebted to the labors of this French genius. But France alone is not entitled to the credit. Pasteur's researches in fermentation and the germ origin of diseases went back to the findings of men in other lands; and men of other countries carried his work forward. A Scotchman, Lister, applied Pasteur's results to antiseptic surgery. A German named Koch used Pasteur's methods and discovered the bacillus responsible for tuberculosis. An American, Dr. Trudeau, made valuable application of Koch's findings. To promote healthful living, men of all lands have cooperated and still need one another. The last plague has by no

means been fought yet. If pupils are interested in the story of a good fight, let them know of the heroic fight against yellow fever by Dr. Walter Reed and his associates. Let them know something of its international side. Among other important items is the fact that the yellow fever germ was finally isolated by a Japanese, Dr. Noguchi, working for the Rockefeller Foundation.

But health and the goods of commerce are not the only things that pass from place to place. All the people of earth depend upon one another for the interchange of ideas of life. No country today dare remain provincial, self-sufficient, or content with the thought of its own superiority over other lands. East and West, for instance, need each other badly. The Orient needs Western science, but the West needs to learn from the East that feverish commercial rivalry and aggressive nationalism are not the unquestioned blessings which the Occident is prone to suppose. All the countries on the globe can learn from one another. Each country has something unique to give to every other; only as each seeks to understand, to respect, and to encourage the special best in its fellows, will its own best gifts be promoted.¹

In the lower grades, the geography lessons can begin working in this direction by trying to create the attitude of mind which at least refrains from regarding the customs of Chinamen, Hindoos, Frenchmen, Italians, as merely funny. All important is the need to get used to respecting qualities unlike our own. Is the Anglo-Saxon type better than the French, the German, the Italian, the Slavic? As well ask, "Is air better than water? Is a table better than a stool? Is a steamship superior to a railway train?" There comes a time in a boy's life when he understands how absurd it is to put questions like these. He knows that if the world were all land and no water, we should rightly never build a single ship, and that the only reason why the locomotive is so useful on land constitutes the best of reasons for having something different on the ocean. Ship and train are needed for their very unlikeness. Yet how many lads who have grown to be grandfathers still think about varieties of national culture as if their own peculiarities were superiorities! At bottom, this is merely a sort of expanded egotism. Our own pride is flattered by the thought

¹ This point of view is developed in a new book, "Education for Moral Growth," (published and copyrighted by D. Appleton and Co.), from which this excerpt is selected.

SALARY SCHEDULES—Rochester, New York

Population 295,750—Effective, September, 1922

Classification of teachers			First year	Second year	Third year	Fourth year	Additional annual increments		Maximum salary
							Number	Amount	
Elementary	Grade teachers		\$1,200	\$1,300	\$1,400	\$1,500	5	\$100	\$2,000
	Kindergarten directors and special class teachers		1,200	1,300	1,400	1,500	5 1	100 50	2,050
	Kindergarten directors in charge of 4 or more teachers		1,200	1,300	1,400	1,500	6	100	2,100
High school	Classroom teachers		1,600	1,700	1,800	1,900	9	100	2,800
	Selected teachers from grades		1,600	1,700	1,800	1,900	10	100	2,900
	Department heads, advisors for girls, special responsibility		2,400	2,500	2,600	2,700	9	100	3,600
Normal school	Teachers-city normal		1,200	1,300	1,400	1,500	5	100	2,000
	Critic or theory teachers		1,600	1,700	1,800	1,900	11	100	3,000
Special Subjects	Teachers		1,300	1,400	1,500	1,600	5	100	2,100
	Supervising teachers								2,600
Vice principals	Elementary		1,200	1,300	1,400	1,500	5 1	100 50	2,050
	Junior and senior high		2,000	2,100	2,200	2,300	5	100	2,800
Principals	Elementary	1 to 11 teachers	2,200	2,287.50	2,375	2,462.50	5	87.50	2,900
		12 to 17 teachers	2,200	2,325	2,450	2,575	5	125	3,200
		18 to 23 teachers	2,200	2,375	2,550	2,725	5	175	3,600
		24 to 30 teachers	2,200	2,412.50	2,625	2,837.50	5	212.50	3,900
		31 to 45 teachers	2,200	2,450	2,700	2,950	5	250	4,200
		Over 45 teachers	2,200	2,475	2,750	3,025	5	275	4,400
	Junior & senior high	Under 60 teachers	3,000	3,150	3,300	3,450	5	150	4,200
		Over 60 teachers	3,400	3,600	3,800	4,000	5	200	5,000
City Normal school			3,400	3,600	3,800	4,000	5	200	5,000

that "our crowd" overtops the others.¹ No fuel for the war-makers is more inflammable.

As the pupils grow older, they should be set to asking more and more, "What is there in the civilization of other countries from which our own can learn, and what can this other land learn from us?" Teachers who know something of Tagore's writings, Hearn's books on Japan, G. L. Dickinson's *Letters of a Chinese Official* and his *Appearances*, Cooper's *My Lady of the Chinese Courtyard*, Brown's *The Wisdom of the Chinese*, Wu Ting Fang's *America Through the Spectacle of an Oriental Diplomatist*, Yoshio Markino's *When I was a Child*, will want their pupils to read these books and to be less supercilious toward the Oriental peoples whose growing contact with the West is bringing to the fore some of the gravest problems of the age. Too many of us fail to realize that the so-called

backward lands are not mere spots upon a map. They are places where human beings—men, women, and children—live, where people are trying to work out in their own way their special life-problems, and where, in many instances, lofty natures have elaborated thoughts of enduring and universal importance. Books, pictures, anything that can make more real what is best in these human lives will help all other lands to develop their own best gifts.

A similar help is at hand in books on America by foreign observers. Because America has so much to give mankind, we want to know how the gift can be improved. We shall thus do well to commend, in correlation with civics and history, such books as Bryce's *American Commonwealth*, the comparisons in his *Modern Democracies* should also be known. *Letters from America* by Rupert Brooke criticizes some of our shortcomings but always with kindly appreciation. So does the genial book by Wu Ting Fang already mentioned. Other useful criticisms will be found in the

two books by Dickinson and John G. Brooks' collection *As Others See Us*.

Of immense importance today is the problem raised by the geographical fact that the world's raw materials are limited in quantity and that some lands are more favored than others. More and more we are being forced to understand that one of the chief occasions for modern war is the clash of desires to control the supply of oil or iron or other natural wealth, or to bar competitors from trade-routes or fields of investment. During the World War, there was a temporary approach on the part of the Allies to something better than the usual practice of "each for himself." Coal, wheat, cotton, oil, rubber, leather, instead of being left to each ally to buy or not as each could, were pooled and rationed. When the war ended, the old way was restored, but the day must be made to come when war-breeding competitive scrambles will be replaced by enlightened coöperation.

Geography teachers can do much to cultivate this better conception because from the ethical viewpoint; geography is the study of what man's will and reason can accomplish to overcome the difficulties of his natural environment. The story of civilization is a tale of how mankind has triumphed over wild beasts, plagues, excessive heat, and biting cold. The ocean, once a barrier, men have turned into a road by which swift, luxurious steamers bring land and land into touch. Man has wrought for himself another road through the air, just as he has built roads beneath the earth and beneath the water. To avoid dangerous routes for his vessels, he digs a Cape Cod Canal; to save more lives, he erects sea-walls at Galveston; he irrigates deserts, drains swamps, cleans up plague spots, tunnels the mountains, connects oceans by canals, conducts drinking-water for a city from a reservoir over one hundred miles away.

The task is not yet completed. There are still quarters of the globe that need to be saved from famine, disease, and flood. Here is a work upon which the more favored lands can well unite. And a still greater step forward will be to overcome the obstacles created by man's own disruptive follies, prejudices, and greeds.

As long as nations still eye one another with a mistrust which obliges them to spend billions of hard-won treasure on military preparations, our assurance that we are so securely and highly civilized needs to be chastened.

¹"The idealism of selfishness must keep itself drunk with a continual dose of self-laudation." R. Tagore, "Nationalism in the West," *Atlantic Monthly*, March, 1917.

Portland Grade Teachers' Association

JULIA A. SPOONER

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THE DESIRE among teachers throughout the United States "to promote greater professional advancement" and "to secure conditions essential to the best professional service" which was in its early development a decade ago, led to a meeting of about fifty grade teachers of Portland to discuss the advisability of organization. Responding to a call sent out by them, several hundred grade teachers met, with the superintendent's permission, May 3, 1912, and the Portland Grade Teachers' Association was organized "in order that the rapidly growing corps of teachers may become better acquainted, welcome new teachers, extend courteous hospitality to visiting teachers from other cities, exchange with them experiences, observations, and ideas; become practiced in parliamentary law; raise a fund whereby eminent lecturers and educators can be brought to the city to address the teachers on live subjects of interest to all; share the benefits of the same with teachers throughout Multnomah County; extend the support of the Teachers' Retirement Fund; establish a news committee or a committee of correspondence to report new educational ideas and activities in other places; organize classes for study as the demand arises; promote the general welfare and a more professional spirit; with hearty coöperation join with other school organizations of the city in any plans for the general welfare of education and professional fellowship," according to the minutes of that first official meeting.

Four hundred thirty-three charter members were enrolled and every president since elected has been chosen from that charter list. Growth has been continuous and the membership today is eight hundred and seventy-two, almost 100 per cent of the number of regular grade teachers employed in the Portland schools. Eighty-three per cent are members of the Oregon State Teachers Association and about 65 per cent are now (March 1, 1923) members of the National Education Association.

The constitution provides for a board of directors, made up of the president, the recording, corresponding and mem-

bership secretaries, the treasurer, and eight vice-presidents who represent the eight grades of the elementary service. From these eight vice-presidents, the president appoints three standing committees—social, civic, and professional. Each committee heads a department in which are grouped other committees directly responsible to the department head; under the Professional Committee are placed the various Bulletin Committees; the Fellowship, the Teachers' Affairs, and the Clippings Committee; under the Civics Department are the Patriotic, the Welfare, the Child Welfare, Publicity, Coöperation, and Americanization Committees, and the delegates to the affiliated clubs; under the Social Department, the Lookout, the Headquarters, the Music, the Clubhouse, and the Recreation committees function.

The auditing committee appointed by the board of directors is independent, as is also the Budget and Finance Committee, which is made up of the treasurer and membership secretary and three members of the board of directors.

One of the most important parts of the Association machinery is the representative body consisting of one delegate from each school, which meets with the president twice monthly to bring to and carry from the officers such information as is necessary to carry out association plans and policies. This group functions under the membership secretary in collecting dues for local, State, and National organizations. Upon their activity and fidelity depends to a great extent the success of the Association.

Not provided for in the constitution, but existing by common consent, is a group of "official visitors" assigned to duty in connection with other organizations of the community, such as the Civic League, the Central Labor Council, the White Cross, the County W. C. T. U., and the Patrons of Husbandry.

It was a part of the early work of the association to bring to the city lecture courses, or noted speakers for single engagements. In 1917, a request was made to the University of Oregon that the extension courses be enlarged and

now a large percentage of the grade teachers are regularly enrolled students in the extension work, and the early lyceum courses, as a result, have been temporarily discontinued. Classes in gymnastics, swimming, French, and music have however been arranged for through the organization, from time to time, and a creditable chorus was maintained for a number of years.

Aid has been given the State Teachers' Association in improving professional conditions in the State; in raising requirements for teachers' certification; in securing a larger unit of taxation for school purposes; in securing a State minimum salary law; in increasing minimum term requirements; and in other legislation for the betterment of teaching conditions.

For the improvement of the local situation much has been accomplished—salary increases; a ten-days' sick leave each year granted by the Board at the request of the Association; and for the benefit of teachers who do not use the privilege during years of service, and then meet with prolonged illness, a plan for cumulative sick leave is being studied by the professional committee.

A fellowship fund was formed early in the association's existence to aid teachers by loans at extremely low interest, when they have had to face heavy hospital and doctor bills; these loans are repaid at the teacher's convenience and are all considered "strictly confidential." Ten cents per capita from the annual dues is placed in this fund, which now amounts to about twelve hundred dollars. An endowed hospital bed is the dream of the association which we hope to make a reality within the next few years.

The teachers' retirement fund receives the active support of the association. Laws governing tenure of position have long interested the profession. Portland teachers have experienced the protection of a tenure law since 1913, although the measure then passed has been twice amended. The struggle to establish and retain the tenure law has probably been the greatest educative and unifying force in the association's history.

Teachers' rating systems in use in different cities are interesting the present Professional Committee, because of the growing demand for an open and definite system of teacher rating. This committee is also making a survey of the time of meeting of State teachers' associations in the various States.

The official publication of the associa-

tion, begun in 1914, has taken over the work contemplated for the proposed committees on correspondence. It now reaches the president of every Parent-Teacher Circle in Portland; the presidents of women's clubs interested in educational work; all the State and local school officials, and has a list of exchanges with other teacher organizations. It is self-supporting and occasionally contributes to the club-house fund, for a club house with adequate office rooms is a dream, too, which may soon materialize.

The Association is affiliated with the National Education Association, the National League of Classroom Teachers' Organizations, the State and City Federations of Women's Clubs, and co-operates with all the civic bodies of the community. It has furnished milk for tubercular children through the Visiting Nurses' Association; contributes annually to the Scholarship Loan Fund of the State Federation of Women's Clubs; has provided wheeled chairs and private tutors for crippled children; has contributed over \$2000 from its treasury for promoting general welfare work; and in addition to this, over \$250 annually to aid incapacitated teachers who retired from service before the days of retirement funds or pensions.

A Patriotic Committee was appointed in July, 1916, to help the Third Oregon, then on the Mexican Border. From that time till now the patriotic work of the association has been continuous and, during the war, was its major work. Association Red Cross classes made surgical dressings and hospital supplies; the association opened sewing rooms and manufactured 3000 articles for a hospital unit from material furnished by the Red Cross. Tag day and rummage sales, gift cards, concerts, and appropriations from the general fund raised almost three thousand dollars.

Miss Ortschild, president in 1916-1917, was a member of the State Council of Defense, was secretary of the Committee on Coordination, served on the War Emergency Council, and on the Oregon Boys Emergency Fund Committee. Her successor, Miss MacGregor, was chairman of the Educational Publicity Committee of the War Emergency Council. Under Miss Thayer's administration, the association gave aid in the influenza epidemic and sent a corps of teachers to the berry fields to aid in the summer's harvest. Looking back upon those busy years, one has a feeling of wonder that so much

was done in addition to the regular schoolroom work with the multitudinous added duties of war times.

The establishment of a court of domestic relations, which superseded a juvenile court functioning as a minor part of the county court, was a service of undoubted value. The probate work was the chief interest of the Multnomah County Court, and judges were chosen for that work, without regard to their knowledge of, or their interest in, modern methods of dealing with dependent, defective, and delinquent children. Appointments of workers in the court were made as rewards for service rather than for fitness for the work. When a number of teachers were threatened with contempt of court for a legitimate and persistent interest in a certain case, and others had had experiences calculated to disturb their faith in the efficacy of a court so organized, a juvenile court committee, which was later called a child-welfare committee, was formed. This committee studied the organization of children's courts in other States, and evolved a workable plan which received the unqualified support of the clubs and the press of the city. When the measure came up for legislative action, the association had to face an organized group working against it. Changes were made which called its constitutionality into question, but the court was organized and the succeeding legislature corrected the defects in the law. Portland now has a court of domestic relations which is rapidly developing into great usefulness.

The next step was to go below surface manifestations and get at conditions that aid in creating juvenile delinquency. The close connection between defect and delinquency, and the difficulty of doing satisfactory school work with heterogeneous classes graded according to chronological age rather than to mental ability, led the association to ask the legislature of 1923 to make mandatory the establishment of a bureau of research and guidance in each of the larger cities of the State, whose duty it should be to search out the abilities, talents, and capacities of children to the end that these talents, abilities, and capacities be conserved and developed to their fullest extent. The measure had the fullest newspaper publicity, and the support of public opinion generally; the Governor of the State, a former teacher and school administrator and a successful farmer, fully aware of the principle of "individual differences" and all its implica-

tions, gave it his personal support, and the Speaker of the House used every legitimate means to further its passage, but success was possible only when the mandatory features were amended to become permissive, due probably to an ignorance of educational progress in the last few years on the part of a few of the older senators. The awakening of public concern has, however, been most helpful to the school and association interests.

The association has used all legitimate means to raise the status of teachers both in professional and in economic lines, knowing that what advances the real interests of teachers advances the interests of the children. Realizing that most of the neglect of the schools is due to the ignorance, rather than to the indifference, of the public in regard to school needs, the association has tried to keep in close touch with the community of which it is a part. Recognizing the value of this close acquaintance, the Portland School Board has aided in its growth by granting to the president of the association leave of absence without loss of pay to attend the annual conventions of the State Federation of Women's Clubs; to ten teachers, representing different schools, leave without loss of pay to attend the annual convention of the State Parent-Teacher Associations; and the same privilege is given to ten teachers to attend the monthly Parent-Teacher Council, for the half-day session, thus establishing in a practical way, a union of the forces most interested in the betterment of school conditions.

The Portland Grade Teachers' Association is not satisfied with its work; it realizes that much of what it will attempt to do in the future will not be wholly successful; but it believes it has been of service to its members and to the community and it knows that it is laying solid foundations; it hopes the structure that is built will be enduring and worthy and it is sure that succeeding workers will read from the records in the cornerstone—"After me cometh a Builder. Tell him I, too, have known."

THERE is a little basic difference between the herd and the leader. Big minds are simply used minds—enlarged and strengthened by constant exercise. Commanding intelligence anywhere differs from crowd average only in purpose and determination. Brains are just motors, incapable without a persistent driving force.—Herbert Kaufman.

Mrs. Snaffy and Queericulum

ELIZABETH A. EVERETT and LAURA B. EVERETT

SAY that again, Sophronisba," said Mrs. Snaffy, as she dropped plump golden rings into the kettle of smoking fat. "I want to get that, and the fat is all but too hot, so I've got to keep fryin'."

"They're starting a new queericulum at school, Ma; that's what I said," replied Sophronisba, as she appropriated another crisp brown doughnut. "What's a queericulum?" asked Mrs. Snaffy, pausing in her gentle rocking of the steaming kettle. "Maybe I know it, but like enough it's got a new name by now."

"Why, you know, Ma, the queericulum's the studies we take, but they're going to change them around and put in some new ones." Mrs. Snaffy tested a floating life-preserver with a meditative fork: "I know a good sight about queericulums, though we didn't usta call 'em that. Goodbye, an' study good at school."

When Sophronisba returned from school in the afternoon, her mother paused in the beating of a marsh-mallow pudding to say with Minerva-like gravity, "Sophronisba, I been a-thinkin' about queericulums. We need a lot o' new things in 'em. Did the teacher say anything about 'em?"

"Yes, she said the three Ares wasn't enough for people to know nowadays. I wasn't just sure what she meant. What is an *Are*?"

"That's what they used to call 'em, the three Ares. There was something about 'You are what you are,' but I disremember it. When your pa an' I went to school we jest had grammar an' spellin' an' rithmetic an' geog'phy an' readin'."

"That's what they ought to be teachin' now 'stead of all this tomfoolery they're taxin' the people to pay for," growled Mr. Snaffy who stood in the doorway, paper in hand. He stole the thunder of the third editorial with the celerity of any well-informed American as he demanded, "Cut out all the gew-gaws and flub-dub, an' teach the children somethin'. That's what I say."

"Well, now let's look at this broad-like," urged Mrs. Snaffy in a conciliatory tone, as she carefully folded a fluffy heap of beaten egg into her pudding.

"Queericulums is like food. When folks first come out to a new country

an' had to raise ev'ry thing they et, first they lived on hog an' hominy, then they raised chickens an' cooked 'em, an' had eggs to make cakes an' pies an' puddin', an' then they raised fruit an' made preserves, an' dried fruit an' learned to can it. They was jest as strong as when they was only eatin' corn an' bacon, an' a sight better pleased.

"Think of all the things we have on our table, pineapples, an' bananas—that's like forrin langwiges I guess—an' grapefruit, an' artichokes, an' celery, an' lettuce—an"

"Ice cream, Ma." Sophronisba came helpfully to her aid. "That would be like athletics, wouldn't it?"

"Yessir! Ice cream! Think of the tons of it that's et! It's nourishin', too, though that ain't the reason so much of it is et. An' it's the same with athletic-ing; it's developing, but the boys do it more because they like it.

"We could get along 'thout dessert. We could live on corn-bread an' beans an' keep pretty healthy, but if I'd cut you down to two things for dinner, Pa Snaffy, you'd make as much fuss as the boarders would."

As if fearing to put the matter to the test, Mr. Snaffy fled with his paper, editorial and all, from the room and the argument. Mrs. Snaffy lowered her voice and spoke confidentially as if wishing to set herself right in her daughter's mind.

"I'm not sayin's all queericulum's right. They're like rations that had ought to be balanced. There's vegetarian queericulums without no 'rithmetic nor nothing hard, which is a little light for hearty minds, an' there's the queericulum all meat and taters that I was raised on. Now it ain't enough to give children jest what they had forty years ago. It ain't enough to teach 'em to read and do sums. They've got to be learned to be good citizens-like and showed how to get sech a good scald on peace that we'll be forever shet of war. Then because sights of folks can't learn their girls to cook an' sew an' keep house, like I can, that's got to be in the queericulum. An' music had ought to be.

"'Music hath charms to soothe the savage breast.' I learned that out of my copy-book. There's more savages around loose waitin' to be soothed than anybody'd think. An' drawin's good. Look

how Reginald plotted the back yard from his drawin'; an' what was it he liked so fine when he use to sprout beans an' keep tadpoles an' collect corn-worms?"

"That was nature study, Ma. I had it, too, when I was littler. They used to show us how some of the leaves went to sleep at night and how the maple-keys and dandelions was carried by the wind. I loved that."

"Course you did, Sophronisba, and it was more digestible for your little stummick, so to speak, than a chunk of 'rithmetic. The thing is to pervide for everybody. What with all our emigrunts to do for, makin' queericulums is like cookin' for a big family an' a hospital too. There ought to be enough variety—like a hotel minnow—so's everybody can get what they need, a balanced ration for every mother's son."

LIKE every worker, the teacher meets those trying, sandy stretches where the question forces itself upon him, "What is the sense in sticking at a job like this?" At college reunions, he observes classmates who have done more striking things in the world, who see more tangible returns and have certainly "prospered" to a greater degree. At such times everything for him depends on his faith in the principle which he is at pains to have his students understand, that in the final reckoning, what counts is one's scale of values. If success in life means the ordinary thing, then the returns undoubtedly show that his investment has hardly been prudent. But what if his dividends must be of the rarer and better sort?

Such indeed do come to him. Is it much or little to be kept young by contact with youth and by, what is even better, its friendship? Is it a slight return that his work has helped his own mind to grow? To be sure, if he had devoted himself entirely to research and been spared the distractions of teaching, he might perhaps have made himself the distinguished specialist. But recompense for this loss, too, has come. Association with youth has kept him younger than he might otherwise be, younger in the sense that his horizons have been kept wider and his interests broader because the interests of youth are so winningly many-sided. All their happy spontaneity, even their waywardness, is a constant challenge to the spirit that would lock life up forever into a few classroom formulas.—Henry Neumann in *Education for Moral Growth*.

TRUTH JUSTICE

Editorial Telephone, Main 6260
MONDAY—

Washington Herald Editorial Page

Business Telephone, Main 3306
—OCTOBER 8, 1923.

PUBLIC SERVICE

"We love Him, because He first loved us."—1 John, iv:19

Text suggested by the Rev. Maurice S. White, pastor of the Highlands Community Church.

NATION CALLED TO OBSERVE EDUCATION WEEK

Extracts from President Coolidge's Proclamation:

"EVERY American citizen is entitled to a liberal education. Without this there is no guarantee for the permanence of free institutions, no hope of perpetuating self-government. Despotism finds its chief support in ignorance. Knowledge and freedom go hand in hand."

"OUR country adopted the principle of self-government by a free people. Those who were worthy of being free were worthy of being educated. Those who had the duty and responsibility of government must necessarily have the education with which to discharge the obligations of citizenship."

"THE willingness of the people to bear the burdens of maintaining these institutions, and the patriotic devotion of an army of teachers who, in many cases, might have earned larger incomes in other pursuits, have made it possible to accomplish results with which we may well be gratified."

"THE night schools of the cities, the moonlight schools of the Southern Appalachian counties, the extension work of the colleges and universities, the provisions for teaching technical, agricultural and mechanical arts, have marked out the path to a broader and more widely diffused national culture."

Importance of Education

RESIDENT COOLIDGE is true to New England tradition in the almost religious fervor with which he proclaims the week of November 13 as National Education Week.

The citations at the head of this page are only a few of the gems of thought and feeling with which the presidential proclamation is studded. It certainly is devoutly to be wished that the Nation will give concrete effect to the President's wishful ideals, and recommendations.

Obviously, in a democracy you have to depend upon the people for the right kind of government. By the same token the people must be educated in order to know the right kind of government. A democratic society bases its stability upon an educated people. The constructive education of the citizen, coupled with liberal legislation, forestalls anarchy, prevents irrational outbursts, promotes respect for law, assures preservation of order.

An educated citizenry is more likely to demand, secure and retain that fluid liberty which means progressive self-government, intelligent self-direction, and the wise use of mass co-operation. By such means alone, a democratic nation can organize and develop a social order that gives increasingly fuller, finer, happier life to the individual. The individual who is without education is shut out from most of the joys of the spirit that constitute really human life.

As President Coolidge says, "this country was founded on the ideal of ministering to the individual." Indeed, the individual being the ultimate human unit, democracy is rightly defined as the organization of society on the basis of respect for the individual. Democracy, seen as an expression of world evolution, is only nature's most glorified utterance of the primal instinct of self-preservation.

An unseparable respect for the individual must therefore be basic to all our politics and legislation. Eternal justice and the temper of modern life move each of us now to expect, and to demand, of all the individual fulfillment which is possible only through the machinery of society.

In enlightened self-interest, the United States as a nation cannot be too generous in the expenditure of public money for public education. The awakened and organized intelligence of our people will secure a maximum number of men and women of initiative.

It is only through the increasing millions of that type of educated individual that America can achieve that material, broad-based, moral and material leadership for which the crying need of humanity now calls.

A full appreciation of the importance of educated children and adults, to our democratic nation, would be shown, first, through the establishment, at Washington, of a Department of Education, its head a member of the President's Cabinet.

Beyond that we must co-ordinate all educational activities, public and private, in order to secure the President's ideal of universal liberal education as a guarantee for the permanence of free institutions and the hope for perpetuating self-government.

Stars and

Little boy in Virginia and down and up an entire popular novel. What they should have given him immediately was a copy of the Literary Digest.

Among the things that turn brown in the autumn are the summer sunset and the summer rain.

We have had not only Tennyson's book, but Tennyson's book again.

KNOWLEDGE is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionably essential. To the security of a free constitution it contributes in various ways: By convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to law.—George Washington.

LET EVERY AMERICAN, every lover of liberty, every well-wisher to his posterity swear by the blood of the Revolution never to violate in the least particular the laws of the country, and never to tolerate their violation by others. As the patriots of '76 did to the support of the Declaration of Independence, so to the support of the Constitution and the laws, let every American pledge his life, his property, and his sacred honor; let every man remember that to violate the law is to trample upon the blood of his fathers and to tear the charter of his own and his children's liberty. Let reverence for the laws be breathed by every American mother to the lisping babe that prattles on her lap. Let it be taught in schools, in seminaries, and in colleges. Let it be written in primers, spelling books, and almanacs. Let it be preached from the pulpit, proclaimed in legislative halls, and enforced in courts of justice. In short, let it become the political religion of the Nation.—Abraham Lincoln.

THE TEACHER'S TASK—You teachers—and it is a mere truism to say this—you teachers make the whole world your debtor; and of you it can be said, as it can be said of no other profession save the profession of the ministers of the Gospel themselves, if you teachers did not do your work well, this Republic would not outlast the span of a generation.

Moreover, as an incident to your avowed work, you render some well-nigh unbelievable

services to the country. For instance, you render to this Republic the prime, the vital service of amalgamating into one homogeneous body the children of those who are born here and of those who come here from so many different lands abroad. You furnish a common training and common ideals for the children of all the mixed peoples who are here being fused into one nationality. It is in no small degree due to you, and to your efforts, that we of this great American Republic form one people instead of a group of jarring peoples. The children, wherever they have been born, wherever their parents have been born, who are educated in our schools side by side with one another, will inevitably grow up having that sense of mutual sympathy and mutual respect and understanding which is absolutely indispensable for working out the problems that we as citizens have before us.—Theodore Roosevelt.

POPULAR EDUCATION and Free Government—Popular education is necessary for the preservation of those conditions of freedom, political and social, which are indispensable to free individual development. And, in the second place, no instrumentality less universal in its power and authority than government can secure popular education. * * * Without popular education, moreover, no government which rests upon popular action can long endure. The people must be schooled in the knowledge and, if possible, in the virtues upon which the maintenance and success of free institutions depend. No free government can last in health if it lose hold of the traditions of its history, and in the public schools these traditions may be and should be sedulously preserved, carefully replanted in the thought and consciousness of each successive generation.—Woodrow Wilson.

A PLEA FOR TEACHERS—"Without vision the people perish." Without education there can be little vision. Of education it may be said that "It is twice blest; it blesseth him that gives and him that takes." It will be greatly worth the effort if we can impress this thought upon the young manhood and womanhood of the Nation and redirect their interest and patriotic zeal to the idea of making a proper contribution to educational work. It is regrettable that so few young men and women, equipped for such service, are nowadays disposed to give their time and talents to teaching. Education needs their young eagerness, zeal, and enthusiasm.—Warren G. Harding.

AT the top and left of this page is a reduced facsimile of the editorial columns of the *Washington Herald*, featuring American Education Week. Within the box are significant statements by Presidents of the United

States testifying to the basic necessity of education. From these and hundreds of similar statements made by newspapers, magazines, and public men, teachers may draw material for use during Education Week. Let every child understand his

obligation to society for the investment which it makes in his education and let him also develop a determination to see, when he in turn becomes a voter, that the next generation of children shall have an adequate and sound education.

The Largest Orphanage

MABELL S. C. SMITH

AT Alexandropol in Transcaucasia, Near East Relief (the organization chartered by Congress to aid the war-stricken people of the Levant) is supporting the largest orphanage in the world, one of seventeen thousand children. All people who have to do with education are especially interested in the management of this orphanage because nowhere else are children handled in such large masses.

Where did this monstrous gathering come from? During the war Russian Armenia, wedged between the Caspian Sea on one side and the Black Sea and Turkey on the other, was devastated by repeated invasions. At one time the destroyers were Turks, at another, Russians. Between them the country was so cleared of grown men and women that it has earned the name of the "Land of Orphans."

The unhappy little creatures were everywhere. They hid, terrified, in ruined villages and abandoned farms; they slept wherever they dropped down from exhaustion; they wore rags ever growing more ragged; they hunted food like animals, eating grass, twigs, even clay to silence the insistent cry of hunger.

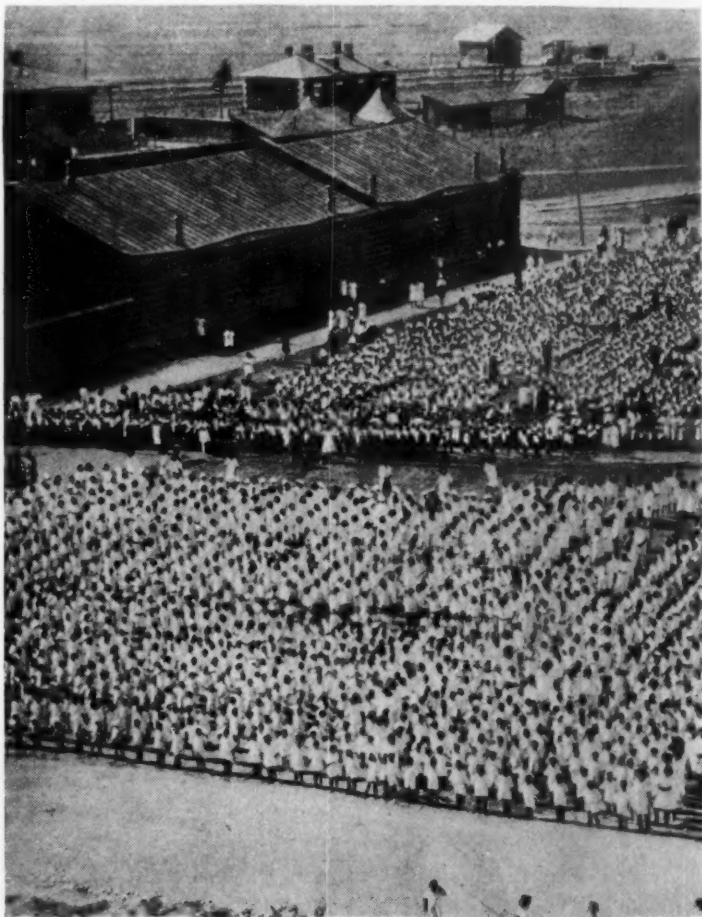
They were so ever-present, their plight so terrible, that something had to be done about it. The government assigned for orphanage use the huge barracks that once housed the Tsar's crack Georgian troops just outside the small city of Alexandropol. Near East Relief undertook the management of the orphanage. There was no difficulty in finding occupants; thousands upon thousands of children staggered weakly to the gates as soon as the news got abroad that there was some one left on earth who cared enough to hold out a welcoming hand.

The immediate problem—There are a few Russians among the children, a few Georgians, but almost all of them

are Armenians. That means that these stunted, undernourished boys and girls have a heritage of vitality and intelligence and spiritual strength. The American executives of the orphanage depend upon all these qualities to aid

tuberculous there is an open-air sleeping pavilion. For the sufferers from trachoma, the dreaded eye-scurge of the East, the largest trachoma hospital in the world, 3000 beds, has been established. Here Dr. Russell T. Uhls, of White City, Kansas, with the aid of a band of skilful nurses, gives the daily agonizing, healing treatments with the copper sulphate pencil which the brave little sufferers call the "Devil Stick." The proportion of cures is unprecedented in the history of the disease.

The next problem—With the health problem solved there follows the planning of the child's whole orphanage life. He is not to be pauperized. He must be so trained that he makes his contribution to the upkeep of the vast household of which he is a part; he must be fitted for self-support when the time comes for him to step out into the world on his own. Because of the terrific loss of man-power during the war these American-reared boys will be the economic leaders of Armenia in a decade or two—they must be ready for the task and they must take their part in the rebuilding of their fallen nation. There must be both mental and vocational education, and these intelligent youngsters are quick to recognize what both kinds



SOME of the 17,000 children maintained by the Near East Relief at the Alexandropol Orphanage in the Armenian Republic.

of instruction mean to them and are eager to do their best for the sake of their benefactors, of themselves, and of Armenia.

What has been done?—Just as soon as returning energy makes minds and hands restless for something to do such of these potential heads of families and housewives as are large enough are put on kitchen police. The children do practically all the work of the various houses so there are the regular duties always waiting—the preparation, cooking, and serving of food and the clearing away; the scrubbing of walls and

floors; the making of beds and the washing of clothes. In order to conserve the food sent from America, as much food as possible is procured on the spot, so there is the raising of vegetables and grain and the making of flour. In these Eastern countries bread is the chief support—almost literally the “staff of life”—and young bakers are speedily taught to mix and bake it.

The children must, of course, be clothed. The wherewithal is found chiefly in bundles of old clothes sent from America. The girls become deft seamstresses and the boys expert tailors and cobblers. Every process in the preparation of wool from the sheep's back to the woven cloth is performed with ancestral skill. Benches and tables and beds are put together by the youthful carpenters; necessary utensils—mugs, plates, stoves and so on—are ingeniously derived from old oil cans and bits of tin roofing; masons build walls; blacksmiths shoe the horses and oxen used on the farms.

The learning of these various trades serves two purposes—it aids the household economy of the orphanage and it provides each child with a means of future self-support when he becomes independent and a member of some one of the semi-ruined villages in process of slow rebuilding.

Native teachers, both men and women, are giving this great body of future citizens a practical elementary education capable of fitting them into the current of their home and business lives. They are eager to learn English, picking up all they can from the thirty-five American directors of the orphanage and from the interpreters.

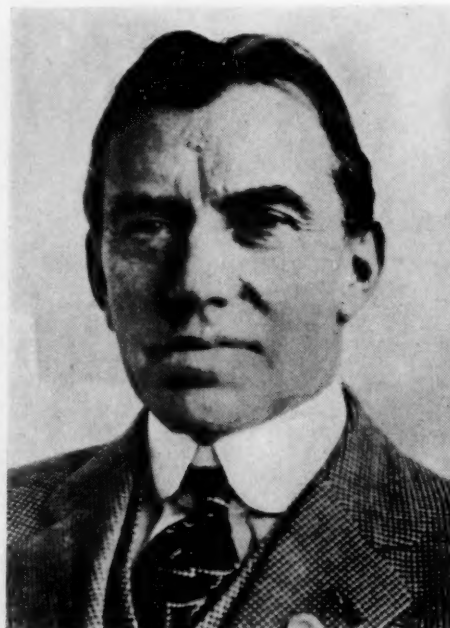
The Armenians are a strongly religious folk and the tenacity with which they have clung to Christianity has brought persecution and massacre upon them on many occasions throughout the centuries. These children have inherited the spiritual strength of their ancestors and are essentially religious.

Future plans, schools—At the moment, Alexandropol, like every other orphanage in Near East Relief care is conducting its schools as best it can. More definite and standardized methods are expected before long as the outcome of the recent formation of an advisory educational committee of which Dr. John H. Finley is the chairman. In filling his committee Dr. Finley wrote: “A real education problem is presented by the 60,000 orphans being cared for by this great humanitarian organization and I am asking the best men in the schools of

the United States to give the active help of their advice and counsel in this cause.”

The members of the committee are Otis W. Caldwell, R. J. Condon, William M. Davidson, Frank P. Graves, James F. Hosc, J. M. Gwinn, and Angelo Patri.

Industries—The industrial plans of the Near East Relief are based on the broad conception of the economic relation of these boys and girls to the rebuilding of Armenia. Assuming that



JOHN H. FINLEY, chairman of the Advisory Educational Committee of the Near East Relief, who spent the summer of 1923 on the ground in the Near East studying the problem of organization.

every child is being taught the trades and crafts of the home-maker and the village citizen the big problem is to make him a creator of merchandise and then to develop larger markets for that merchandise than exist locally. In order to make him a creator of merchandise whose kind and quality bring good returns he must be taught occupations whose output is in demand. In proportion as this merchandise sells well the standard of living of the worker will rise and as the standards of the individual rise so will the standards of the country as a whole. In addition to this economic aspect of the industrial scheme there is the artistic and sentimental side—the preservation of native industries and arts threatened with extinction.

A beginning has already been made by the appointment of an industrial committee consisting of Henry Morgen-

thau, Cleveland E. Dodge, Harold A. Hatch, James M. Speers, with Barclay Acheson as secretary, and M. Karagheusian, Vartan Malcolm, and K. Thomas Pushman as advisors, each member chosen because of his special knowledge of some angle of the subject. The traditional occupations of rug-weaving, embroidery, lace-making, and the manufacture of silver jewelry and of brass goods are among the crafts being encouraged, whose products are already on sale. Analysis of various sorts of markets in America is being made by experiment as well as investigation. The children being trained in Near East Relief industrial departments will be the industrial leaders of the Armenia to come.

Agriculture—Large scale agricultural work has been started in the Caucasus area as an important contribution to the economic future of Armenia. Leonard R. Hartill, former head of the department of horticulture of the New York Institute of Applied Agriculture, is blocking out the plan and Francis P. Freeman is in charge of that part dealing with the orphanages. The government is coöperating through the assignment of land.

Elsewhere—The plans in action at Alexandropol are the same as those being put into effect, with necessary local modifications, in all the Near East Relief orphanages. Everywhere the scheme provides for elementary and vocational education. Everywhere the purpose is to provide present training, future self-support, and a contribution toward the rebuilding of a brave-hearted people.

America's part—What America has done already for the orphans of the Near East is a matter of history. With a personnel both consecrated and intelligent, carefully selected and tested, more than a hundred thousand orphans have been saved from death and are being reared to lives of happiness and usefulness. Beyond their personal salvation is the salvation of Armenia of which they are a vital part.

America has shown her interest in sympathy and in money. The plight of the homeless, parentless children has tugged at the heartstrings of our entire country. There is no group untouched by the appeal; there are no groups more closely drawn to this great work of training for nation-building than the educators who are training the young citizens of this, the greatest Nation in the world, and the mothers who are watching their development.

How Ambridge Voted

HOW the residents of a small Pennsylvania city voted a \$385,000 bond issue for the purpose of getting a new school building may be of interest to other cities with similar crowded conditions. Ambridge, a city of about 13,000 population, is in Beaver County, Pennsylvania, not far from Pittsburgh. The fall of 1921 found four hundred children in grades one and two attending school half time, and worse still 850 children from the seventh and eighth grades and the high school were crowded into a building intended for 500. The need of a new school building was imperative.

Under the leadership of Superintendent Fausold a public mass meeting was held and later at a winter chautauqua citizens spoke in behalf of the proposition. All through the campaign speakers were provided to present the Bond Issue Campaign to the various clubs and civic bodies.

But the campaign was more than something to talk about; it furnished the art classes a fine project as well. Principals, teachers, and pupils cooperating with the Art Supervisor, Miss Elisabeth Stewart, made more than five hundred striking posters, which are here illustrated. They testify to the originality and craftsmanship of Ambridge's youth. These posters were first shown in the schools and then a few days before election, March 20, 1922, were displayed to good advantage in business houses and churches.

This poster project, although of great publicity value, was only part of

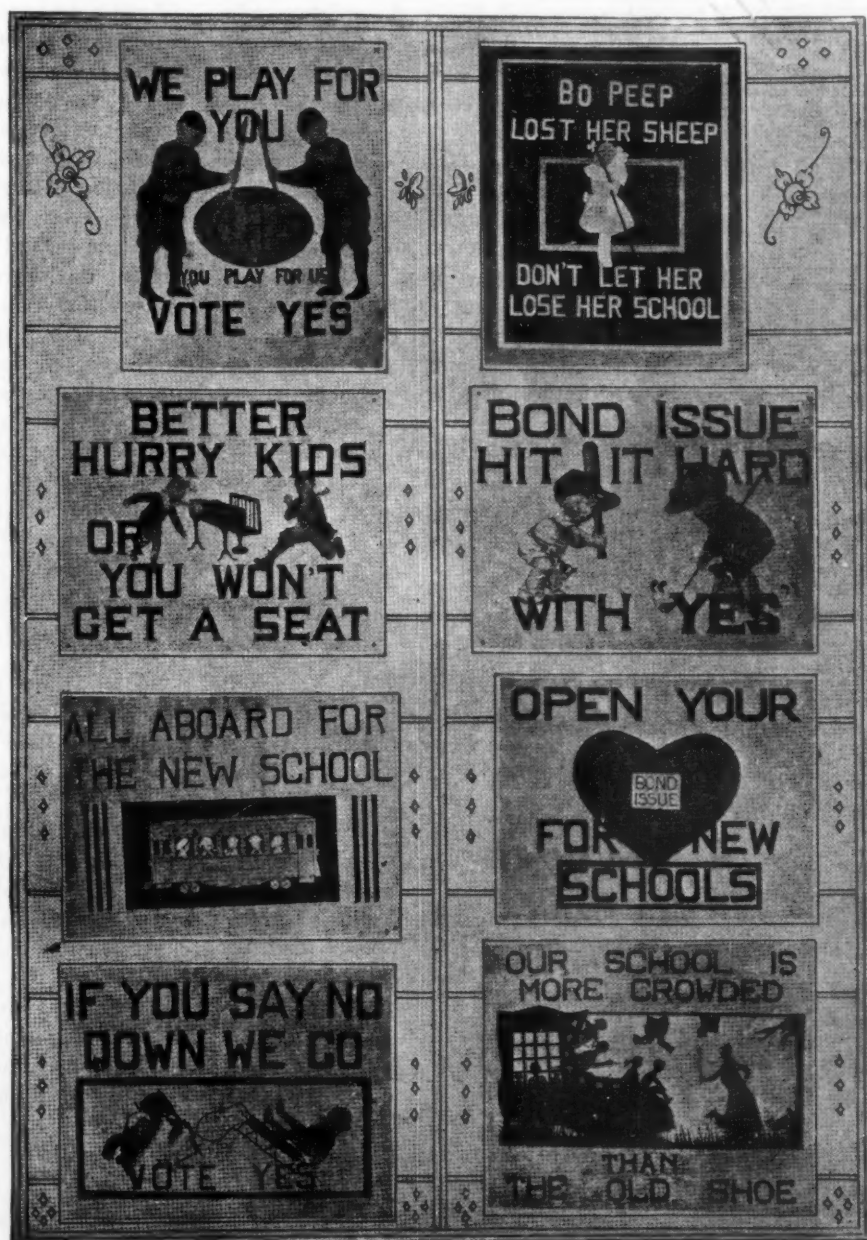
the advertising scheme. Blue prints were posted, and pamphlets were printed and distributed to the pupils. These pamphlets were explained by the teach-

plorable Conditions in High School Building; A Flexible Type of Building; Location; A Community Center; What Other Schools are Doing; The Cost;

Why the Plan is Economical. The pamphlet closed with, "Your Opportunity—March 20 will be the date for voting on this proposition. If you favor the Issue, place an X opposite the word Yes on the ballot."

Handbills, having prints of the proposed school building with a few facts about its need, were distributed at manufacturing plants as the men came home from work the evening before election, and not to be outdone the "antis" circulated a handbill objecting to the Bond Issue on the ground that the building site was undesirable. But the people, having been previously informed that the site was worth three times what the school board paid for it six years before, that it was centrally located, and that it afforded room for expansion and a complete athletic field, so ignored the antis' propaganda that their handbill helped rather than hindered the cause. When the morning of election

day finally arrived, every father of a child in the first three grades found by his breakfast plate a card reading: "Father and Mother: Do not forget me today, Tuesday, March 20." And when the vote was counted with 1019 voting for and only 240 against it was plain that father and mother had not forgotten. The Bond Issue Campaign had gone through, and a modern school building in 1924 for the boys and girls of Ambridge was assured.—J. M. R.



ers, before being taken home to the parents. The blue-print tables of statistics forcefully told of the congested schools. They showed the enrolment in 1905 to be 400 and in 1923, 2930. Cuts in the pamphlet also illustrated the crowded conditions and the poor lighting. A first-floor plan of the proposed building was included and educational data appeared under the headings: A Few Enrolment Figures; Four Hundred Little Children on Half Day Sessions; De-

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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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Investing in Leadership

GREAT business builds itself around great leaders. Boards of directors of large industrial and commercial enterprises recognize that before they can build organizations they must first build men and women. They encourage workers to study every phase of the business often at great cost. It is not unusual when traveling in the United States to meet representatives of foreign concerns who are in this country to obtain knowledge of markets and processes. Thousands of American business men are each year sent abroad at the expense of their corporations in order that their grasp of the business situation may be deepened and broadened. Conferences of business and commercial workers are increasingly common.

The biggest business in America is education, but boards of education have not invested in the men and women who direct school systems to anything like the extent that directors of corporations have invested in their personnel. However, the practice of sending educational workers to professional meetings and on trips of inspection of other school systems is growing. Each year the meetings of the Association and of its Department of Superintendence bring together at public

expense a larger and larger number of educational workers. Few boards of education which consider themselves progressive and far-sighted now hesitate to send representatives to these great meetings in order that they may gain increased knowledge, vision, and inspiration. Education is a sacred public trust and its strength lies in the workers who have given their lives to the cause. Money spent to make them stronger and wiser is always well spent.

Educating Adults

ADULT education is now recognized both in America and overseas as a great public opportunity. Many special schools and institutions for this purpose have sprung up within the past decade. These enterprises aim either to make up opportunities missed during childhood or to continue the education begun in the schools. Both aims are important. Illiteracy is a menace and a disgrace to the Nation. It should not and will not much longer be tolerated.

To continue education that has been well begun in the schools is even more important. That education is a life-long enterprise should be taught the child from his earliest days in school to the end of his college or professional course so that he will not feel satisfied if he fails to continue to improve his mind throughout life.

America has developed in the free public library the agency best equipped to foster continuing education for all citizens at least expense and with the greatest effectiveness. The possibilities of library service in this connection are only beginning to be realized. For example, the Chicago Public Library in an effort to foster reading with a purpose, has recently instituted for its patrons a readers' bureau in the reference department which will compile outlines for the study of any desired subject after personal consultation with the applicant to determine his purpose, tastes, and previous preparation. The library will also supply to all citizens of Chicago the books prescribed in each course.

It may take generations for the full value of such an arrangement to be appreciated by the general public and by the individual citizen, but it has many advantages over the more formal organization of classes and courses which requires mature men and women, capable of independent study, to go through the same formalities and requirements regardless of their individual needs.

Washington the Capital

AMERICA'S 110,000,000 turn naturally toward Washington as the seat of their Government and the center of their National life. In the first place, it is hallowed ground, trod by the great men of the eighteenth century who with diligence and vision framed our Constitution and started self-government by free and intelligent people on its upward way. No one can visit or even read about the historic places in and around Washington without a renewed sense of obligation to the men who founded and preserved the Republic.

In the second place, the many activities of the Government itself have attracted to Washington not only the greatest statesmen but also the best business men, the most brilliant scientists, and the keenest students. The Government itself is the largest business in the world. Government agencies conduct research on an extensive scale. Although the salaries have never been adequate, many of the best investigators of our time are working in Washington. Many others now working elsewhere won recognition in the service of the Government.

In the third place, Washington has the greatest collection of libraries to be found anywhere in the world. At the heart of its library resources is the exquisite Library of Congress with its books and manuscripts gathered from every corner of the world and representing all periods of history since printing began. Supplementing this mammoth collection of more than three million volumes are the libraries of the various Government Departments and of associations, each of which working in a special field has been able to gather together more material bearing on the peculiar problems of that field than can be found anywhere else.

In the fourth place, there have gathered in Washington thousands of representatives of organizations which minister to some special phase of our National life. Among such are the General Federation of Women's Clubs, the American Federation of Labor, the National Congress of Mothers and Parent-Teacher Associations, and the National Geographic Society. For all of these reasons and many others every member may be proud that the headquarters of the National Education Association are located in Washington. It is a beautiful city with a great past and a promising future.

FRESH FROM THE CLASSROOM

THE COMMITTEE of One Hundred on Classroom Teaching Problems will represent every State and Territory and will coöperate with similar committees appointed by various State associations. In the following message, recently sent to classroom-teacher periodicals, President Jones outlines the considerations that led to the appointment of this committee:

To the Classroom Teachers, fellow-workers in the greatest profession in the world, laying the foundation stones in the building of economic, political, and social recognition of the teaching profession:

Long ago as a builder's daughter, I learned the value of each detail in laying the foundation of a building—the fatal results of failure to dig deep enough for foundations and the consequences of too much water and poor materials in the concrete bed. The great profession of teaching is a work so much more important than any building of stone and brick and mortar, and so inevitably necessary to the world's need of peace and happiness, that we often fail to understand the bigness of our opportunity.

In the great edifice of public education it is for you as a teacher to tell what are the practical needs, the essential details, the conditions of soil and water and rock to be encountered and overcome. For without your help the administrators, expert as they may be in their knowledge of materials and procedures, cannot erect a model structure.

For years I have been hearing teachers say that their point of view was not considered in planning courses of study and daily schedules, but I have seldom heard any of them state definitely, and convincingly, their solution of these problems. On the other hand, I have heard supervising officers regret their inability to discover and adapt teachers' ideas of school problems to practical use in administration under present civic and social conditions. Until each of these two forces learns to appreciate the other's point of view and to coöperate at every turn a worthy educational structure cannot be built.

And where do you, *Individual Classroom Teacher*, come in?

To be sure that your contribution shall be conserved and used the Na-

tional Education Association has this year appointed a Committee of One Hundred on Classroom Teaching Problems. Mrs. Mary C. C. Bradford, State superintendent of schools, Denver, Colorado, and former president of the National Education Association, is chairman of this committee. Her wide experience as an educator and her intimate knowledge of women's work gathered through active participation in women's clubs, the high esteem in which she is held by classroom teachers throughout the country, and finally, by personal belief in her integrity and loyalty to the highest aims of education, influenced my selection of her as chairman.

Associated with Mrs. Bradford are ninety-nine others, the majority of whom are classroom teachers, representing every State and Territory, chosen after consultation with officers of State associations, State directors of the National Education Association, and teachers. Upon this committee rests the responsibility of keeping in close touch with Mrs. Bradford and guiding her in estimating the importance and validity of the ideas expressed. Through the members of the committee Mrs. Bradford will find solutions to questions and distribute information.

In this Committee of One Hundred on Classroom Teaching Problems I hope to see an unrestricted opportunity for frank, definite expression by teachers of their ideas, ambitions, and ideals. These expressions will be collected and classified in all points and finally made into a book of knowledge for use by all school workers in planning the great edifice of education. I bespeak for this committee and for Mrs. Bradford your confidence and assistance.

I urge that you write your problem, your aim, your thought about your work of teaching, and send it "fresh from the classroom," either directly to Mrs. Bradford or your own State representative on the committee.

I urge also that you watch the space in *THE JOURNAL*, *Fresh from the Classroom*, and answer the many questions which it will suggest and comment on the statements contained therein. Very sincerely yours, *Olive M. Jones, President, National Education Association.*

ALTHOUGH the movement has just begun, there has come "fresh from the classroom" more material that we would like to use in *THE JOURNAL* than there is space for. The following statement by Miss Effie MacGregor, president of the Department of Classroom Teachers, 1922-23, is an unusually fine expression of *A Classroom Teacher's Viewpoint: I believe*

(1) That teaching is an art and that this art is the heart of education.

(2) That classroom teachers and administrators alike must fight that this art may thrive *at its best*.

(3) That this art is the only insurance we have against the defeat of our great National experiment in democracy and that our success in this National experiment is the hope of the world.

(4) That we must submerge personal and group problems in the protection of this art which is the insurance of our National life.

(5) That as every individual and every group protects this art so will individual and group problems solve themselves, for they will then be seen as the problems of *all*.

(6) That decisions in educational organization should always be made with the protection of this art of teaching in mind.

(7) That this can and will be achieved in the educational world.

(8) That we will thereby not only make a great National but a great worldwide contribution toward the further progress of harmonious living among mankind.

ANOTHER TEACHER offers the following suggestion for American Education Week:

There are thousands of business men, heads of families, people of all sorts, who owe much to the inspiration of a teacher whose influence at some period of school training changed their entire outlook on life. This may have been in primary grades or at any time on through college. I have often felt a desire to write to one or two teachers who made deep impressions on my life to thank them for definite influence brought to bear at the right moments. With the eternal fitness of things in mind, it hasn't always seemed wise to allow the appreciation to drop out of a clear sky. Would it be at all practical to suggest that American Education Week would be a fine time to write these letters of appreciation to our former teachers, who meant much to us, to let them know how we feel?—P. N.

Educational Crusaders

THE soundness and wisdom of the proposals embodied in the Towner-Sterling Education Bill are daily winning wider and wider recognition. Page lists of speakers who would make addresses on this measure were published in THE JOURNAL for September and October. The list is here continued. Arrange with these men and women for addresses on every possible suitable occasion. When the people generally are familiar with the needs which the Education Bill would remedy, the demand for its immediate passage will be irresistible.

William C. Ash, Director, Vocational Teacher Training, University of Pennsylvania, West Philadelphia, Pa.
 William C. Bagley, Westport, Conn.
 J. H. Bentley, Superintendent of Schools, Duluth, Minn.
 B. C. Berg, Superintendent of Schools, Newton, Iowa.
 Mrs. Edwin Bevins, President, Arkansas Federation of Women's Clubs, Helena, Ark.
 Annie Webb Blanton, University of Texas, Austin, Texas.
 Edgar S. Bowlus, Superintendent of Schools, Brookhaven, Miss.
 J. W. Bradner, Superintendent of Schools, Middlesboro, Ky.
 A. A. Brown, President, University of Chattanooga, Chattanooga, Tenn.
 E. F. Carleton, Field Representative, Extension Division, University of Oregon, Eugene, Ore.
 Elmer L. Cave, Superintendent of Schools, Vallejo, Calif.
 Will Grant Chambers, Dean, School of Education, Pennsylvania State College, State College, Pa.
 E. T. Chapman, Assistant Superintendent of Schools, New Kensington, Pa.
 William A. Cook, Professor of Education, University of South Dakota, Vermilion, S. D.
 H. A. Davis, Superintendent of Schools, Port Huron, Mich.
 Chester B. Dissinger, County Superintendent of Schools, Milford, Pike County, Pa.
 J. J. Doyne, Superintendent of Schools, Lonoke, Ark.
 Katharine Dozier, Superintendent of Schools, Gainesville, Ga.
 N. L. Engelhardt, Professor of Education, Teachers College, Columbia University, New York City
 James P. Eskridge, Superintendent of Schools, Florence, Colo.
 R. W. Fairchild, Superintendent of Schools, Elgin, Ill.
 James Ferguson, Principal, High School, Chico, Calif.
 Nettie S. Ferrell, Teacher, St. Joseph City Schools, Berrien Springs, Mich.
 M. R. Floyd, Dean, School of Mines, Miami, Okla.
 Andrew G. Gainey, Executive Secretary, Old Capitol, Jackson, Miss.
 D. W. Gill, Superintendent of Schools, Dumas, Ark.
 M. T. Goodrich, Superintendent of Schools, Kennebunk, Maine
 J. M. Gordon, President, University of Tulsa, Tulsa, Okla.
 Clyde C. Green, President, State Normal School, Clarion, Pa.
 F. M. Gregg, Department of Psychology, Nebraska Wesleyan University, University Place, Nebr.
 A. F. Harman, County Superintendent of Schools, Montgomery, Ala.
 P. L. Harned, Commissioner of Education, Nashville, Tenn.
 F. W. Hicks, Superintendent of Schools, Clinton, Iowa
 Clyde M. Hill, President, State Teachers College, Springfield, Mo.
 J. W. Hill, Chancellor, Lincoln Memorial University, Harrogate, Tenn.
 W. Karl Hopkins, Superintendent of Schools, Ogden, Utah.
 William A. Howe, M. D., State Medical Inspector of Schools, State Education Building, Albany, N. Y.
 Annie Laurie Huff, Superintendent of Schools, Pulaski, Tenn.
 Alfred F. Hughes, President, Evansville College, Evansville, Ind.
 Fred M. Hunter, Superintendent of Schools, Oakland, Calif.
 J. W. Ireland, President, Kentucky Educational Association, Frankfort, Ky.
 R. P. Johnson, Superintendent of Schools, Cullman, Ala.
 Mrs. Bruce Carr Jones, President, Georgia Congress of Mothers and Parent-Teacher Associations, Macon, Ga.
 Olive M. Jones, President, National Education Association, Park Avenue Hotel, New York City
 J. F. Keating, Superintendent of Schools, Pueblo, Colo.
 John A. H. Keith, President, State Normal School, Indiana, Pa.
 W. A. Kelly, Superintendent of Schools, Archbald, Pa.
 Fletcher Kemp, County Superintendent of Schools, Rosslyn, Va.
 Lee Kirkpatrick, Superintendent of Schools, Paris, Ky.
 Charles A. Lee, State Superintendent of Schools, Jefferson City, Mo.
 T. H. Linn, County Superintendent of Schools, Melbourne, Ark.
 F. M. Longanecker, Superintendent of Schools, Racine, Wis.
 W. T. Longshore, Principal, Greenwood School, Kansas City, Mo.
 P. A. McDaniel, Jr., County Superintendent of Schools, Clayton, Ala.
 D. E. McQuilkin, Superintendent of Schools, Roanoke, Va.
 C. G. Manning, Superintendent of Schools, Lewistown, Mont.
 R. M. Marrs, Principal, South High School, Omaha, Nebr.
 G. E. Maxwell, President, Teachers College, Winona, Minn.
 Clarence E. Meleney, Associate Superintendent of Schools, New York City
 Karl Mitchell, Secretary, Nevada State Teachers' Association, Winnemucca, Nev.
 Mary F. Mooney, Vice-principal, Washington Schools, San Francisco, Calif.
 Jessie Muse, Principal, Girls' High School, Atlanta, Ga.
 J. D. Pepper, Principal of Public Schools, Ashland, Ala.
 C. F. Perrott, Superintendent of Schools, Stuttgart, Ark.
 Merle Prunty, Principal, Central High School, Tulsa, Okla.
 William Rabenort, Principal, Junior High School, 55 Bronx, New York City
 W. G. Rennolds, Division Superintendent of Schools, Center Cross, Va.
 Sara L. Rhodes, Principal, Public School 28, Brooklyn, N. Y.
 C. R. Rounds, Student, Harvard Graduate School of Education, Cambridge, Mass.
 A. M. Royce, President, State Normal School, Platteville, Wis.
 C. G. Schulz, Secretary, Minnesota State Teachers' Association, St. Paul, Minn.

Joseph A. Serena, President, Teachers College, Cape Girardeau, Mo.
 Mrs. Nat B. Sewell, Chairman, Library Committee, London, Ky.
 Mrs. Lou I. Sigler, Principal, Buchanan School, Grand Rapids, Mich.
 Charles C. Smith, County Superintendent of Schools, Chatom, Ala.
 L. W. Smith, Superintendent of Schools, Joliet, Ill.
 F. A. Spencer, County Superintendent of Schools, Bonham, Texas
 G. D. Staton, County Superintendent of Schools, Canton, Texas
 Harold Steele, Superintendent of Schools, Saginaw, West Side, Mich.
 S. M. Stouffer, County Superintendent of Schools, Hanover, Pa.
 A. C. Strange, Superintendent of Schools, Astoria, Ore.
 J. W. Studebaker, Superintendent of Schools, Des Moines, Iowa
 A. R. Taylor, President Emeritus, The James Millikin University, Decatur, Ill.
 W. N. Taylor, Executive Secretary, Mississippi Education Association, Jackson, Miss.
 W. S. Taylor, Dean, College of Education, University of Kentucky, Lexington, Ky.
 C. W. Tenney, President, Gooding College, Gooding, Idaho
 John A. Thackston, Director, School of Education, University of Tennessee, Knoxville, Tenn.
 J. W. Thalman, Superintendent of Schools, St. Joseph, Mo.
 Augustus O. Thomas, State Commissioner of Education, Augusta, Maine
 J. O. Thomas, Superintendent of Schools, Flagstaff, Ariz.
 James S. Thomas, Director of Extension, University of Alabama, University, Ala.
 A. L. Threlkeld, Assistant Superintendent of Schools, Denver, Colo.
 S. B. Tobey, Superintendent of Schools, Wausau, Wis.
 W. W. Trent, Secretary, West Virginia Education Association, Elkins, W. Va.
 F. B. Trotter, President, West Virginia University, Morgantown, W. Va.
 May Trumper, Superintendent of Public Instruction, Helena, Mont.
 H. B. Turner, Superintendent of Schools, Warren, Ohio
 R. L. Turner, State Rural School Instructor, Tallahassee, Fla.
 J. W. Twente, Head of Department of Education, University of New Hampshire, Durham, N. H.
 Charles H. Tye, County Superintendent of Schools, Orange City, Iowa
 L. L. Tyler, Superintendent of Schools, Muskegon Heights, Mich.
 J. J. Unger, County Superintendent of Schools, Bridgeton, N. J.
 Paul F. Voelker, President, Olivet College, Olivet, Mich.
 Rev. O. J. Wade, 611 Buck Street, Texarkana, Ark.
 W. A. Walls, Superintendent of Schools, Kent, Ohio
 R. J. Walters, Superintendent of City Schools, Rocky Ford, Colo.
 Joseph H. Walton, Superintendent of Schools, Leadville, Colo.
 David A. Ward, Superintendent of Schools, Wilmington, Del.
 W. B. Ward, Ex-city Superintendent, Paintsville, Ky.
 J. B. Warren, Secretary, North Carolina Teachers' Assembly, Raleigh, N. C.
 Walter T. Webb, County Superintendent of Schools, Birch Tree, Mo.
 S. E. Weber, Superintendent of Schools, Charleston, W. Va.
 William C. Weir, President, Pacific University, Forest Grove, Ore.

Our State Associations 1923-24

STATE and Territorial associations affiliated with the National Education Association are here listed with important information about each. The associations employing full-time secretaries are indicated by an asterisk.

*Alabama Educational Association, Lula Bradford, President, 2030 Park Avenue, Birmingham; H. G. Dowling, Secretary, Cullman. Annual meeting, March 15, 1924, at Birmingham.

Arizona State Teachers Association, Helen Brown, President, Tombstone; Mrs. Ward Wheeler Furst, Secretary, Prescott. Annual meeting November 26, 27, 28, 1923, at Tucson.

Arkansas Educational Association, C. C. Denny, President, Conway; E. B. Tucker, Secretary, State Capitol, Little Rock. Annual meeting, November 8, 9, 10, 1923, at Kempner Theatre, Little Rock.

*California Council of Education, Mark Keppel, President, County Superintendent of Schools, Hall of Records, Los Angeles; A. H. Chamberlain, Secretary, 933 Phelan Building, San Francisco. Section meetings, North Coast Section at Eureka, September 24, 25, 26, 1923; Central Coast Section at Santa Cruz, October 1, 2, 3, 1923; Bay Section at Oakland, October 22-26, inclusive; Northern Section at Sacramento, October 22-26, 1923, inclusive; Central Section at Fresno, November 26, 27, 28, 1923; Southern Section at Los Angeles, latter part of December (Date to be announced later).

Colorado Education Association, Emily Griffith, President, 1524 Fillmore Street, Denver; H. B. Smith, Secretary, 520 Commonwealth Building, Denver. Section meetings, Western Division at Grand Junction, October 16-19, 1923; Southern Division at Pueblo, October 18-20, 1923; Eastern Division at Denver, October 18-20, 1923.

Connecticut State Teachers Association, Janet M. Purdue, President, New Haven; Samuel P. Willard, Secretary, Hartford. Annual meeting, February 8, 9, 1924, at New Haven. Section meetings at Hartford, New Haven, Bridgeport, and Norwich, October 26, 1923.

Delaware State Teachers Association, Robert S. Shilling, President, Milford; Warren K. Yerger, Secretary, Superintendent, du Pont Special School District, 717 Rodney Street, Wilmington. Annual meeting November 16-17, at Milford.

District of Columbia Education Association, E. G. Kimball, President, Wallach School, Washington, D. C.; Adelaide Davis, Secretary, Matthew G. Emery School, Washington, D. C. Annual meeting (Date and place not decided).

Florida Educational Association, Lorena Longmire, President, Tallahassee; O. I. Woodley, Secretary, Journal of Florida Education Association, Winter Park. Annual meeting, December 27, 29, 1923, at West Palm Beach.

Georgia Educational Association, A. G. Cleveland, President and Secretary, Valdosta. Annual meeting, April, 1924, at Savannah.

Hawaii Education Association, Ken C. Bryan, President, Honolulu; Caroline Mitchell, Secretary, The Donna, Honolulu.

Idaho State Teachers Association, Carrie M. Flood, President, Bonners Ferry; Alice Beach, Secretary, Public School, Montpelier. Annual meeting, Thanksgiving Day and following Friday, 1923, at Boise.

*Illinois State Teachers Association, William B. Owen, President, Chicago Normal College, 68th Street and Stewart Avenue, Chicago; Robert C. Moore, Secretary, Carlinville. Annual meeting, December 27-29, 1923, at Springfield. Section meetings, South Central Division at Springfield, March 9, 10, 1923; Southern Division at Carbondale, March 29, 30, 1923; Southwestern Division at East St. Louis, April 5, 7, 1923; Southeastern Division at Lawrenceville, October 11, 12, 1923; Lake Shore Division at Evanston, April 20, 1923.

Indiana State Teachers Association, Elsa Huebner, President, Indianapolis; Charles O. Williams, Secretary, County Superintendent of Schools, Richmond. Annual meeting October 18, 19, 20, 1923, at Indianapolis.

*Iowa State Teachers Association, Macy Campbell, President, Professor, State Teachers College, Cedar Falls; Charles F. Pye, Secretary, 407 Youngerman Building, Des Moines. Annual meeting November 1, 2, 3, 1923, at Des Moines.

*Kansas State Teachers Association, E. L. Holton, President, Kansas State Agricultural College, Manhattan; F. L. Pinet, Secretary, 923 Kansas Avenue, Topeka. Annual meeting October 18,

19, 20, 1923, at Topeka, Wichita, Salina, and Independence.

*Kentucky Education Association, J. W. Ireland, President, Frankfort; R. E. Williams, Secretary, 319-320 Starks Building, Louisville. Annual meeting, April 23-26, 1923, at Louisville.

*Louisiana Public School Teachers Association, B. F. Mitchell, President, Welsh; P. H. Griffith, Secretary, Baton Rouge. Annual meeting, Thursday, Friday, and Saturday of Thanksgiving Week, 1923, at Lake Charles.

Maine Teachers Association, John A. Cone, President, Superintendent of Schools, Brunswick; Adelbert W. Gordon, Secretary, State House, Augusta. Annual meeting, October 25, 26, 1923, at Portland.

Maryland State Teachers Association, Edward F. Webb, President, Superintendent of Schools, Cumberland; Hugh W. Caldwell, Secretary, Superintendent, Cecil County Schools, Elkton. Annual meeting, November 30 and December 1, 1923, at Baltimore.

Massachusetts Teachers Federation, Mary McSkimmon, President, 20 Clinton Road, Brookline 46; Ernst Makechnie, Secretary, 15 Ashburton Place, Boston. Annual meeting, October 20, 1923, probably at 15 Ashburton Place, Boston.

*Michigan State Teachers Association, E. L. Miller, President, Northern High School, Detroit; Ernest T. Cameron, Secretary, 809 Prudden Building, Lansing. District meetings, Detroit and Alpena, October 25, 26, 1923; Traverse City and Kalamazoo, October 29, 30, 1923; Bay City and Lansing, November 1, 2, 1923.

*Minnesota Educational Association, J. C. Brown, President, Teachers College, St. Cloud; C. G. Schulz, Secretary, Room 808, Pioneer Building, St. Paul. Annual meeting, October 31, November 1, 2, 3, 1923, at St. Paul. Section meetings, Moorhead and St. Cloud, October 4 and 5; Bemidji, Mankato, Rochester, and Virginia, October 4, 5, 6, 1923; Crookston, October 3, 4, 5, 1923.

*Mississippi Education Association, J. S. Vandiver, President, Superintendent of Schools, Moorhead; W. N. Taylor, Secretary, State Department of Education, Jackson. Annual meeting, May 3, 4, 5, 1924, at Jackson.

*Missouri State Teachers Association, Clyde M. Hill, President, State Teachers College, Springfield; E. M. Carter, Secretary, Missouri State Teachers Association, Columbia. Annual meeting, November 7-10, 1923, at St. Louis.

Montana State Teachers Association, J. M. Hamilton, President, Bozeman; D. S. Williams, Superintendent of Schools, Secretary, Glasgow. Annual meeting (Date to be announced later).

*Nebraska State Teachers Association, W. R. Pate, President, State Normal School, Peru; Everett M. Hosman, Secretary, 326 Funke Building, 12th and O Streets, Lincoln. Annual meeting, November 1, 1923, at Omaha. District meeting, October 31, November 1 and 2, 1923.

Nevada State Teachers Association, Joe D. Scott, President, Principal Humboldt County High School, Winnemucca; Karl W. Mitchell, Secretary, Winnemucca. Annual meeting, 1924, either October or November at Elko. Third Supervision District Institute in Winnemucca in 1923.

New Hampshire State Teachers Association, Frank W. Jackson, President, Madison; Catherine A. Dole, Executive Secretary and Treasurer, 143 Main Street, Keene. Annual meeting, October 20, 1923 (Place not decided).

New Jersey State Teachers Association, Preston H. Smith, President, 651 Broadway, Bayonne; Charles B. Dyke, Secretary, Room 304, Stacy-Trent Hotel, Trenton. Annual meeting, December 27, 28, 29, 1923, at Newark.

*New Mexico Educational Association, Roy L. White, President (Also Secretary pro-tem), Superintendent of Schools, Gallup. Annual meeting, November 27, 28, 29, 1923, at Albuquerque.

*New York State Teachers Association, Doctor Albert Leonard, President, Superintendent of Schools, New Rochelle; Richard A. Searing, Secretary, 617 N. Goodman Street, Rochester. Annual meeting, November 26, 27, 28, 1923, at Albany.

*North Carolina Teachers Assembly, Elizabeth Kelly, President, Raleigh; Jule B. Warren, Secretary, Box 887, Raleigh. Annual meeting, March 12, 13, 14, 1924, at Winston-Salem.

District meetings: Western District at Asheville, September 21, 22, 1923; Northwestern District at Greensboro, October 5, 6, 1923; South Piedmont District at Charlotte, October 19, 20, 1923; North Central District at Raleigh, November 2, 3, 1923; Northeastern District at Greenville, November 16, 17, 1923; Southeastern District at Wilmington, November 30, December 1, 1923.

*North Dakota State Teachers Association, W. C. Stebbins, President, Grand Forks; M. E. McCurdy, Secretary, Washburn. Annual meeting, November 22, 23, 24, 1923, at Fargo.

*Ohio State Teachers Association, R. J. Kiefer, President, Supt. of Schools, Niles; Frank E. Reynolds, Secretary, 428 Chamber of Commerce Building, Columbus. Annual meeting, December 26-28, 1923, at Columbus, also a meeting June 24-26, 1924, at Cedar Point.

*Oklahoma Education Association, H. G. Bennett, President, Durant; C. M. Howell, Secretary, Room 101, State Capitol, Oklahoma City. Annual meeting, February 7, 8, 9, 1923, at Oklahoma City. District meetings, Northern District at Enid, November 1, 2, 3, 1923; Northeastern District at Tulsa, November 8, 9, 10, 1923; East Central District at Ada, November 8, 9, 10, 1923.

Oregon State Teachers Association, G. W. Ager, President, Superintendent of City Schools, Bend; E. D. Ressler, Secretary, Dean, School of Vocational Education, Oregon State Agricultural College, Corvallis. Annual meeting (Not decided).

*Pennsylvania State Education Association, William M. Davidson, President, Superintendent of Schools, 707 Fulton Building, Pittsburgh; James Herbert Kelley, Secretary, 10 South Market Square, Harrisburg. Annual meeting, December 26-28, 1923, at Philadelphia.

Rhode Island Institute of Instruction, M. Davitt Carroll, President, 76 Beaufort Street, Providence; William G. Vinal, Secretary, 52 Brownell Street, Providence. Annual meeting, October 25, 26, 27, 1923, at Providence.

South Carolina State Teachers Association, W. J. McGarity, President, Aiken; B. L. Parkinson, Secretary, Chamber of Commerce Building, Columbia. Annual meeting, March 13, 14, 15, 1924, at Columbia.

South Dakota Education Association, R. E. Rawlins, President, Pierre; Professor A. H. Seymour, Secretary, N. N. & I. S., Aberdeen. Annual meeting, Thanksgiving Week, 1923, at Watertown.

Tennessee State Association of Teachers, F. L. Browning, President, Trenton; P. L. Harned, Secretary, State House, Nashville. Annual meeting, March 29, 30, 31, 1923, at Nashville.

*Texas State Teachers Association, Professor S. C. Wilson, President, Huntsville; R. T. Ellis, Secretary, 2938 Lipscomb Street, Fort Worth. Annual meeting, November 29, December 1, 1923, at Fort Worth.

Utah Educational Association, L. John Nuttall, Jr., President, Brigham Young University, Provo; J. M. Adamson, Secretary, University of Utah, Salt Lake City. Annual meeting, October 25, 26, 27, 1923, at Salt Lake City.

Vermont State Teachers Association, Donald W. McClelland, President, Superintendent of Schools, Bennington; Alice Chandler, Secretary, Superintendent of Schools, St. Albans. Annual meeting, October 18, 19, 20, 1923, at Montpelier.

*Virginia State Teachers Association, Lulu D. Metz, President, Manassas; Cornelius J. Heatwole, Secretary, 300 Lyric Building, Richmond. Annual meeting, Thanksgiving week, 1923, beginning on Tuesday at Richmond.

*Washington Education Association, Elmer L. Breckner, President, Superintendent of Schools, Olympia; Arthur L. Marsh, Secretary, 707 Lowman Building, Seattle. Annual meeting, October 24-26, 1923, at Seattle.

West Virginia Education Association, Bess J. Anderson, President, 815 Murdock Avenue, Parkersburg; W. W. Trent, Secretary, Superintendent of Schools, Elkins. Annual meeting November 29-30 and December 1, 1923, at Wheeling.

*Wisconsin Teachers Association, F. S. Hyer, President, Whitewater; E. G. Doudna, Secretary, 611 Beavers Insurance Building, Madison. Annual meeting, November 8, 9, 10, 1923, at Milwaukee.

Wyoming State Teachers Association, O. C. Schwiering, President, Rock Springs; C. M. Whitlow, Secretary, Riverton. Annual meeting, October 11, 12, 1923, at Douglas.

The Teacher's Ideal¹

TEACHERS and clergymen are not expected to work for financial profits. They are supposed to toil for the love of their work and to be prompted by the motive of service. They have been regarded for so long a time as public servants that, together with policemen, they are not even supposed to form unions or organizations for their financial betterment.

We would not fret under this ideal if all other classes of people did not assume that one of the first considerations of their lives was profits, and service for the betterment of humanity was never a duty with them but only a gift, which they could bestow or withhold at their pleasure. Indeed, we do not rebel even now against the part which has been assigned to us, but we have the conviction that the ideal which has been placed upon us is none other than the purpose of life which must possess all classes of people before our civilization will be what it ought to be.

A glance at our times will convince the most superficial observer that our civilization is sick. Professor McDougall, of Harvard, says that the United States is "speeding gaily with invincible optimism down the road to destruction." Professor E. A. Ross deplores the "mysterious decline that came upon the people early in the twentieth century." There are many causes for this state of affairs, but fundamentally it grows out of the fact that the mass of men and women are selfish. They live for profits that they may spend their profits in pleasures. This is evident from our National and international life to the tramp who walks the roads. The world emerged from the war only to find each nation developing an intense nationalism, bent upon obtaining as large a slice of the world's goods as possible. The business world proceeds upon the same basis. To get as much as possible and to give as little as possible is the code of morals of the industrial order. There are exceptions to this principle, but no man would question the assertion that the desire for financial profits is the driving power of little and big business. The labor world is often inspired by the same ideal of life. "The other fellow has had the money for centuries and now we propose to have it" was the assertion of a prominent labor leader.

This ideal, which so largely rules the international and industrial worlds, has permeated our social life. Young men and women are turning to education to sharpen their wits that they may be better fitted to secure a large share of the money of the world. The masses of men toil that they may gain profits to spend in pleasure, not because they love their work and through it serve the needs of other men. The idle rich, the newly rich, and many of our so-called best citizens, are in a wild revelry of extravagant living and wasteful spending. These men, according to the popular notion, have a right to live for these selfish ends, and teachers and preachers must be satisfied with a wage which their worldly-minded

masters see fit to dole out to them and to toil for the love of their work and the good they can do.

The biggest issue before the world today is whether the ideal of life set for the teachers and preachers is to rule society or whether the unadulterated paganism of the masses is to rule. One conclusion seems reasonable—namely, that teachers cannot forever remain submissive to the lords and ladies of pleasure and gold, if the latter show no signs of repentance. The teacher is a human being, and if the world swings to paganism the teacher in the end must become pagan. There came a time when the United States could no longer remain half slave and half free, and the time has come when the world can no longer remain half Christian and half pagan. We will become one thing or the other, and as we are drifting today we are rapidly becoming pagan.

Will the teacher go the way of the world or will men repent and turn to the ideal which guides the teacher? This is a tremendous question. If the latter alternative happens, it will mean a revolution in our social order such as has never been recorded in history. It means that the business world would cease living for the sake of huge profits, where two per cent of our population owns and controls seventy per cent of our wealth, and will live for service. Its aim must become the creation of a richer, better, and stronger manhood. It is not enough that it shall first amass a fortune and then spend it in charity as did Mr. Rockefeller or Mr. Carnegie. It must so conduct business that, by the wages paid, by the hours of toil required, by the conditions under which men are compelled to work, it shall build a nobler manhood.

The reply to this will be that business cannot continue under these conditions. This is true if those who control business must live in extravagant luxury, dwell in mansions, and spend more on automobiles and pet dogs than they spend on their fellow men. But why should they live thus when teachers are expected to serve and live in humble station? What is good for the goose is good for the gander, and if one ideal of life is noble for the teacher, why is it not equally noble for all classes?

This higher ideal of life means a new mind for all classes of our citizens. A world which looks upon toil as a necessary evil, which produces as little as possible for the remuneration given, which seeks as much profit as possible to spend on self, must see life from a different angle—work to serve, live not primarily to get but to give. The motive of life must be changed from a wild rush for selfish interests to an ardent desire to serve men that the world may become a veritable brotherhood in love and goodness and justice.

There are many who will look upon this point of view as a mere day-dream, impossible of attainment. Our hope, however, comes from the increasing number of men who are beginning to see that the old way means only war between nations and classes and who are looking for something better. They have discovered that there is something wrong in the civilization they

have built, that the wrong is not in this or that thing upon the circumference, but something wrong in the heart of things, and they are ready, we believe, as they have not been ready since the first century of our era, to listen to some higher word by which "man may make the voyage of his life with a certain security."

Once men were willing to send missionaries to the ends of the earth that men might not pass through the gate of death into everlasting torment. Today increasing numbers are ready to become missionaries of a higher ideal of life lest in some day that is coming "the human race may rush again on this side of the grave, into a state of torment which likewise shall be everlasting, in the sense that there might be no recovery from it."

Long ago on the first Christmas there was no room in the inn for the babe who was to become the master of men. There has been little room for him in more recent days except in sentiment and in other worldly affairs. A few, such as teachers, have been living in his spirit, but the day has come when he must come to all men if the world is to be saved.

AMERICA MUST PLAY HER PART—

The truth is that international affairs, as they exist today, involve the life of civilization, and no man can draw himself aloof with safety. We can continue to exist, even though we continue to be self-contained and complacent. We can know that millions are suffering and dying, that fear and despair are striking terror to the hearts of whole nations, that the fabric of that evanescent thing called civilization is being rent and torn by the great, ugly teeth of barbaric desperation; we can look on and draw our skirts about us and live along somehow and perhaps even in material prosperity.

But this we know: Eventually we must have to suffer the penalty of our neglect and failure. Our continent clings to the same globe to which Europe and Asia hold fast. In a thousand ways our fate is bound by the same lines that interweave through their structure. These others cannot suffer alone even if we want them to, nor even if they themselves want to. The contagion of their misery must some day send its blight into our veins; the palsy of their fear must grip our hearts in time.

At the close of the war America was great in soul, great in hope and aspiration. Because of this it was cleaner in its domestic conduct and its moral standards were becoming more and more lofty. There was a warmth of feeling for all humanity and all humanity responded with its confidence and with its respect. Then came the night with its violent reaction and unreason. We are a people naturally inclined toward idealism. The depression could not bind us for long. Today we are ascending. . . .

In taking our place in world affairs there is a measure of self-protection. We shall be assisting in the protection of civilization against the forces of decay and superstition and destruction. But the supreme compensation will be in the spiritual satisfaction of doing right.—Samuel Gompers, president of the American Federation of Labor, in the *American Federationist*.

¹This article was written by Dr. Chauncey J. Hawkins, pastor of Plymouth Congregational Church, Seattle, Washington, for the *Seattle Grade Club Magazine* from which it is reprinted.

Equal Salaries for Equal Service

JULIA E. SULLIVAN

Boston, Massachusetts

WENDELL PHILLIPS offered this resolution at a meeting in Worcester, Massachusetts, as early as 1871, "We demand that wherever women are employed at public expense to do the same kind and amount of work as men perform they shall receive the same wages." The first known State to enact legislation relative to the principle was California, where an Act was passed on March 30, 1874: "Females employed as teachers in the public schools of this State shall in all cases receive the same compensation as is allowed male teachers for like services, when holding the same grade of certificate." Testimony from all sources bears out the fact that the work of the classroom teacher has been the chief factor in whatever progress has been made in the elimination of sex discrimination in the payment of salaries to teachers in our public schools, but the principle was not established without unceasing labor to overcome the traditional prejudices that existed.

The members of the executive committee of the Department of Classroom Teachers began a study last spring of the movement to obtain for teachers doing the same kind of work equal remuneration for their services regardless of sex. To ascertain whether this principle was State-wide, a questionnaire was sent to the heads of State departments of education. The first question was, "Is the principle of 'equal pay for equal work' operative in the schools of any of the cities or towns under your jurisdiction, if so, in which ones?"

From the thirty-nine replies received eleven stated that by legislation the principle was State-wide but two of these hinted at evasions by local school boards. Eleven could furnish no data; seventeen replied there was no State law governing the principle. In the State of Washington, fourteen counties reported that the "equal pay" principle prevailed, two counties reported "no," nine "first-class" districts reported "yes." Texas reported that the State Teachers Association favors the principle for the whole State but that it now prevails only in a few large cities.

In Connecticut, the principle has not yet been accepted but the Teachers Association of New Haven has sponsored

legislation for it. Although there is no ruling or regulation operative in Idaho, the State superintendent and the assistant superintendent are women, and women are also employed as heads of departments in the normal schools and high schools of the State, and practically all of the county superintendents as well as some city superintendents are women. In Vermont, the question has never been considered because the problem there is largely one of rural schools, the largest city in the State having a population of only 25,000. In New York State, the legislation applies only to cities of one million or over in population.

Questionnaires were also sent to certain large cities of every State. From the data received the cities and towns where progress has been shown may be divided into two classes: (1) Those in which different schedules operate in the elementary and in the high schools but with no difference in salaries because of sex. (2) Those in which the so-called "single salary" schedule is operative. These schedules provide that teachers with equivalent training, experience, and efficiency are paid the same salary whether teaching in the elementary, junior high, or senior high schools.

Among cities of the first type are Birmingham, San Francisco, Los Angeles, Detroit, Indianapolis, Grand Rapids, St. Paul, Kansas City, St. Louis, Omaha, Newark, Paterson, Buffalo, Rochester, Cincinnati, Dayton, Columbus, Philadelphia, Pittsburgh, Seattle, Tacoma, Washington, D. C., Dallas, Fort Worth, and San Antonio. Among cities operating under the single salary schedule are: Fort Smith, Pueblo, Denver, Chicago, Sioux City, Lawrence, Minneapolis, St. Cloud, Virginia, Lincoln, Cleveland, Muskogee, Harrisburg, Raleigh, and Spokane.

To the inquiry, "Has the operation of the principle of equal pay, decreased the number of men in the schools?", it was refreshing to receive from many sources replies similar to the following: "The principle has prevailed here so long that we can make no comparison." Only one superintendent felt that the operation of the principle had any effect on the number of men in the service.

The teachers of the city of New York

have shown commendable patience and persistence. In that city, although difference in salaries was marked, all attempts at readjustment failed. Not until 1907, when the women effected organization and went as a unit to the State Assembly at Albany with their problem, did they accomplish anything. Annually for the next five years they worked for the attainment of a partial victory, and in 1912 an equal pay law was passed, but its provisions were subsequently nullified by a series of legislative enactments which exempted from the operation of the law those men who were in the service and those who were in the training schools for teachers. The salary legislation passed in 1919 put equal pay into effect in New York City. This law raised the salaries of the women teachers to the level of the men.

In Boston, the experience of the New York teachers is being duplicated. The equal pay principle generally prevails with the exception of the high schools. For more than fifteen years the women high-school teachers have been striving for salaries equal to those paid to the men teachers, inasmuch as the same preparation is required and the same examinations are given irrespective of sex. Finding that appeals to the school board met with no success the women went to the State Legislature in 1917 and lost by one vote in the Senate. Since that time they have annually presented their case for consideration. On May 29, 1923, the governor signed the act making the principle operative upon its acceptance by the people at the next annual election.

Such reforms demand sacrifice commensurate with the value of success. Refusal to pay women salaries equal to those paid men for equal service is a vestige of that primitive social state where man was master. We are living in an age when public opinion is the ruling force in all departments of life. If we can educate and crystallize this all-pervading force, justice will come without revolutionary tactics.

Effective organization working as a unit, utilizing the strength, intelligence, and energy of every individual member will be most effective in reaching our goal. Such organization we have in this body of classroom teachers, a department of the National Education Association, an organization that has at its disposal the facilities and resources for gathering data that may be of help to all classroom teachers in the solution of this matter of salary adjustment.

Education in England¹

JOHN ADAMS

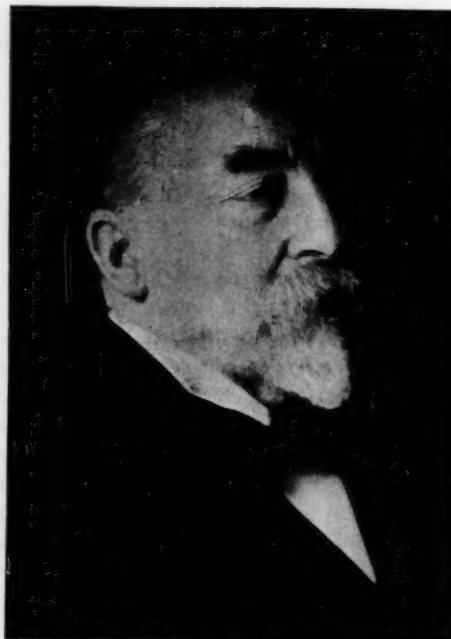
TO ENGLAND the educational heritage of the Great War is a unique situation of unstable equilibrium. The forces of progress and reaction have exactly neutralized each other for the time being, and there is a general agreement to let the *status quo* exist for a while. The pre-war state of education has been radically modified, but the changes agreed upon have not yet been carried into effect, and the reactionaries on the one hand and the progressives on the other are looking on idly but expectantly, each party hoping that when the move does come it will be in the direction they desire.

Before the war, education in England was making quite satisfactory and steady progress under a cabinet minister who really cared for education and knew something about it. The Honorable H. A. L. Fisher had been called to the post of Minister of Education because of his academic standing and his recognized interest in education. The government to which he belonged was favorable to educational progress, and his Majesty's position was on this point at one with it.

Things were going very satisfactorily when the war broke out. The first effect naturally was a sort of educational paralysis, less marked, however, than might have been expected. In education it was possible for a long time to give effect to the general National policy of "business as usual." No doubt the call for men depleted the ranks of the men teachers, but the women carried on in excellent style, and what was lost through the understaffing of the schools was to some extent at least compensated by the increased interest of the nation in educational affairs. For the usual effect of a European war made itself evident. People began to tell one another that if we were to maintain our prestige we must improve the education of the people. The old saying was brought out: It was the schoolmaster who won Sadowa and Gravelotte. We were told that it was her national system of education that gave Germany her initial enormous advantage in the war. We

assured one another that if Germany could do so much evil with her good but badly applied education, we could do wonderful things with an improved education intelligently and morally applied.

Accordingly, Mr. Fisher was able to present his magnificent Education Bill of 1918, and to carry it on a burst of



JOHN ADAMS, who was one of the delegates from England to the World Conference on Education, believes that the ability of mankind to maintain its upward course depends on its success in maintaining a sound and vigorous policy of universal education. He is a well-known writer on educational problems.

popular enthusiasm. His Education Act is the English equivalent to the establishment of prohibition in America. Each was a magnificent gesture. In both cases, when the enthusiasm died down, there arose a questioning spirit and people began to ask one another whether they had not been precipitate. In neither country was there a general desire to undo what had been done, though many doubted its wisdom. The situation in America was easier, for in the first place there was an almost insuperable difficulty in rescinding the new law, and in the second it was a mere matter of allowing the new situation to stand. In England, on the other hand, the carrying out of the terms of the Education Act demanded positive

effort. Things had to be done, and money had to be spent. It was this last item that was the effective spoke in the wheel.

Before the development of what came to be called "the economy stunt," it was felt that the new Act called for an expenditure of money beyond anything ever before dreamt of in connection with education. The reluctance to apply the Act soon became manifest throughout the country, even in districts where education is highly prized and liberally supported. In Yorkshire, for example, where the local Education Authorities have a well-deserved reputation for progressiveness, the councillors shook their heads, and said that excellent as the Act was it could not be applied in its entirety in the present state of trade. As the appointed day approached on which the Act was to come into operation the gloom deepened, and the Authorities began to make excuses.

Then came the nation-wide demand for economy in State expenditure, and after the time-honored custom education was among the first of the public services to receive the attention of the economists. Most of the Education Authorities throughout the country made no attempt to carry the Act into effect. London, no doubt, made a gallant attempt to establish the proposed system of Continuation Schools. But so far from receiving encouragement from headquarters, they got into trouble about their grants, and had to fall in with the general do-nothing policy.

Thus ingloriously ended an educational spurt that roused the admiration and even the envy of the world. Over in America here, the feeling among school people was that England was giving a lead to the world and was introducing a system that would have to be imitated by all the nations of the earth if they were to maintain their place in the competition for a place in the sun of civilization. The fundamental problem the world has to face in view of the present situation is whether society can afford the extension of the school age for *all* to the age of eighteen.

In general terms, the Act of 1918 makes full-time school education compulsory up to the age of fourteen, and some sort of continuation education com-

¹ An address before the National Council of Education, Oakland, California, July 2, 1923. Dr. Adams was a delegate to the World Conference on Education. He is professor of education in the University of London.

pulsory up to the age of eighteen. The Act demands that between fourteen and eighteen the pupils be required to give at least eight hours a week (during the daytime) to work in school, though provision is made by which pupils who give full-time attendance at school up till sixteen, shall be freed from compulsion to do any more school work. Till society concludes whether it can afford this expenditure of time, no further progress can be made. England is just now in doubt on the general question, but apparently quite clear that at the present moment the thing can not be done.

What, then, is the underlying meaning of this Mahomet's-coffin position of the Act of 1918? There are those who want the Act rescinded: they wish us to go back to the pre-Fisher period, and be content with the not-bad education then provided. But such a step would be unfairly reactionary: it would be a begging of the question. The case for the longer period of school education must be reasoned out, not let go by default. The question is sometimes asked: what is the difference between a rescinded act and an act that cannot be applied? The answer is: "Much in every way." So long as the Act remains on the Statute Book it is a part of the law of England, and bears witness to the fact that the English Legislature, after full deliberation, calmly and definitely agreed that education deserves a certain minimum of time, and is worth a certain minimum amount of outlay. Whether the country at any given moment can afford the necessary time and money is a different matter. By leaving the Act in being, we gain a breathing space: we have time to look around and make enquiries and experiments. There is at least a certain compensation in the close season for educational progress imposed upon us by economic stringency. Our Board of Education will be all the better for this period of enforced marking-time, though it must not be forgotten that the Board is not content to make no progress at all. It is at least keeping pace with the advancing needs of the time. The present President of the Board of Education, speaking at Exeter early in May, was able to claim that while in 1913 there were 180,000 pupils in grant-aided secondary schools, now there are 360,000, and that the provision of free places had kept pace with almost mathematical accuracy. In 1913 there were 61,000 free places, now there are 128,000.

But what we are concerned about is not the automatic meeting of the growing needs of the population. The Board has hitherto been content to live too much from hand to mouth, and not to take sufficiently long views. It is to be hoped that it will profit by the close season to take stock of the needs of the future, and make the necessary provision. Hitherto it has had rather a bad reputation. In the training of teachers, for example, it has got into the habit of alternating between urging young people to come forward to be trained, and warning them off from an overcrowded profession. Three or four years ago the Board was urging its officers to do all they could to provide a greater supply of candidates for the profession: today they are issuing directions to keep down the number to be admitted to training. In this case the Board cannot be held altogether to blame, for the officials assumed that the Act was to be carried out, and that would have involved such a demand for teachers as none of the ordinary existing channels could supply. Indeed the Board's mistake here is really a proof of its good faith with regard to the now suspended Act. Unfortunately, however, the Board could not always plead this excellent excuse, and yet in the past a disastrous alternation of dearth and oversupply of teachers stands to its account.

The same sort of thing occurs in other directions. Before the war the Board was rightly indignant about the excessive size of classes in the elementary schools, and actually fined the London Education Authority \$50,000 for having excessively large classes in its schools. The rule was then made that under normal circumstances classes of boys or girls should not exceed forty, nor classes of "infants" exceed forty-eight. Today the Board is urging Education Authorities to increase the number of pupils in classes, and one of these days London may be fined for not doing what she was formerly fined for doing. Here again it must be admitted that while this example is an excellent one for a debate in the House of Commons, the Board can hardly be blamed for a change of policy rendered necessary by events over which it had no control. It is different, however, when we find a member of Parliament, himself a former head of an Education Department, seeking to defend the increased size of classes on educational grounds. In any case, it is to be hoped that the present close season will be utilized by the Board in planning out

such a scheme of gradually applying the clauses of the Act as shall lead to an easy transition from the present straitened condition to the fuller development towards which we are all confidently looking. So long as the Act of 1918 remains in force, it is the law of the land and the Board must regard itself as responsible for its application at the earliest moment that financial conditions render this possible. No doubt when the Act is actually applied it will almost certainly take a different form from that set forth in the present document. But by that time it will have served its purpose by keeping alive an ideal. The educational system of England is at present, no doubt, in a sort of chrysalis state: but within the cocoon there are going on important organic processes that will have a powerful influence in determining the sort of *imago* that will in the immediate future fight its way out into the sunshine.

The psychological effect of an Act-in-being is realized by increasing numbers of the friends of education in England, and by not a few of its enemies. The ideal embodied in the Act may be admitted to be for the present unattainable. But the Act stands there as a finger-post indicating the direction of progress. One of its most important effects is that it puts the onus of proof on the advocates of reaction. Each backward movement is called upon to justify itself in view of its obvious conflict with the officially recognized ideal. Without the Act, all manner of retrograde steps might be taken without a "by your leave": they are all in the day's work. But under the shadow of the Act, suspended though it be, it is necessary to now pause for every movement in the direction opposite to that indicated by the legislative finger-post. To have to adopt an apologetic attitude is very wholesome for the reactionaries. No doubt they can sometimes make out a good case, and the friends of education must accept all really needful restrictions. But at every concession they can turn to the Act, and while glancing over its clauses murmur comfortably: "After all it is only a matter of time."

No one will benefit more by this period of enforced inaction than the members of the Labor Party. As a group the Laborists have made a very clear and definite stand on the matter of education. They want the Act to come into operation, and they want it as soon as possible. But they realize that many of the least intelligent of their group are

not quite prepared to go all the way with the Act. There are those who resent the loss of money-earning power involved in the long compulsory school period. They ask why the children should be compelled to attend school for so long, and why even when freed from whole-time thralldom their children should have their commercial value diminished by the demand for school attendance during working hours. The suspension of the Act will enable the party to educate its members up to the advantages it will bring, and the necessarily gradual introduction of the clauses of the Act will provide a further means of breaking the shock of its full application.

The position is full of hope, and the period of suspended animation may in the long run prove to have been the best thing that could have happened to the Act, by preventing a violent economic reaction following on its sudden imposition, and by providing a gestation period during which to organize its development along the lines that will best prepare for its welcome by all classes of the community. The friends of education will be well advised to use the breathing space to the best advantage, but not to allow any greater delay than is absolutely necessary. Piecemeal application in the immediate future is the line of safety.

titles on the board in each class and the girls wrote on one or two topics as time permitted. They used whatever notes they had brought, although no one knew ahead that we were going to work in this way. As we were pressed for time, I corrected these papers at home, choosing *Bulletin Board*, *Lunch Room*, and *Fortnightly* practically without a change. The others, I took partly from one paper and partly from another.

There was much discussion as to the use of particular words. Could one use *opportunity* to advantage in two separate paragraphs? How often is the word *mother* effective in one paragraph? Shall one say, "the excuse is legitimate," or isn't "the absence is legitimate" more exact? How many paragraphs may one begin with a verse? Dare we say "the sky's the limit" in saving money, if we use quotation marks? It is all right to say—

If you follow every arrow
And always keep to right
You help prevent congestion
To the traffic squad's delight.

But wouldn't it be less didactic, we ask the poet, to say *we* instead of *you*?

When they heard that their booklet was to be printed by the board of education and that the senior guides were to give them to their freshmen, certain 10A, 10B, and 11A English sections were mighty proud of the fact that they would see their names in print. "What shall we write next term? Will every English class have the chance to write a booklet or a copy of *The Fortnightly*?" These are types of questions with which I have been besieged these last days. Therefore I think that even aside from its practical value, *Freshman First Aid* has been worthwhile.

Freshman First Aid

GERTRUDE KLEIN

WHEN Dr. E. K. Fretwell, of Columbia University, visited the South Philadelphia High School for Girls last spring, he spoke of the necessity of every high school's having a handbook. When I discussed the matter with four second-year classes, they were so full of suggestions as to the use they could make of one that we determined to write it. The first class to which I spoke immediately suggested the title, *Freshman First Aid*. The writing of the booklet consumed about fifty class periods in all, nine periods with each of four classes last spring and seven with each of the two third-year classes the following term. These last revised and enlarged the booklet, giving it its present form.

Our classroom procedure was as follows: The first two meetings were taken up with a general discussion of what such a *guide* should contain. A list of topics agreed on by different classes was placed on the blackboards and in addition any heterogeneous, worthwhile suggestions. By the end of the second period a general outline resulted, somewhat like the present table of contents.

All the classes worked on the introductory *Do-You-Know-That* section. This includes a welcome from the students' association, an explanation of our senior guides for freshmen, the general plan of our school building, and other similar material. Each sentence had to be worked over until it was interesting and snappy enough to pass at least forty severe young critics. Every girl's first longing was to be "a poet," to have a

rhyme accepted; her second was to contribute a whole paragraph; and finally, as a last resort, (and this happened with practically all of the two hundred and twenty-five) to get an original sentence or a criticism into the booklet.

During each period a girl acted as secretary at the blackboard. She wrote down and revised the sentences as the members of class suggested. When a whole paragraph was considered satisfactory, a second secretary copied it from the board in ink. It was seldom possible to finish more than a single paragraph in a forty-five minute period.

The second division of the booklet is headed *Who's Who in Southern* and the last part is *What's What*. These consist of short, pithy paragraphs explaining the individuals we meet in high school, the groups, the activities, curricular and extra-curricular, and in general, the usages and regulations peculiar to our school. The *Who's Who* section was taken over by the advanced second-year girls; the *What's What* (more definite and therefore easier) by the beginning second-year classes. For the fourth lesson, each class chose a particular topic from the outline on which it wanted to work at home (I arranged that these be four different paragraphs, though I accepted snappy sentences on any topic to be put aside for the proper time). The paragraph finished in one section was read to only one other class for criticism. For the fifth, sixth, and seventh lessons, the girls chose at will from the remaining topics and we succeeded in finishing twenty-seven in all. At the eighth meeting I wrote three of the remaining nine

THE TEACHER FOR DEMOCRACY teaches youth, not subjects. Cardinal in his practice and the "hot spot of his consciousness" is the insight that each boy or girl is the priceless end of his ministry, and the further insight that each boy and girl lives, moves, and has his being in human interactions and relationships. A man without a country cannot be a man. On these two insights hang the law and gospel of democracy.—Alexis F. Lange, in *Sierra Educational News*.

What Our States Read and Why¹

A RECENT study of the circulation in each State of ten of the largest magazines of the United States brings out that some States seem to be reading several times as much as others. The ten magazines, with their average paid circulations in the United States for the six months period ending December 31, 1922, were as follows: *The Saturday Evening Post*, 2,100,098; *The Ladies Home Journal*, 1,799,002; *The Pictorial Review*, 1,765,430; *The American Magazine*, 1,604,433; *The Woman's Home Companion*, 1,467,509; *The Cosmopolitan*, 983,390; *The Literary Digest*, 900,000; *The Country Gentleman*, 764,700; *The National Geographic Magazine*, 734,284; *The Red Book Magazine*, 733,576. The co-operation of the editors of the magazines made it possible to secure the circulation of each magazine in each State. When these State circulations had been tabulated it was a simple problem to add them and proportion the total for each State to its population according to the census of 1920, and then to give the State a rank. The results of the calculations are portrayed in the accompanying table which is designed to show the rank of each State and the percentage which the total circulation of the ten magazines is of its population.

The table shows that the people of California, followed closely by those of Oregon and Washington respectively, lead all others in reading avidity. In fact, the people of these States appear to be reading approximately twice as much as those of the typical State and six times as much as those of Mississippi which occupies last place among the States in reading interest.

Further examination of the table shows that the different sections of the Union vary widely in their reading proclivities. It is seen that the western States far outstrip all others, it being observed that the first seven States (California, Oregon, Washington, Nevada, Wyoming, Montana, and Colorado) are clearly western. The northern and eastern States generally occupy a middle rank, while the southern, with the exception of Florida, are uniformly and

overwhelmingly at the bottom of the list.

Why there should be these great differences is an interesting and worthwhile subject for speculation. One theory advanced in partial explanation

relation between the ranks of the States on the efficiency of their school systems as determined by Colonel L. P. Ayres a few years ago and their ranks in reading herein described.

Cannot the theory be urged that the more avid readers found in some States have been largely produced by the more efficient school systems of these States? It would seem not to be fortuitous that the States that have high rank in school efficiency have a similarly high rank in reading, and none the less fortuitous that those with low ranks in school efficiency have similarly low ones in reading. It is an interesting fact that the development of reading interests among the people and the contemporaneous production of reading matter to meet these interests have closely paralleled the development of the public school system. Were the growth curve for school attendance plotted in comparison with that for the circulations of the magazines it is predicted that the two curves would run almost parallel.

Without good school systems the thousands of magazines and newspapers of the Nation could hardly have developed, for these magazines and newspapers are sustained largely by their advertising, and their power to secure advertising depends on the education of the people, for without education the people manifestly have neither the ability to read of the wares which the advertisers wish to promote nor the tastes and capacity to use such wares.

Still another fact should be recognized—the States that have the most efficient school systems and do the most reading are the self-same States that are producing the most of the Nation's goods, thus enabling them to purchase more of the advertisers' wares.

The evidence is persuading that the excellence of the school system is directly measured by such things as what the people read, what they produce, and what they buy. Improve the school system of a State and we stimulate commensurately the commercial and industrial development of the State, which development in turn makes the State increasingly able to finance improvements in its school system, and again the State is enabled to produce and buy more. The whole thing works in a circle and good schools are an indispensable part of the circle.

Ranks of the Various States of the Union in Magazine Reading

Rank	State	Population according to the census of 1920	Total circulation of the ten magazines	Per cent that circulation is of population
1	D. C.	437,571	138,993	31.76
2	Calif.	3,426,861	885,090	25.83
3	Ore.	783,389	195,808	24.99
4	Wash.	1,356,621	326,993	24.10
5	Nev.	77,407	16,449	21.25
6	Wyo.	194,402	40,538	20.85
7	Mont.	548,889	101,888	18.56
8	Colo.	939,629	168,888	17.97
9	Mass.	3,852,356	689,189	17.89
10	Conn.	1,380,631	238,368	17.27
11	Idaho	431,866	73,824	17.09
12	Ohio	5,759,394	970,093	16.84
13	Vt.	352,428	58,220	16.52
14	N. H.	443,083	73,019	16.48
15	Mich.	3,668,412	602,789	16.43
16	Iowa	2,404,021	392,624	16.33
17	Maine	768,014	122,849	15.99
18	Nebr.	1,296,372	204,964	15.81
19	Minn.	2,387,125	370,991	15.54
20	Ariz.	334,162	51,062	15.28
21	R. I.	604,397	91,554	15.15
22	Ind.	2,930,390	432,701	14.77
23	N. Y.	10,385,227	1,522,762	14.66
24	Ill.	6,485,280	935,769	14.43
25	S. Dak.	636,547	88,602	13.92
26	Fla.	968,470	131,848	13.61
27	Kans.	1,769,257	240,701	13.60+
28	N. J.	3,155,900	429,131	13.60-
29	N. Dak.	646,872	87,906	13.59
30	Pa.	8,720,017	1,163,161	13.34
31	Utah	449,396	58,797	13.08
32	Wis.	2,632,067	343,132	13.04
33	Mo.	3,404,055	424,430	12.47
34	Del.	223,003	27,477	12.32
35	Md.	1,449,661	154,714	10.67
36	Okla.	2,028,283	203,788	10.05
37	Tex.	4,663,228	439,446	9.43
38	N. Mex.	360,350	33,958	9.42
39	N. Va.	1,463,701	131,764	9.00
40	Va.	2,309,187	188,925	8.02
41	La.	1,798,509	116,593	6.49
42	Ky.	2,416,630	144,342	5.97
43	Tenn.	2,337,885	148,980	5.94
44	N. C.	2,559,123	150,012	5.86
45	Ark.	1,752,204	97,862	5.69
46	Ga.	2,895,832	148,179	5.12
47	S. C.	1,683,724	80,400	4.77
48	Ala.	2,348,174	102,354	4.36
49	Miss.	1,790,618	92,141	4.03

of the differences is that a more natively alert population exists in some States than in others, thus accounting for the greater proclivities in reading of these States and sections. In support of this theory is mentioned the high correlation between the ranks of the States in intelligence as adjudged by the Army psychologists during the World War and their ranks on reading herein reported. Another theory is that the differences are due largely to differences in educational opportunities afforded the people in childhood and youth. In support of this theory is pointed out the also high cor-

¹ Prepared for THE JOURNAL by Ward G. Reeder, of Ohio State University, Columbus, Ohio. For a complete report of his study, see Reeder, Ward G., Which States Read the Most? *School and Society*, Vol. 18, No. 452, p. 235-240.

A Neglected Opportunity

HOW may the classroom teacher guarantee that the Nation's citizens have the knowledge that will make them wise directors of public education? He must begin with the child. Every child to the limit of his capacity should be given an appreciation of the historical background of our public-school system. He should know something of the struggles that have marked its evolution. Battles to relieve the public school from the taint of pauperism, to give it public support, to make it free to all, to protect it from falling under the control of one or another sectarian group—these and other battles were all bitterly fought. The campaign that marked the struggle to make the schools of New York State free, for example, has all the dramatic interest and far more value in the production of informed citizens than has the time still spent on military history in some of our schools.

What does the Constitution of the United States say about education? Why do we have forty-eight separate and independent school systems in the United States, instead of one, such as have France and England? Why is it that Jefferson failed in his efforts to have a school system established in Virginia that would have given every child in the State an opportunity to attend a free school beginning with the elementary school and extending through the college? What became of the money that Washington left in his will for the establishment of a great National University in the city that bears his name? These questions, rich in content, can be made the basis of classroom lessons and reports that will give the American child the background of the public school's growth and will make him better able to direct its future development.

The child should also have certain knowledge about the State and local machinery for regulating the schools. What does the State Constitution of my State say about public schools? Why is it that the State passes some of the laws that regulate the school and that the local community passes others? The provisions of the State compulsory school attendance law might well be studied as an example of a State school law. The reasons why it was wise for the State to pass such a law might be suggested by the members of a class. It should also be determined how well the law is obeyed.

At the time of the local school election a study should be made of the machinery whereby the school board is created and its officers appointed. Why is it important to vote at school elections? The children might constitute themselves into committees to get their parents and neighbors to vote at the school elections.

The child should be given some appreciation of the cost of the schools. He should be brought to realize that his parents are paying for his schooling. Some tax receipts brought into class, showing the amount collected in the school tax, might raise the question as to the sources from which the schools obtain money for their support. What is the advantage of having some school money come from the State and some from the local community?

Why is it that people wish to use some of their money for schools? What would be the result if there were no schools? Do people get something worthwhile for the money that they spend for schools?

The child should realize the unique position of the schools among the institutions that spread knowledge. A list of these could be made, including such as the newspaper, the magazine, the moving picture, and the school. A study should be made of the ownership and control of these institutions. Which ones do a few people own and control? Which ones does everybody have a part in directing?

Such questions as these properly answered will equip the children of the Nation with the knowledge and will create the attitudes that they should have later as citizens in exercising control over their schools.

The influence of the classroom teacher, however, should not be limited to the child. She can do much to make the parents who are already using the ballot more helpful in their attitude toward the schools.

There is often a great loss in the school's efficiency due to the failure of the home and school to cooperate. This cooperation can best be brought about by the teacher who deals directly with the children in whom the parents are interested. Teachers should seek opportunities to come in contact with the parents of their pupils for the purpose of gaining their complete cooperation.

It is vitally important to get parents

into the schools. Some parents can be encouraged to visit schools. It is probable that the majority of parents have never been inside of a modern public-school building. One fourth of our school patrons have no idea of the manner in which public schools are conducted in this country. Three fourths have never attended a high school, and only a small fraction have ever had experience as pupils in a school of from 500 to 1000 pupils—a typical city school of today. These parents have gradually accepted changes in other things. Participation in affairs of business, agriculture, transportation, and the home have led to their complete rejection of the crude methods and instruments of their childhood days. Their lack of contact with the schools, however, leaves them with the ideas that prevailed thirty years ago as their conception of the school. Educational progress in a very real sense is dependent upon getting parents to visit the schools and to realize that the school of thirty years ago is no more adequate to present-day needs than is the horse and buggy of thirty years ago.

Sometimes it is necessary to visit the parents in their homes. Knowing conditions that exist in a child's home makes it possible to direct his development more intelligently, even if it does not enlist greater cooperation from the parents. However, this cooperation may generally be obtained by the tactful and sympathetic teacher. A definite attempt should be made by the teacher to make

Gratitude

ONE of the most beautiful links in the golden chain that connects man with heaven, is Gratitude. To feel and to express this tender and noble sentiment is one of the distinguishing marks of a great and generous nature. And what a pleasure, yea, what a joy it is to feel grateful and thankful for whatever blessings we receive—for life, for health, for creature comforts, for the joy of thinking and reflection, for the love of man and God. Only let the springs of gratitude dry up in the breast, and the man shrivels and grows cold and selfish.—Albert Sidney Lehr, Editor of *The Missouri School Journal*, Jefferson City, Missouri.

the parents of every child in her classroom understand her personal interest in the welfare of each child. This more than anything else will bring about a greater increase in school efficiency. No other thing will be so potent in making the parents of the children good citizens in the discharge of their duties toward the school.

Parents are interested in the general conditions in schools in their community. They are most interested, however, in the conditions that exist in the classrooms in which their children are sitting. In the past little attempt has been made to interest the public in education except through appeals for school funds. A bond campaign is projected, and then for a few weeks publicity, speeches, and school exhibits hold the stage.

Intensive campaigns and pressing appeals for school funds would be less necessary if a constant and painstaking program of coöperation between home and school were constantly encouraged. Bond issues and school budgets can be passed best when individual parents realize that the teacher has a personal interest in the progress of their children and that the teacher's demands are always based on the pupil's needs.

If the people of the Nation fail in their duties as citizens in dealing with the schools it is the school's fault. If the school fails to give the children in its care a proper background of information, if it fails to create proper attitudes as to their duties toward the school, intelligent citizenship in school affairs cannot be expected when they become adults. If the school fails to impress parents with its personal interest in their children, even though that interest may exist in full measure, these parents cannot be expected to respond to occasional and spasmodic appeals for financial support.

The schools in the past too often have failed to make children and adults good citizens in their relationship to a matter of paramount importance to the Nation's welfare—the advancement of education. This condition can be corrected, not by occasional intensive school publicity campaigns, but by a steady and constant effort to equip every citizen with the information necessary for him to assume intelligent leadership in the public school problems in his community, and by a definite and conscious effort to make all parents realize the interest that the individual classroom teacher takes in the proper development of the children in her room.—J. K. N.

Notable Service in Education

THOUSANDS of American teachers knew Dr. Colvin and honored him both as a teacher and as a student of educational problems. Born in Rhode Island in 1869, he graduated from Brown University in 1891. After two years of newspaper work he took up the study of philosophy, and received the Doctor's degree from the University of Strasbourg. On his return to the United States, he became a teacher of English in the Worcester Academy, and at the same time a member of the remarkable coterie of students that G. Stanley Hall gathered about him at Clark University. Here Dr. Colvin became keenly interested in psychology and educational theory—two related fields for work in which his philosophical training gave him an unusual equipment. He served for eleven years as head of the Department of Psychology in the University of Illinois, and during part of that time acted as director of the School of Education. In 1912, he returned to his Alma Mater, Brown University, as professor of educational psychology. At Brown, he took an important part in developing an excellent system of student-teaching in the neighboring high schools. He was also an active participant in the development of mental tests. For more than ten successive years he taught in the summer ses-



STEPHEN S. COLVIN

sion of Teachers College, Columbia University, and in February, 1923, he accepted appointment to a new chair established in that institution to deal with the problems involved in the professional education of high-school teachers. Although he had suffered from a heart lesion for five years, he gave him-

self without stint to his work and entered upon his new duties with zest and enthusiasm. The summer session brought a host of students to his classes. The strain was severe and probably the exhilaration of doing well the work that he loved to do led him to overtax his strength. A severe angina on the morning of July 15 brought to a sudden close a life already replete with good works and yet still rich with prospects of larger achievement.

Fortunately for the cause of education, Dr. Colvin had put into books and articles many of the lessons that he drew from his experience and his investigations. *The Learning Process* (1910) is recognized as one of the authoritative texts in educational psychology. The results of his long experience in supervising student-teachers are embodied in *An Introduction to High School Teaching* (1917). Of very great significance, too, are his clear and well-balanced studies of mental tests and of contemporary movements in educational theory and practice.

MEXICO'S CAMPAIGN AGAINST ILLITERACY—

The Mexican Government has long been alarmed at its large percentage of illiterates. Accordingly sometime ago a division of the Department of Education was created and named the Department of Campaign Against Illiteracy.

The campaign was officially launched in Mexico City on Sunday, September 23, when a parade numbering over 5000 persons took place. Officials and teachers who are to conduct the campaign and pupils from the fourth, fifth, and sixth grades of more than fifty primary schools, marched with delegates from the industrial and commercial schools, the two normal schools, the military colleges, the school of law, the illiteracy night schools, and various other organizations and institutions.

Among the many banners carried in the parade the following were typical:

The Feminist Council of Mexico urges all the women of the Republic to combat illiteracy; The Students of the Miguel Lerdo de Tejada School are ready to teach reading; School No. 12 of the Federal District—The Nation cannot progress while there are illiterates—We shall fight until none remain. During the progress of the parade hand-bills containing the proclamation of the Department of Education calling the Mexican people to active support of the campaign were distributed.

In addition to the parade a number of orators, representing the Department of Education, addressed the crowds explaining the purpose of the campaign and urging coöperation of all citizens.

There were smaller demonstrations in all of the suburbs, and like demonstrations in other cities through the country. Further demonstrations were held in other cities September 30.

School Savings Bank—Honor Roll

Compiled by the Savings Bank Division of the American Bankers Association.
First ten cities in each class. School Year of 1922-1923.

Rank	City and State	Per cent participating	Number of pupils participating	Total amount collected	Average individual deposit	
					Gross	Net
Class A—Enrolment Over 10,000						
1	Memphis, Tenn.....	97	29,673	\$123,075.04	\$4.34	\$2.69
2	Duluth, Minn.....	94	18,573	100,856.30	5.43	4.52
3	New Britain, Conn.....	93	11,271	82,168.70	7.29	4.43
4	Rochester, N. Y.....	93	31,847	108,973.83	3.45	2.15
5	Providence, R. I.....	91	41,619	424,492.32	10.24	8.76
6	Akron, Ohio.....	90	28,263	147,778.96	5.22	3.01
7	Pittsburgh, Pa.....	88	74,740	569,585.91	7.60	4.68
8	E. St. Louis, Ill.....	88	12,405	79,538.43	6.42	4.66
9	Louisville, Ky.....	88	26,723	97,749.06	3.65	1.12
10	Binghamton, N. Y.....	87	9,575	58,961.45	6.15	4.93
Class B—Enrolment 5000 to 10,000						
1	Meriden, Conn.....	98	4,888	\$53,296.82	\$10.90	\$7.90
2	Superior, Wis.....	97	7,675	43,396.90	5.65	3.11
3	Braddock, Pa.....	96	6,976	62,494.67	8.95	5.18
4	Jackson, Mich.....	94	7,244	53,006.29	7.31	5.55
5	Covington, Ky.....	89	4,641	19,759.17	4.25	1.86
6	Roanoke, Va.....	85	5,950	20,178.48	3.39	2.46
7	Council Bluffs, Iowa.....	85	6,731	57,003.93	8.46	
8	Chicopee-Chicopee Falls, Mass.....	85	4,392	10,285.14	2.34	2.31
9	Alameda, Calif.....	85	4,704	35,156.91	7.47	3.37
10	Lexington, Ky.....	85	4,910	17,551.60	3.57	1.37
Class C—Enrolment 2000 to 5000						
1	Mechanicsville, N. Y.....	99	2,180	\$15,059.83	\$6.90	\$4.21
2	Duquesne, Pa.....	99	3,693	33,186.16	8.97	6.28
3	W. Frankfort, Ill.....	97	4,300	9,000.00	2.09	
4	Charleston, W. Va.....	97	2,800	12,591.32	4.50	2.88
5	Ansonia, Conn.....	96	2,748	22,810.54	8.30	
6	Evanston, Ill.....	96	4,550	47,072.92	10.34	9.05
7	Woodlawn-Aliquippa, Pa.....	95	2,996	39,147.39	13.06	7.35
8	Martins Ferry, Ohio.....	95	2,568	23,033.96	8.96	5.64
9	E. Providence, R. I.....	95	4,000	34,880.74	8.72	7.68
10	Herrin, Ill.....	94	3,189	18,310.21	5.74	2.94
Class D—Enrolment Under 2000						
1	Follansbee, W. Va.....	99	1,065	\$4,500.00	\$4.22	\$3.51
2	Albermarle, N. C.....	99	860	5,550.61	6.38	
3	Jamaica Plain, Mass.....	97	1,204	14,784.38	12.27	9.56
4	Youngwood, Pa.....	96	720	4,806.26	6.68	3.16
5	Flushing, Ohio.....	95	633	2,073.99	3.27	2.92
6	Roanoke Rapids, N. C.....	94	800	3,836.70	4.79	3.39
7	Waverly, N. Y.....	93	1,018	8,209.53	8.06	5.63
8	Warwood, W. Va.....	93	700	4,469.13	6.38	2.82
9	Grand Haven, Mich.....	93	1,450	8,873.24	6.11	4.00
10	W. Hazelton, Pa.....	92	1,215	2,748.69	2.26	1.32

Comparative Summaries—School Savings

School year	1919-1920	1920-1921	1921-1922	1922-1923
Local systems reporting....	167		370	489
Number of school buildings in systems reporting....	2,736	3,316	4,785	6,884
Enrolment in operating schools	1,015,653	1,829,475	2,241,706	3,080,112
Total pupils participating..	462,651	802,906	1,295,607	1,948,908
Average number pupils depositing weekly		226,767	307,102	558,763
Collections	\$2,800,301.18	\$4,158,050.15	\$5,775,122.32	\$9,618,617.43
Interest credited		83,690.18	125,452.42	184,930.95
Bank balances*	3,233,042.21	5,185,280.93	6,479,286.99	11,844,940.96
Average gross collections per all pupils in operating schools	2.75	2.27	2.55	3.12
Average gross deposits per participant	6.05	5.17	4.31	4.93
Average net deposit per participant		3.91	2.42	3.04
Average weekly collections, total all systems		102,578.22	132,513.34	170,030.76
Percentage of pupils in operating schools who participated	45	43	60	63

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

School Savings Deposits-1923

LEO DAY WOODWORTH

Deputy Manager, American Bankers Association
Savings Bank Division, New York City

IT is with satisfaction and even with the admission of some surprise that we announce the records in school savings banking which were made during the school year of 1922-1923. The figures are given in the following table in a form which is convenient for comparison. The notable features are first, that the totals are so large, and second, that the rates of annual increase are being maintained.

During the past three years there has been an increase of forty per cent in the ratio of participation, the percentage of possible participation in 1920-1921 having been forty-five as compared with sixty and sixty-three respectively during the past two years. This increase, we hope, indicates the approach of a time when participation will be practically one hundred per cent by reason of either voluntary effort or, perhaps, compulsion.

The 489 reporting systems are operating in nearly seven thousand schools, an increase of over one hundred systems and over two thousand schools as compared with the previous year. A corresponding increase during the present school year is indicated by the unusual number of requests for information being received at this writing (September) prompted in large measure both by the publication of our book setting forth an approved method, by the new activities of the thrift committee of the National Congress of Mothers and Parent-Teacher Associations, and also by the natural tendency of such a project to expand. We continue to urge that a record of active participation by each pupil is more desirable than a record for large deposits and larger balances. Every pupil should make a bank deposit at least once each week, preferably from funds which he has earned by his own initiative or which he has deducted from his allowance. But we still need reports on total deposits and total balances, also the averages of gross and net savings, to ascertain the extent to which the real gospel of thrift and saving has been made effective. Also, the comparative differences between gross and net savings in different systems reveal where there has been over-stimulation of deposits or perhaps a failure to inspire the pupils to save for future needs.

How One School Banks

BLANCHE GRAHAM WILLIAMS

2854 Talbott Avenue, Indianapolis, Indiana



COULD any investment pay better dividends than that which would tend to inculcate the underlying principles of thrift into the minds of the boys and girls of the public schools of America? Could the strength and force of hearty coöperation be better spent than in the establishment of a school savings bank that would give, through actual practice in simple banking methods, the proper conception of what the safeguarded small saving may mean and what such may contribute toward future enjoyment and advancement?

The Clemens Vonnegut Grade School Savings Bank of Indianapolis is one of the most thoroughly organized institutions of its kind in the country. It began on a small but sound basis, issuing three hundred shares of preferred stock at a par value of one cent a share. While it has never increased its capital stock, it has been the means of getting over seventy-five per cent of the school for savers, and one hundred ninety-seven out of the six hundred have opened accounts in downtown banks.

This school bank is an enterprise into which all departments of the school have entered with enthusiasm. It is unique in its plan. It is of the pupils, for the pupils, by the pupils, from the most primary to the most advanced, though the work of organization devolves upon the higher grade pupils. There are pupil cashiers, pupil guards, pupil officers, pupil directors, and pupil representatives to downtown banks.

The plan is this. Thursday is bank day. Hours are from eight to eight thirty in the morning and from one to one thirty in the afternoon. Amounts from one cent up may be deposited. Each deposit is credited on a Clemens Vonnegut School pass book and filing card. When amount has reached one dollar or more, the pupil applies to the teacher-treasurer (mathematics teacher) for a check and card on the downtown bank that he has chosen in which to place his money. The teacher makes

out his check. The pupil endorses it. The teacher witnesses the pupil's signature on his identification card, then writes the name of the bank chosen on the inside cover of his school pass book. Pass book and card are retained by the teacher until the bank has closed when they are checked up, taken by pupil representatives to respective downtown banks from which savings account books are returned to depositors.

This bank has been made possible without any encroachment upon the regular school program because all departments of the school have participated in the activity. The establishment of the bank was a result. Requests from pupils to help them save made it a necessity. It took shape in different forms throughout the various grades of the building. For instance, in one of the lower grades a better citizen's club for the room was formed with a full-fledged city organization. The mayor emphasized thrift for this city and insisted on careful saving among his citizens.

The first dollar accumulated by an individual pupil was taken by the teacher to a downtown National bank for deposit. Bank authorities became interested and invited the organization in a body to visit the bank. Here every courtesy was shown the children. They learned much about how to establish a bank of their own. Soon after the visit the bank presented each child in the room with a small savings bank which was provided with lock and key. The teacher held the two keys that unlocked them. When the bank was filled with pennies, nickels, and dimes it was unlocked by the teacher, counted by the teacher and pupil, and the deposit handled through their bank. That the movement carried over was indicated by a number of banks being returned to the teacher for opening after a summer vacation of three months.

It naturally followed after varying instances of a similar kind that in the upper grades a study of the systematic safe-guarded saving and simple banking methods be made in the abstract and then put into practical use. Civics and mathematics classes investigated. The former visited the State house for information concerning articles of association while the latter visited downtown

banks for the purpose of observing business procedure in banking methods. Finally Articles of Association were adopted in the civics classes and certificates of stock issued through the mathematics department.

Publicity had to be given the movement, for parents and pupils needed to be informed as to the plan and purposes of the proposed School Bank. A folder was prepared by the printing classes, which also put out a durable pass book with valuable information for the young depositor in bold type on the inside of the cover. They here made ready filing cards and issued a little periodical called "Thrift Facts."

The teacher of civics directed the work of the Clemens Vonnegut School Bank. All departments were placed in her charge, and she kept her hand upon the work of all pupils as well as upon the pulse of the general movement.

The bank was conducted without a penny's expenditure for "overhead." Temporary furniture, most of which had been made for other purposes by the manual training department, was installed for present use. Bank furniture and furnishings will be a project for the work shop at the opening of the new term. The lettering for the alphabet cards used by the cashiers as well as placards and posters of all kinds were the product of the art department while the standards for holding such were school shop problems.

There were no waste spaces in this school. Every nook and corner teemed with busy activity. Therefore it became necessary to use hallway space for conducting the bank. This necessitated much systematic planning and executing on the part of pupils and teachers in order to conduct the bank without interference with the school program. All of this was arranged for before the opening.

On the evening preceding bank day, guards put in place all bank furniture. On the morning of that day at exactly five minutes before eight o'clock ten cashiers left session rooms for the lower hall bringing with them alphabet cards, standards, money boxes, pen, ink, and filing cabinet and took their places ready for business. With the cashiers came the guards who were there to direct the lines of depositors and act as messengers. The teachers of the civics and the mathematics departments were also at hand should their services be required by either cashiers or depositors.

At eight o'clock sharp the stream of depositors began to pour in. There

were two divisions—the first composed of the sixth, seventh, and eighth grades. In the second division were the second, third, fourth, and fifth grades. Business increased so rapidly that an overflow division had to be made to accommodate

depositors that could not be served in the allotted time. Later the problem of additional floor space will probably be solved by school authorities, but the bank furnishings will present good project work for both manual training and art

departments. A few announcements sent out to pupils the day after banking day served to show the steady growth of the institution and keep alive interest in a movement of inestimable value to future citizenship.

Education

LOWRY NELSON

Director of the Extension Division of Brigham Young University, Provo, Utah

I

I am the eager engineer of dreams,
Genius of all good and evil human schemes.
I am the driver of the ox-teams; horse-team;
Maker of the sizzling, chiseling power, steam;
Battler of turrets; blaster of hills;
Molder of intellects; caster of wills;
Power on the wheels in a million mills.

I am the architect of all things wrought,
Sitting on the frontier ramparts of thought;
Total of the yearning; sum of all the learning;
Holder of the keys to vast treasures sought.

II

I sit in the doorway and watch. . . .
Watch the shy, awkward girls
And the lean, awkward boys,
Come anxiously panting
Up to strange, old doors.

Many autumns I have watched them come;
From many thousand homes;
From busy street and sterner soil;
From the handles of hoe and plow;
From shocks of wheat and rows of beets;
From orchard trees and crates of fruit;
From meadow stacks and barnyard chores;
From clicking mowers, and dragging beam
Nagging at squeaking, tired tugs,
From shovels stuck in the dry, dirt dams
Of old ditches.

From dipping corral;
From trailing fatted lambs from summer ranges;
From labor of the desert and the hills;
From lanes where noisy cattle wind in herds
Into the valleys, and horse trails crease the mesas and
the swales.

From the arms of bent-backed mothers
And fathers with gray heads.

III

Oh! I have seen them come!
These labor-hearty youths, sun-tanned,
Marching up these many autumn trails,
With uplifted faces, marching,
Souls athrill with dumb dreams;
Faces long accustomed
To the uplook of the hills
And the outlook to the fields;
Now fashioned hopefully
To a new vision in the stars.

IV

And I have seen them go forth. . . .

Many springs I have sat in the doorway and watched—
Watched many solemn faces,
While reluctant hands pushed kindly doors outward.
Doors whose silent hinges seem
To whisper to each one,
"Labor is all there is of life"—
Doors that ever seem to point
Their fingers to the fields—
Big, tender, helpful, motherly doors.

I have heard the last retreating footstep,
In the calm sweet sunset of Commencement day.

V

Many Springs,
I have witnessed the dispersion
Of the children
Of many Autumns.

Out they go to God's great labor mart;
Out to the workshop, schoolroom, field and mill;
Out to the mountains and the deserts;
To the office, the railroad, the sea.
To new homesteads and old estates;
To the vistas of new knowledge.

VI

Back to the hoe and the plowhandle;
Back to the wheat shock and the beet row;
Back to the reapers and the mowers;
Back to the orchard and the garden;
Back to the herds and the old trails.

Always the great procession
Moving outward from the halls
In the springtime.

Home to the kitchen sink;
To doing the home tasks.
Home with the consciousness of power;
With the comradeship of beauty;
To duties of civilization;
Home with the freedom of understanding.
Home to the arms of bent-backed mothers,
And fathers with gray heads.

VII

Oh! This is erudition; glorified ambition—
Educated masses marching forward to their toil—
With elevated vision and a consecrated mission,
Pushing Progress forward through the Great Turmoil.

GUIDE TO BOOKS

Sixty Reference Books for Grades One to Nine¹

THE effective use of reference books is a vital part of education. Too many schools have quite inadequate equipment for teaching children how to use reference material. The following list, prepared by the Association's committee, will be widely used by schools wishing to build their libraries to higher standards.

- BACON, CORINNE. Children's catalog of 3500 books. N. Y., Wilson. \$6. Supplements are published annually.
- BARTHOLOMEW, J. G. Atlas of economic geography. N. Y., Oxford. \$2.50.
- BARTLETT, JOHN. Familiar quotations; 10th ed.; arranged by author chronologically. Boston, Little. \$4.50.
- BREWER, E. C. Dictionary of phrase and fable; new ed. Phila., Altamus. \$4.
- Historic notebook. Phila., Lippincott. \$3.50.
- Reader's handbook; new ed. Phila., Lippincott. \$3. Appendices contain a list of English authors and their work and a title list of dramas and operas giving authors and dates.
- BROOKINGS, R. C., & RINGWALT, W. DU B. Briefs for debate on current political, economic, and social topics. N. Y., Longmans. \$1.50.
- CHAMPLIN, J. D. Young folks' cyclopedia of common things. N. Y., Holt. \$3.
- Young folks' cyclopedia of games and sports. N. Y., Holt. \$3.
- Young folks' cyclopedia of natural history; ed. by Lucas. N. Y., Holt. \$3.
- Young folks' cyclopedia of persons and places. N. Y., Holt. \$3.
- CRAM, G. F. Modern reference atlas. Chicago, Cram. \$19.50.
- HAMMOND, C. S. & Co. Modern atlas of the world. N. Y., Hammond. \$3.
- DOW, E. W. Atlas of European history. N. Y., Holt. \$2.50.
- ELSON, L. C. Music dictionary. Boston, Ditson. \$1.50.
- ENCYCLOPEDIA AMERICANA. Sci. Amer. \$210, or New international encyclopedia; 2nd ed. N. Y., Dodd. \$168.
- FAY, L. E., & EATON, A. T. Instruction in the use of books and libraries. Boston, Faxon. \$3.75.
- FERNALD, J. C. English synonyms, antonyms, and prepositions. N. Y., Funk. \$1.90.
- FOSTER, W. H. Debating for boys. N. Y., Macmillan. \$1.50.
- FOX, D. R. Harper's atlas of American history. N. Y., Harper. \$2.75.
- GAYLEY, C. M. Classic myths. Boston, Ginn. \$1.92.
- GRANGER, E. E. Index to poetry and recitations; rev. ed. Chicago, McClurg. \$10.
- HASTINGS, JAMES. Dictionary of the Bible. N. Y., Scribner. \$7. An excellent, one-volume dictionary.
- HAZELTINE, ALICE I. Plays for children; an annotated index; second ed. rev. Chicago, A. L. A. \$1.50.
- HOLY BIBLE; small pica. N. Y., Nelson. \$3.
- HOYT, J. K. Cyclopedia of practical quotations; new ed. N. Y., Funk. \$7.50. English quotations arranged by subject.
- NAT. EDUC. ASSOC. Dept. of Secondary Education; Committee on library organization and equipment. Standard library organization. Chicago, A. L. A. 40c.
- NEW INTERNATIONAL YEAR BOOK. N. Y., Dodd. \$6.75. Especially useful in biography.
- OGLEBAY, KATE. comp. Plays for children; 2nd ed. N. Y., Wilson. 50c.
- PECK, H. T., ed. Harper's dictionary of classical literature and antiquities. N. Y., Am. Book Co. \$8.

¹ From National Education Association. *Graded list of books for children*. Chicago, American Library Assn., 1922. 235p. \$1.25.

- PHELPS, E. M., comp. Debaters' manual. N. Y., Wilson. \$1.25.
- PLETZ, K. J. Manual of universal history. Boston, Houghton. \$3.75.
- REINACH, SALOMON. Apollo; new ed. rev. N. Y., Scribner. \$2. Illustrated manual of the history of art throughout the ages.
- RICE, O. S. Lessons on the use of books and libraries. Chicago, Rand. \$1.
- RINGWALT, R. C. Briefs on public questions. N. Y., Longmans. \$1.50.
- ROBERT, H. M. Rules of order. Chicago, Scott. \$1.50.
- SHURTER, E. D., & TAYLOR, C. E. Both sides of one hundred questions briefly debated. N. Y., Hinds. \$2.
- SMITH, J. R. Industrial and commercial geography. N. Y., Holt. \$4.50.
- STATESMAN'S YEAR BOOK. N. Y., Macmillan. \$7.50. Reliable manual of descriptive and statistical information about the governments of the world.
- STEDMAN, E. C., ed. American anthology. Boston, Houghton. \$3.50.
- Victorian anthology. Boston, Houghton. \$4.50.
- STEVENSON, B. E., comp. Home book of verse. N. Y., Holt. \$12.50.
- THOMAS, R. W. Manual of debate. N. Y., Am. Book Co. \$1.
- U. S. BUREAU OF FOREIGN AND DOMESTIC COMMERCE. Statistical abstract of the United States. Govt. Pt. Paper, 50c.
- UNIVERSAL PRONOUNCING DICTIONARY OF BIOGRAPHY AND MYTHOLOGY. Philadelphia, Lippincott. \$12.
- WALSH, W. S. Curiosities of popular customs. Phila., Lippincott. \$5.
- WARD, G. O. Practical use of books and libraries; 3d. ed. Boston, Faxon. \$2.
- WEBSTER, NOAH. New international dictionary. Springfield, Mass., Merriam. \$16, or Standard dictionary. N. Y., Funk. \$16, or Webster's collegiate dictionary; 3d. ed. Springfield, Mass., Merriam. \$5.
- WHO'S WHO (ENGLISH). N. Y., Macmillan. \$15.
- WHO'S WHO IN AMERICA. Chicago, Marquis. \$7.50.
- WILSON, MARTHA. School library management. N. Y., Wilson. 85c.
- WORLD ALMANAC. N. Y., New York World. Paper, 55c.
- WORLD BOOK; 10 v. Chicago, Quarrie. \$57.50.
- INDEX TO ST. NICHOLAS V. I—XLV, 1873-1918. N. Y., Wilson. \$6. Useful if St. Nicholas magazine is taken.

Select List

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

- BENNETT, ARNOLD. How to make the best of life. N. Y., Doran, 1923. 224p. \$2.
- Advice about vital, though commonplace matters. Discusses the practical problems of temperament versus reason, worry, choosing a career, the business of education, falling in love, marriage, bringing up children, and taking a part in community life. Contains nothing original, but is written with sanity, directness, and considerable force.
- BOK, EDWARD WILLIAM. A man from Maine. N. Y., Scribner, 1923. 278p. illus. \$3.
- A biography of the publisher, Cyrus Curtis, written by his son-in-law. From his newsboy days in Portland when he began to edit, print, and sell his own small news-sheet to these last years of financial success, his actuating motive is shown to be downright enjoyment in work itself. Written in an easy, popular style.

BROOKS, SAMUEL STEVENS. Improving schools by standardized tests. Bost., Houghton, 1922. 278p. illus. \$1.75.

An account of the author's experience in the use of standardized tests, telling how he secured the cooperation of his teachers, the results obtained, the uses to which they were put in rating pupils, teachers, and methods, and the changes inaugurated as a result of the findings.

FIFTY new poems for children; an anthology selected from books recently published by Basil Blackwell, Oxford. N. Y., Brentano, Oxford, Blackwell, 1922. 63p. \$1. 2/6.

A delightful collection of short poems by such writers as Robert Graves and Eleanor Farjeon. Includes also ten unusual poems by children. Attractive little book, well printed.

HAGEDORN, HERMANN. The boys' life of Theodore Roosevelt. N. Y., Harper, 1922. 386p. illus. \$1.75.

Adds a final chapter to the first edition, noted in *Booklist*, 15:189, F 19. Fifty cents increase in price.

JENKS, JEREMIAH WHIPPLE. We and our government, by Jeremiah Whipple Jenks and Rufus Daniel Smith. N. Y., Boni & Liveright, 1922. 223p. illus. \$1.50.

This first of a series of citizenship books presents in an interesting way the basic facts concerning our system of government, party organization, and the work of various departments. The pictures and their captions occupy half of each page and recapitulate the text. Valuable for seventh and eighth grade pupils and Americanization classes.

JOHNSTON, CHARLES HUGHES and others. Junior-senior high-school administration. N. Y., Scribner, 1922. 399p. \$1.88.

A broad but non-unified discussion of vital educational problems and practices, particularly in their relation to secondary schools. Contains interesting material on the modern trend of education, on high school terminology, curriculum organization, and the high-school library. Will have appeal for readers outside the teaching profession. Johnston's *The modern high school* (*Booklist*, 11:99, N. 14) deals more specifically with the development of the idea of the socialized school, rather than with problems of administration.

NATIONAL CHILD LABOR COMMITTEE, *New York*. Rural child welfare. N. Y., Macmillan, 1922. 355p. illus. \$3.

Individual reports based on a study of conditions in West Virginia. Statistical tables.

Contents: The rights of children and standards for their welfare, by E. N. Clopper—The rural home, by C. E. Gibbons—Child labor on farms, by W. W. Armistead—Rural school attendance, by Gertrude H. Folks—Rural recreation, by R. G. Fuller—Rural child dependency, neglect, and delinquency, by Sara A. Brown—Taxation and the child, by Hettie L. Hazlett—The child and the state, by W. H. Swift.

TARKINGTON, BOOTH. The fascinating stranger, and other stories. Garden City, N. Y., Doubleday, 1923. 492p. \$2.

Thirteen short stories, many about children or young people, all written with the author's customary ease and spontaneity. The first, a highly humorous tale of a tramp, a lawn-mower, and a "plapnum" ring, would be particularly good to read aloud. Appeared in various magazines.

WILSON, MARTHA. *School library management*. 3d ed. rev. N. Y., Wilson, 1922. 150p. illus. 85c.

This third edition adds to that of 1919 brief articles on "Libraries in education," "State policies," and "Standards." In *Book-list*, 17:227, Mr. 21.

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.

- AMERICAN LIBRARY ASSOCIATION. *Books and pamphlets on library work*. Chicago, Author, 1923. 23p. Free.
- ATWOOD, WILLIAM H. *Problems, projects, and experiments in biology*. Philadelphia, P. Blakiston's Son & Co., 1923. 106p. 96c.
- BEMAN, LAMAR T. *Selected articles on current problems in municipal government*. N. Y., H. W. Wilson Co., 1923. 542p. \$2.40.
- BIRKHOFF, GEORGE DAVID. *Relativity and modern physics*. Illus. Cambridge, Mass., Harvard Univ. Press, 1923. 294p. \$4.
- BLOOMFIELD, DANIEL. *Problems in personnel management*. N. Y., H. W. Wilson Co., 1923. 557p. \$3.50.
- BRAZIL, ANGELA. *The jolliest school of all*. N. Y., Stokes, 1923. 315p. \$1.75.
- BREARLEY, HARRY CHASE. *A symbol of safety; an interpretative study of a notable institution organized for service—not profit*. Garden City, N. Y., Doubleday, Page, 1923. 290p. \$2.50.
- BRESLICH, ERNEST RUDOLF. *Second-year mathematics for secondary schools*. Illus. Chicago, Univ. of Chicago Press, 1923. 368p. \$1.50.
- BROAD, CHARLIE DUNBAR. *Scientific thought*. N. Y., Harcourt, Brace. 548p. \$5.
- BROOKS, HARRY. *First book in arithmetic; inductive problem method*. Illus. Boston, Little. 148p. 70c.
- *Junior high school arithmetic; inductive problem method*. Illus. Boston, Little. 209p. 80c.
- *Problem arithmetic; an inductive drill book*. Illus. Boston, Little. 346p. 90c.
- BURKE, AIRS TARRANT. *Open air schools*. Illus. (Ind. Univ. ext. div. bull.; vol. 7, no. 7), Bloomington, Ind., Indiana Univ., 1922. 31p. Paper, Free.
- CONWELL, RUSSELL HERRMAN, and DE PONCET, EDWIN STANTON. *Acres de diamantes*. Boston, Stratford Co., 1923. 66p. \$1.
- DAVOL, RALPH. *Raw products of the world; vol. 1; Africa*. Taunton, Mass., Davol Pub. Co., 1922. 264p. \$1.
- DEFFENDALL, PRENTICE HOOVER. *Junior English course; complete*. Boston, Little, Brown. 384p. \$1.
- *Junior English Course, Book I*. Boston, Little, Brown. 244p. 70c.
- *Junior English Course, Book II*. Boston, Little, Brown. 141p. 80c.
- DICKSON, LEONARD EUGENE. *Algebras and their arithmetics*. Chicago, Ill., Univ. of Chicago Press, 1923. 241p. \$2.25.
- DICKSON, VIRGIL E. *Mental tests and the classroom teacher*. Yonkers, N. Y., World Bk. Co., 1923. 247p. \$1.80.
- DILLON, JOHN J. *Organized coöperation*. 333 W. 30th St., N. Y., Rural New-Yorker, 1923. 134p. \$1.
- EATON, THEODORE H. *Vocational education in farming occupations; the part of the public high school*. Philadelphia, Lippincott, 1923. 374p. \$2.
- EDGERTON, EDWARD I., and CARPENTER, PERRY A. *A first course in algebra*. Boston, Allyn & Bacon, 1923. 392p. \$1.20.
- ELSON, WILLIAM HARRIS, and BURRIS, MARY H. *Child-library readers; bk. 5*. Chicago, Scott, Foresman, 1923. 416p. 84c.
- GATES, ARTHUR IRVING. *The psychology of reading and spelling; with special reference to disability*. N. Y., Teachers Coll., Columbia Univ., 1922. 106p. Paper, \$1.25. Cloth, \$1.75.
- GIDDINGS, THADDEUS P., and others. *Juvenile music*. Boston, Ginn & Co., 1923. 176p. 76c.
- GOLDSMITH, OLIVER. *The vicar of Wakefield; school edition*. Boston, Ginn & Co., 1923. 250p. 76c.
- GREENFELL, WILFRED THOMASON. *Northern neighbors*. Illus. Boston, Houghton Mifflin, 1923. 337p. \$2.
- GROSZMANN, MAXIMILIAN, P. E. *A parents' manual; Vol. 2, child problems in health and illness*. N. Y., Century. 244p. \$2.
- GUTHRIE, WILLIAM D. *The League of Nations and miscellaneous addresses*. N. Y., Columbia Univ. Press. 392p. \$2.
- HAVILAND, MARY S. *Modern physiology; hygiene and health primer*. Philadelphia, Lippincott, 1921. 205p. 80c.
- HENDERSON, C. A. *Personal and business efficiency*. N. Y., Doran, 1923. 308p. \$2.
- HINES, HARLAN CAMERON. *Measuring intelligence*. Boston, Houghton Mifflin, 1923. 146p. \$1.20.
- HIRSCH, EDWIN W. *Healthy life; a contribution to the growing boy problem*. 209 S. State St., Chicago, Ill., Solar Press. 24p. 25c.
- HOAG, ERNEST BRYANT, and WILLIAMS, E. H. *Crime, abnormal minds and the law*. Indianapolis, Ind., Bobbs-Merrill, 1923. 429p. \$5. Students' edition, 296p. \$3.
- HOFFMAN, URIAS JOHN. *Organizing and teaching a one-teacher school*. Illus. (Dept. of Public Instruction, circ. no. 163) Springfield, Ill., Schnepf & Barnes, Prs., 1922. 32p. Apply.
- HUDELSON, EARL. *English composition; its aims, methods, and measurement*. (Part I, 22nd Yearbook of the National Society for the Study of Education) Bloomington, Ill., Pub. School Pub. Co., 1923. 173p. \$1.10.
- HUGHES, R. O. *A textbook in citizenship; community civics; economic civics; vocational civics*. Boston, Allyn & Bacon, 1923. 748p. \$1.60.
- JONES, EDITH KATHLEEN. *The hospital library; comprising articles on hospital library service, organization, administration, and book selection, together with lists of books and periodicals suitable for hospitals*. Chicago, American Library Association, 1923. 190p. \$2.25.
- KENDALL, ARTHUR ISAAC. *Civilization and the microbe*. Boston, Houghton Mifflin, 1923. 231p. \$2.50.
- KERR, W. H. *A measuring stick for libraries of teacher training institutions*. Chicago, American Library Association, 1923. 3p. Paper, free.
- KYRK, HAZEL. *A theory of consumption*. Boston, Houghton Mifflin. 312p. \$2.50.
- LAWRENCE, DAVID HERBERT. *Studies in classic American literature*. N. Y., Seltzer. 264p. \$3.
- LEFROY, H. MAXWELL. *Manual of entomology; with special reference to economic entomology*. N. Y., Longmans, Green, 1923. 556p. \$11.75.
- LEONARD, FRED EUGENE. *A guide to the history of physical education*. Philadelphia, Lea & Febiger, 1923. 369p. \$4.
- LONG, JOHN ANDREW. *Reader for new Americans; bk. 1; bk. 2*. Illus. N. Y., Am. Bk. Co., 1923. Bk. I. 224p. Bk. II. 208p. 68c each.
- LORD, GEORGE PEASE. *Rational arithmetic; complete*. N. Y., Gregg Pub. Co., 1923. 159p. \$1.
- MCDANNALD, A. H., and McDONNELL, J. B. *The Americana annual*. Illus. N. Y., Encyclopedia Americana Corp., 1923. 927p. \$12. (25% discount to schools and libraries).
- McKENZIE, KENNETH, and HAMILTON, ARTHUR. *Elementary French grammar*. N. Y., Century, 1923. 295p. \$1.50.
- McLAUGHLIN, KATHERINE L., and TROXELL, ELEANOR. *Number projects for beginners*. Illus. Philadelphia, Lippincott, 1923. 125p. \$1.60.
- MINER, ELWELL and TOUTON. *Business arithmetic*. Boston, Ginn & Co., 1923. 410p. \$1.48.
- MIRICK, GEORGE ALONZO. *Home life around the world; an introductory geography*. Illus. Boston, Houghton Mifflin, 1923. 175p. 80c.
- MOHLMAN, MRS. DORA KEEN. *The elementary school principalship*. (Bur. of Educ'l Research, Coll. of Educ., circ. no. 17) Urbana, Ill., Univ. of Ill., 1923. 14p. Paper. Apply.
- MONROE, WALTER SCOTT. *Definitions of the terminology of educational measurements*. (Bur. of Educ'l Research, Coll. of Educ., circ. no. 13.) Urbana, Ill., Univ. of Ill. 18p. Paper. Apply.
- *Educational tests for use in elementary schools*. (Bur. Educ'l Research, Coll. of Educ. circ. 15) Urbana, Ill., Univ. of Ill., 1922. 22p. Paper. Apply.
- MOORE, HENRY LUDWELL. *Generating economic cycles*. N. Y., Macmillan. 152p. \$2.50.
- NATIONAL ASSOCIATION OF COST ACCOUNTANTS. *Radio educational campaign*. (Official pubs., vol. 4, no. 20) Bush Terminal Bldg., N. Y., Author, 1923. 14p. Paper. Apply.
- NATIONAL CONFERENCE ON WORKERS EDUCATION IN THE U. S. 2d N. Y., 1922. *Workers education in the United States; report of proceedings 2d Nat'l conference on workers' education in the U. S.* N. Y., Workers Educ. Bur. of Am. 196p. 50c.
- NEW YORK STATE UNIVERSITY. *Health education syllabus in hygiene for kindergarten and first six elementary grades*. Illus. (Univ. of St. of N. Y., Bull. no. 748, Dec. 15, 1921.) Albany, N. Y., Author, 1922. 138p. Apply.
- NEWELL, MARQUIS JOSEPH, and HARPER, GEORGE ANDREW. *A second course in algebra*. Chicago, Row, Peterson & Co., 1923. 176p. \$1.
- *Combined course in algebra*. Chicago, Row, Peterson & Co., 1923. 409p. \$1.40.
- ODELL, CHARLES WATTERS. *The effect of attendance upon school achievement*. (Bur. of Educ'l Research, Coll. of Educ. Circular No. 16.) Urbana, Ill., Univ. of Ill. 1923. 8p. Apply.
- OVERTON, FRANK. *General hygiene; rev. ed.* N. Y., Am. Bk. Co., 1923. 432p. \$1.
- PATRI, ANGELO. *Talks to mothers*. Illus. N. Y., Appleton, 64p. 50c.

PHILLIPS, THOMAS GUTHRIE. *Fundamentals of organic and biological chemistry*. N. Y., Appleton. 271p. \$2.

— *Pioneering for play; suggestions for arousing public interest in community recreation*. Illus. 315 Fourth Ave., N. Y., Community Service, 1921. 61p. Paper, 30c.

ROZ, FIRMÁN. *L'ue générale de la littérature française*. Boston, Allyn & Bacon, 1923. 333p. \$1.60.

RUSCH, LOUISE C. *The socialized recitation in English*. Chicago, Plymouth Press, 1923. 88p. Paper, 50c.

SAVAGE, ERNEST A. *The story of libraries and book-collecting*. N. Y., Dutton. 230p. \$2.

SMITH, HERBERT ARTHUR. *Federalism in North America*. Brookline, Mass., Chipman Law Pub. Co. 328p. \$3.75.

SMITH, NORA ARCHIBALD. *Action poems and plays for children*. N. Y., Crowell, 1923. 169p. \$2.

SMITHSONIAN INSTITUTION. *Report on co-operative educational and research work carried on by the Smithsonian Institution and its branches*. (Smithsonian Misc. colls., vol. 76, no. 4) Wash., D. C., Author, 1923. 30p. Paper, free.

STARCH, DANIEL. *Principles of advertising*. Chicago, A. W. Shaw. 998p. \$5.

STEIN, GERTRUDE. *Geography and plays*. Boston, Four Seas Co., 1923. 419p. \$3.50.

STEVENS, DAVID HARRISON. *The Stevens handbook of punctuation*. N. Y., Century. 115p. 60c.

STRUMPF, HAROLD. *Problems in office practice and business style*. Illus. N. Y., Gregg Pub. Co., 1922. 268p. \$1.20.

THOMAS, WILLIAM ISAAC. *The unadjusted girl; with cases and standpoint for behavior analysis*. Boston, Little, Brown. 261. \$3.

THORNDIKE, EDWARD LEE, and others. *The psychology of algebra*. N. Y., Macmillan. 483p. \$2.40.

THWAITES, REUBEN GOLD, and KENDALL, CALVIN N. *A history of the United States for grammar schools; rev. ed.* Illus. Boston, Houghton Mifflin, 1923. 596p. \$1.60.

TUFTS, JAMES HAYDEN. *Education and training for social work*. N. Y., Russell Sage Foundation. 240p. \$1.50.

TURKINGTON, GRACE A. *Community civics; life, liberty, and the pursuit of happiness in the United States*. Boston, Ginn & Co., 1923. 560p. \$1.40.

U. S. BUREAU OF EDUCATION. *Public education in Oklahoma; a report of a survey of public education in the State of Oklahoma*. Illus. Oklahoma City, Okla., Dept. of Educ., 1922. 420p.

U. S. CONSTITUTION. *Constitution of the United States of America and amendments, with historical introd.* 1133 Broadway, N. Y., Chile Amer. Assn., 1922. 48p. Paper. Apply.

U. S. DEPARTMENT OF LABOR. *How women's organizations may help in Americanization work*. Supt. of Docs., Govt. Pr. Off., Wash., D. C. 4p. Paper, free.

VAN WAGENEN, KATE. *The modern speller; book 1; rev. ed.* N. Y., Macmillan, 1923. 134p.

— *The modern speller; book 2; rev. ed.* N. Y., Macmillan, 1923. 216p.

VAN WAGENEN, M. J. *Van Wagenen English composition scales*. Yonkers, N. Y., World Bk. Co., 1923. 20p. Paper, 25c.



FRANKLIN School Library, Detroit, Michigan—The library reading rooms in the Detroit schools are made attractive to the children through pictures on the bulletin boards, plants on tables, and curtains at the windows. The little visitors, the instant they enter the room, feel the alluring charm of the place. In one section of the room a group of pictures and of legends reveals the whereabouts of books that fascinate boys. Near by are other groups, more quiet and feminine, that attract the girls. The school libraries are designed not only to satisfy the needs of the pupils at their work, but to arouse as well in the children an interest in books and to keep around them the appeal of great literature.

These libraries are becoming more and more vital as centers where the materials of instruction are organized and distributed with the greatest degree of economy and in the most pleasing and satisfying way. The children using the libraries soon learn the great working classifications of books and of printed materials. They learn that these materials in the library are easily accessible and available without loss of time. Best of all they learn to enjoy the companionship of books, and to depend upon them in time of need.

The library gives books the charm of a natural, social setting. In the first place the groups of readers that go and come in the reading room are highly social in their sympathies and moods and in their consideration for individual readers. They show this consideration in various ways, by lowering their voices to a whisper and by walking lightly. They not only do not desire to disturb their associates; they habitually take precaution against disturbing them. The library is a place for work at individual assignments and for reading for personal pleasure, but more than this it is a place where the children learn the ways of good fellowship.

WAITE, EDWARD BROUGHTON. *Plane geometry; instruction paper*. Chicago, Am. School, 1923. 76p. 60c.

WARD, C. H. *Sentence and theme; a foundation for high-school composition; rev. ed.* Chicago, Scott, Foresman, 1923. 493p. \$1.32.

WEAVER, AMY. *Office organization and practice*. Boston, Ginn, 1923. 144p. \$1.

WELLING, JANE BETSY, and CALKINS, CHARLOTTE WAIT. *Social and industrial studies for the elementary grades*. Philadelphia, Lippincott, 1923. 371p. \$2.

WELLMAN, MABEL THACHER. *Food planning and preparation*. Illus. Philadelphia, Lippincott, 1923. 354p. \$1.40.

— *What can we do? Social games*. 315 Fourth Ave., N. Y. Com. Serv. 32p. Paper, 25c.

WHEAT, HARRY GROVE. *The teaching of reading; a textbook of principles and methods*. Boston, Ginn & Co., 1923. 355p. \$1.60.

WHIPPLE, GUY MONTROSE. *Problems in educational psychology*. Bloomington, Ill., Public School Pub. Co. Paper, 75c.

WILDEMAN, EDWARD. *Practice tests in common fractions*. Chicago, Ill., Plymouth Press, 1923. 34p. 30c.

WILDMAN, JOHN R. *Cost accounting in relation to business cycles*. (Official pubs., vol. 4, no. 21) Bush Terminal Bldg., N. Y.,

- National Assn. of Cost Accountants, 1923. 12p. Paper, 75c.
- WILKINSON, MARGUERITE, editor. *Contemporary poetry*. N. Y., Macmillan, 1923. 372p. 88c.
- WILLIAMSON, THAMES ROSS. *Introduction to economics*. Illus. Boston, Heath, 1923. 548p. \$1.60.
- *Readings in economics*. Boston, Heath, 1923. 559p. \$1.60.
- WILSON, G. M. *Wilson language error test*. Yonkers, N. Y., World Bk. Co., 1923. \$1.25 per 25.
- WILSON, HARRY BRUCE, and WILSON, GUY MITCHELL. *The motivation of school work; rev. ed.* Boston, Houghton Mifflin, 1921. 279p. \$1.90.
- WILSON, JUSTINA L., and JOHNSON, JULIA E. *Questions of the hour; social, economic, industrial*. (Ref. shelf, vol. 1, no. 9, April, 1923) N. Y., H. W. Wilson Co., 1923. 38p. Paper, 50c.
- WILSON, LOUIS R., and others. *The high school library; housing equipment, standards, etc.* Illus. (U. N. C. Ext. Bull. vol. 2, no. 14.) Chapel Hill, N. C., Univ. of North Carolina, 1923. 48p. 50c.
- WINTERNITZ, ROBERT, and CHERINGTON, PAUL T. *English manual for business*. Chicago, A. W. Shaw Co., 1923. 96p. \$1.
- WOOD, BEN D. *Measurement in higher education*. Yonkers, N. Y., World Bk. Co. 348p. \$2.16.
- WOODS, ROBERT ARCHIE. *The neighborhood in nation-building; the running comment of thirty years at the South End House*. Boston, Houghton Mifflin. 348p. \$3.
- WOODWARD, WILLIAM HARRISON. *An outline history of the British Empire, from 1500 to 1911*. (Cambridge University Press, agents.) N. Y., Macmillan, 1923. 241p. 90c.
- WRIGHT, LOUISE C. *Story plays*. N. Y., A. S. Barnes & Co., 1923. 127p. \$1.60.
- YOUNG, NELL J., and MEMMOTT, FREDERICK W. *Methods in elementary English*. N. Y., Appleton, 1923. 238p. \$1.20.
- ZOOK, GEORGE F. *Secondary education*. U. S. Bur. of Educ. Bull. 11, 1922. 96p. Paper, 10c.

Now I can use accurately the electric adding machine as fast as it can be made to turn over. I learned that proficiency in simple operations makes an efficient worker.

"But the greatest of all things I learned in office practice has been to take responsibility, to feel that a job must be completed if it is undertaken: not to give it up if it doesn't seem to work out, but to figure out what is wrong with the method and set it right, and above all, to take the blame for my own errors. I feel that I have gone ahead because I wasn't afraid of taking responsibility for my mistakes.

"The work in office practice reorganized the things I had learned in high school and placed them for me where I could use them; from it I derived an attitude toward my job that made it possible for me to go out and make good from the start and without waiting for the readjustment that so frequently has to come before a high-school boy, even a good student, is of value to the organization that pays him his wages."

While the method has been in the process of experiment for three years it is only during the past fifteen months that students have been placed in office positions. More than sixty-five students from these classes in down-town offices express themselves in the same strain as the letter just quoted and the success of the course from the student's angle is shown in the enrolment, which includes about nine per cent of the entire student body. Also students from these classes who have gone to the University say they have learned to take an attitude toward their work which multiplies their efficiency.

Among the educational objectives involved in the course are responsibility, reliability, attitude of service, resourcefulness, discretion, self-confidence, poise, accuracy, courage, adaptability, "job" sense and personal qualities of voice, manners, and address.

The people in charge have a very definite idea that skill and accuracy in the use of office machines and in office processes can be best acquired by doing work which is to be used; work in the doing of which the student has an opportunity to be of service and to see the product of his work go out to accomplish a definite, specific purpose.

The first trial of the idea was made in preparing some stencils for the use of the office. The result was that students whose work had been more or less full of errors when the stencil made was

How Seattle Trains for Business

F. L. CASSIDY

Principal of the West Seattle High School
Seattle, Washington

CAN the modern high school through its office practice training fit graduates into the highly-organized business office of today without an apprenticeship period save that needed to adjust the newcomer to the particular organization in which he is to work? That is what the West Seattle High School attempts to do. The measure of its success may best be told by an office manager who employs the product of the class.

Mr. Frank, the manager of one of the largest department stores on the Pacific coast writes: "Last year at Christmas time we took six girls into our auditing department from the office training class of the West Seattle High School and they all went through the holiday season on high.

"The graduates of this school have been trained to a point where we can make them a part of our organization by simply giving them the practices peculiar to our office. I have more confidence in the students thus trained than in any group I have handled who had their apprenticeship in downtown business houses. We have twelve West Seattle girls at present and would take more if we could get them."

Can the technical training and practice necessary to meet the requirements of a practical office manager be given a high-school student in connection with his other studies in such a way as to promote the general development of a mind,

character, and personality which is supposed to be the ideal of the public secondary school? Let the answer be given by a bank employee who went directly from the school to his present employment:

"It has taken me over a year to realize just what my work in office practice at West Seattle High School really did for me. All the time I am discovering additional things I have that I can trace to the work in these office practice classes. As I think of it now these things stand out. I learned to plan my work. A job was assigned to me to do. It was up to me to find a way to get it done. In my work in the bank it has helped me to get away from the feeling that someone should tell me just how to proceed.

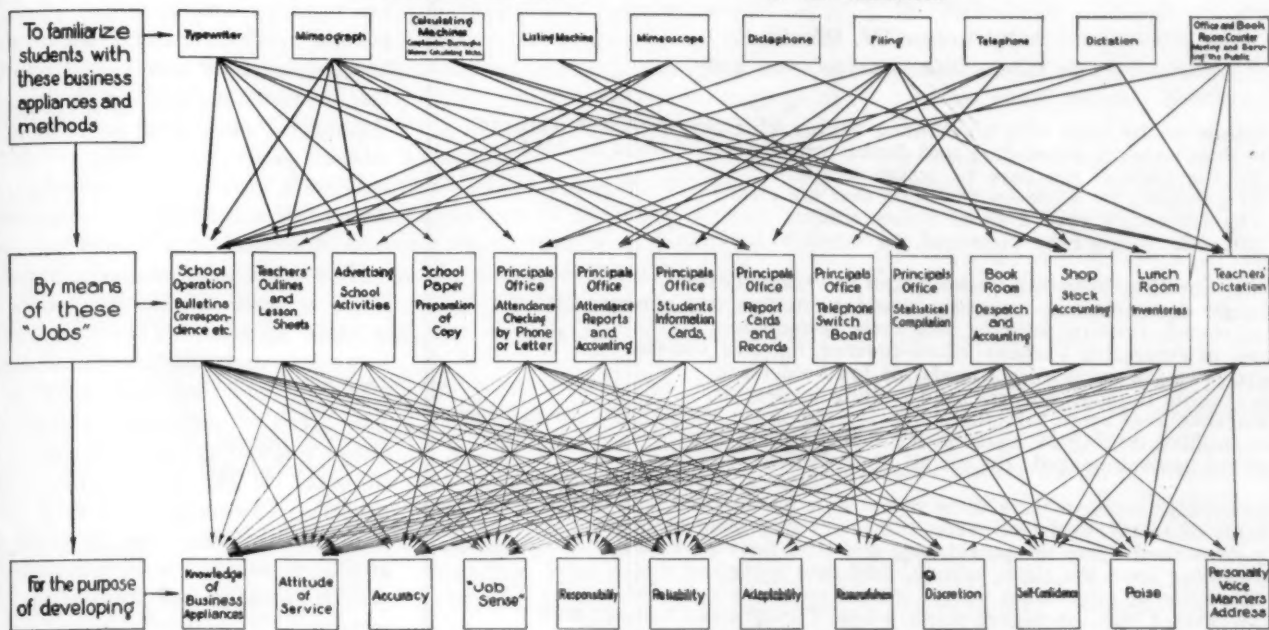
"I learned to value accuracy. Perhaps that was the most immediately apparent thing. After a very few of the jobs we were given to do, I realized clearly that a task had to be right, not ninety per cent right. The importance of this keeps growing on me in my actual work.

"Office practice gave me the idea of saving time. I saw that there was usually a way to do work that was faster than other ways, and I saw that the person who used the efficient method could turn out more work than one using some other method. In some way my ambition to produce was aroused.

PLAN OF OFFICE PRACTICE

WEST SEATTLE HIGH SCHOOL

SEATTLE WASHINGTON



In the Office of the Principal



Learning to Use the Dictaphone



Practicing in a Large Department Store



Handling Thousands of Textbooks

Up from the Pit

Katherine W. Weeks

25 Lefferts Place, Brooklyn, New York

He stands at the edge of a blossoming field; a blue sky stretched o'erhead.
At his feet yawns a pit of dark and doubt; where joy and hope lie dead.
To the edge of the dark he walks serene
In garments of white—with hands that are clean;
The far-seeing eyes a great vision enfold;
The heart-beats have measured the worth of life's gold.

Boiling, bursting, bubbling, reeking filth in vicious quivers,
In the pit the noisome quagmire shudders, quakes, and shivers;
Black, rotted, restless, sucking into maw resistless
A mass of struggling humans; slime-covered, fighting, listless.
One rises to the surface—contends for foothold there;
Then ignoble impulse governs, and wailing in despair,
He sinks—makes room for others who for a moment rise;
Then—boiling, toiling on again filth bubbles up and dies.
All effort lies submerged; the pit all hope denies.

In the verdant meadow walk some whom Fate has favored kind
To fields of safety, paths of peace, and feasts in groves of mind.
They draw them from the putrid edge and lend their gaze away;
As shrinking from the rising stench, they turn aside and say,
"Nothing of good from horror grows, so let us fast afar
To distant hills, on higher plane, where Thought and Culture are;
And nearer Heaven, in clearer air, hitch chariots to the star."
So walk they to the distant hills where Thought creative dwells,
And Genius' hand on silvered lute harmonic welcome swells.

But he who stands close to the edge, murmurs a prayer for grace;
The reflection of the Nazarene shines in his earnest face:
Eagerly—eagerly toward the pit he stretches forth. The while
He gazes at the struggling mass, he cannot see the vile.
He waits—a frenzied arm upthrusts—he hears a heart-cry now:
He strongly grasps a brother's hand and draws him from the slough.

merely to be approved and thrown away, proved able to make almost perfect stencils when they realized the work was to go out from the office as a real business paper. The attitude of students immediately shifted from that of doing enough to satisfy or "get by" the teacher, to doing that which they would be willing to have sent out as their own product and that of the school. Experiments in other kinds of work were tried, the office files were cared for in place of doing practice exercises in alphabetizing and filing. Instead of practicing on dictation exercises, students took dictation of letters from teachers and exercises the teachers needed prepared: the checking of attendance reports was substituted for practice in such operation; and in every way possible the students of the office practice classes came to do the clerical work of the building. In this manner they relieved teachers of tedious and time-consuming drudgery and gained for themselves practice in the very operations and problems of which their work in a business office will consist.

At the present time these students do,

in large part, the clerical work of the school—the sorting, copying, filing, checking, information counter, handling stock, computing, tabulation, dictation, and typing—of the principal's office, the book room, the store rooms, and even the clerical work of preparing lesson outlines and plans of teachers and making out their reports. It is not to be understood that students are placed in charge, supplanting teachers or other officials, but they do the detail work under the direction of the responsible head, taking on new burdens as they become able to carry a larger load of responsibility.

So far there is no textbook for this course. Or rather the textbook is the accumulated result of the experiments that have been made, the successes repeated, the failures cleaned up and forgotten.

The purpose of the course has developed in the process of experiment. Power on the part of the student is the thing definitely aimed at—power not only to use office appliances but to meet the problems, exigencies, disappointments, and criticism that arise in the course of business.

The student acquires skill because he is trying to produce a thing needed. He learns not to expect minute direction, but to get the work done. He learns to lose sight of himself in the necessity to put the work over. He learns that in business he must forget his feelings, in fact he must entirely forget himself in getting his part done in making "the wheels go round." The result of a semester's work is not to be measured in amount of information accumulated but in skill, attitude, habit, emotion—*power*.

The attitude of students toward the work is most satisfactory. This work is their business. They feel they are helping to make the institution function efficiently and they have pride in their job. It is no uncommon thing to have students spend two or three extra hours in order to get a job done which is needed. The most confidential material is handled by them with as much discretion as is found in a business office.

The problem of managing is the greatest. It would be easy to let the plan dissipate itself into nebulous good intention to develop character, or to allow it to degenerate into exploitation of students' time and skill in order to get office drudgery done cheaply. The teacher of these classes must be a skilful manager and a skilful practical psychologist. She must so apportion the jobs that the work will get done and in the doing of it each student be given the work he is capable of doing and which his particular needs require. This is the peculiar problem of the method. That it can be solved is proved by the students (over a hundred of them in a year and a half) who have gone directly from school into offices and have made good.

The Wiser Way

He who checks a child in terror,
Stops its play or stills its song,
Not alone commits an error,
But a grievous moral wrong.
Then give it play and never fear it;
Active life is no defect;

Never, never break its spirit,
Curb it only to direct.
Would you stop the flowing river?
Think you it would cease to flow?
Onward it must run forever,
Better teach it where to go.

[From an address read by J. L. Pickard, superintendent of schools, Chicago, Illinois, before the American Normal School Association, 1870.]

Is the General Public Interested in Education?

EEDITORS of scores of our leading magazines have answered with an emphatic "yes" by publishing notable articles on education during 1923. The following is only a partial list and should be supplemented by additional articles about which you may learn through your local public, or school librarian. This list will aid busy teachers and school officers to prepare, and to help school patrons to prepare, for the important work of AMERICAN EDUCATION WEEK. The editorial plans of the best-known magazines of America include leading articles on education during the coming winter and spring. Educational workers will render the public a service by seeing that such articles are widely discussed and read. Education is our greatest National need and should command the serious and continuing attention of all our people.

American City—Go Through and Graduate, by G. C. Baker. Volume 28, pages 495-96. Number for May, 1923.

American Magazine—What Everyone Should Learn at School, by H. G. Wells. Volume 96, page 5. Number for October, 1923.

Atlantic Monthly—Morale of the School, by W. T. Foster. Volume 131, pages 772-78. Number for June, 1923.

School Conformity, by Edward Yeomans. Volume 132, pages 198-205. Number for August, 1923.

Century—Defense of Education, by Walter Lippman. Volume 106, pages 95-103. Number for May, 1923.

The Human Goal of Education, by Arthur E. Morgan. Volume 106, pages 904-915. Number for October, 1923.

The Miracle School, by Frank Tannenbaum. Volume 106, pages 499-506. Number for August, 1923.

Collier's Weekly—I Wish Every Parent Could See This Country School, by Stanley Frost. Volume 71, pages 13-14. Number for May 19, 1923.

She Never Knew a Bad Boy, by Fred C. Kelley. Volume 72, page 12. Number for September 15, 1923.

Is There a Place for Your Child? by William G. Shepherd. Volume 72, pages 8-9. Number for September 8, 1923.

Current Opinion—Editorial: Should Our Public Schools be Reshaped to Meet New Conditions? Volume 74, pages 595-97. Number for May, 1923.

Dial—Freedom in Education: A Protest Against Mechanism, by Bert-

rand Russell. Volume 74, pages 153-64. Number for February, 1923.

Forum—Educating for Seven Lives, by W. G. Jordan. Volume 69, pages 1383-92. Number for April, 1923.

Modeling Education on Genius, by W. G. Jordan. Volume 69, pages 1497-1508. Number for May, 1923.

What's the Matter with Education? by W. G. Jordan. Volume 69, pages 1287-98. Number for March, 1923.

Good Housekeeping—Mounting the Ladder of Life, by Stanwood Cobb. Volume 77, pages 48-49. Number for September, 1923.

Preparatory Education, by H. O. Smith. Volume 76, pages 154-59. Number for May, 1923.

Editorial: Education and the Road to Peace. Volume 77, page 10. Number for October, 1923.

Harper's Magazine—Overcrowding the Colleges, by E. S. Martin. Volume 146, pages 821-24. Number for May, 1923.

Living Age—Getting an Education, by F. Tiburtius. Volume 316, pages 631-38. Number for March 17, 1923.

Nation—Education: Ritual or Adventure? by Walton Hamilton. Volume 116, pages 720-1. Number for June 20, 1923.

Youth and the American Colleges, by Norman Thomas. Volume 117, pages 106-07. Number for August 1, 1923.

North American Review—Unity in Education, by E. P. Warner. Volume 217, pages 374-82. Number for March, 1923.

Nineteenth Century—For the Avoidance of Revolution; Right Education for the Worker's Child, by H.

W. Household. Volume 93, pages 8-15. Number for January, 1923.

Idle Mind, by H. W. Household. Volume 94, pages 266-74. Number for August, 1923.

Our Misdirected Schools, by C. E. Loseby. Volume 93, pages 271-79. Number for February, 1923.

Our World—World Unity Through Education, by Augustus O. Thomas. Volume 20, pages 103-09. Number for October, 1923.

Outlook—The Public School System Boomed. Volume 133, pages 475-76. Number for March 14, 1923.

Brain Conservation: I. Wasted Children, by Anne E. Bancroft. II. Finding and Fostering Gifted Children Now in the Industries, by Carl E. Seashore. Volume 133, pages 265-66. Number for February 7, 1923.

Saturday Evening Post—Editorial: No Opportunity. Volume 195, page 22. Number for February 3, 1923.

Editorial: The Children Must Wait. Volume 195, page 32. Number for April 7, 1923.

Survey—Great Schools in Small Communities, by C. F. Ansley. Volume 50, pages 570-72. Number for September 1, 1923.

Is Education Equal to the Task? by Frederick Burk. Volume 50, pages 541-43. Number for August 15, 1923.

Education's Desperately Human Problem, by E. A. Fitzpatrick. Volume 50, pages 564-69. Number for September 1, 1923.

Woman's Home Companion—Should Your Child Go to College? by J. F. Johnson. Volume 50, page 12. Number for September, 1923.

Towns for Children, by D. Paddock. Volume 50, page 36. Number for August, 1923.

World's Work—American Equality: A National Ideal Sometimes Ridiculed But Still Persisting, by William McAndrew. Volume 46, page 38. Number for October, 1923.

Earning Power and Education. Volume 46, pages 245-46. Number for July, 1923.

Success to Our Successors, by William McAndrew. Volume 46, pages 510-21. Number for September, 1923.

NOTES and ANNOUNCEMENTS

DEPARTMENT of Superintendence—The program outline for the Chicago meeting of the Department of Superintendence beginning Saturday, February 23, and ending Thursday, February 28, 1924, is as follows:

Saturday evening—The National Society for the Study of Education, Gold Room, Congress Hotel.

Sunday afternoon—Opening Vesper Service, Gold Room, Congress Hotel.

Monday morning—General Session, Auditorium Theater.

Monday afternoon—Superintendents by population groups, and allied departments, hotel ball rooms.

Monday evening—General Session, Auditorium Theater.

Tuesday morning—General Session, Auditorium Theater.

Tuesday afternoon—Allied departments, hotel ball rooms.

Tuesday evening—Allied departments, hotel ball rooms.

Wednesday morning—Superintendents by population groups, and allied departments, hotel ball rooms.

Wednesday afternoon—Allied departments, hotel ball rooms.

Wednesday evening—College dinners.

Thursday morning—Superintendents by topic groups, and allied departments, hotel ball rooms.

Thursday afternoon—Final general session, Auditorium Theater.

The feature programs of the convention are scheduled for Thursday morning. Eight group meetings dealing with outstanding problems of education are planned. By this arrangement the attendance at each meeting will not be excessive and one can select the subject of his greatest interest with the assurance that the audience will be small enough so that he can readily hear all of the speakers, and that the discussions will be confined strictly to the topic announced. All members of the National Education Association will be invited to these group meetings.

Two sessions for meetings of superintendents classified by population groups are being planned with unusual care. Formerly only one such meeting was held. A rearrangement of these groups provides two additional groups for superintendents in smaller cities and villages.

Officers of the fourteen allied departments are rapidly organizing their programs. These departments are as follows:

(1) National Council of Education, (2) Department of Rural Education, (3) Department of Elementary School Principals, (4) Department of Vocational Education, (5) City Teacher Training Section, (6) Educational Research Association, (7) National Association of High School Inspectors and Supervisors, (8) National Association of

Secondary School Principals, (9) National Council of Primary Education, (10) Council of Kindergarten Supervisors, (11) National Council of State Departments of Education, (12) National Society for the Study of Education, (13) National Society of College Teachers of Education, and (14) Department of Deans of Women.

Chicago Hotels—The Bureau of Conventions of the Chicago Association of Commerce lists the following hotels as "first-class establishments that can be relied upon for splendid service and that will make special effort to accommodate convention visitors." The capacity of each hotel is indicated in parenthesis. The list is arranged alphabetically.

Alexandria (300) Rush and Ohio Streets; \$1.50 and up without bath, \$2 and up with bath.

Ambassador (500) North State and Goethe Streets; \$3.50 and up.

Atlantic (750) Clark Street near Jackson Boulevard; \$2 and up without bath, \$3 and up with bath.

Auditorium (500) Michigan Boulevard at Congress; \$2.50 and up without bath, \$5 and up with bath.

Bismarck (300) 171-185 West Randolph Street; \$1.50 and up without bath, \$2.75 and up with bath.

Blackstone (700) Michigan Boulevard and Seventh Street; \$5 and up.

Board of Trade (200) 321 South LaSalle Street; \$2 and up.

Bradley (300) Rush Street and Grand Avenue; \$1.25 and up without bath, \$1.50 and up with bath.

Brevort (500) 120 West Madison Street; \$2 and up without bath, \$3 and up with bath.

Briggs (300) Randolph and Wells Streets; \$1.25 and up without bath, \$2 and up with bath.

Chicago Beach (1350) Fifty-first Street on the Lake Shore; \$3 and up without bath, \$4 and up with bath.

Colonial, Sixty-third and Kenwood; \$1.25 and up without bath, \$2 and up with bath.

Congress Hotel and Annex (1500) Michigan Boulevard and Congress; \$3 and up without bath, \$4 and up with bath.

Cooper-Carlton (500) Hyde Park Boulevard at Fifty-third Street; \$3.50 and up.

Darlington (125) 4700 North Racine Avenue; \$1.50 and up without bath, \$2 and up with bath.

Del Prado (400) Midway Boulevard and Jackson Park; \$2.50 and up.

Drake (1200) Michigan Avenue and Walton Place; \$4 and up.

Drexel Arms (250) Drexel and Oakwood Boulevards; \$2 and up without bath, \$3 and up with bath.

Edgewater Beach (600) 5300 Sheridan Road; \$3 and up.

Elms (150) Fifth-third Street and Cornell Avenue; \$2 and up without bath, \$2.50 and up with bath.

Fort Dearborn (1000) La Salle and Van Buren Streets; \$1.95 and up without bath, \$2.45 and up with bath.

Gladstone (500) Sixty-second and Kenwood Avenue; \$1.50 and up without bath, \$2.50 and up with bath.

Grant (250) Dearborn and Madison Streets; \$1.50 and up without bath, \$2.50 and up with bath.

Grasmere, 4621 Sheridan Road; \$3 and up.

Great Northern (550) Jackson, Dearborn, and Quincy Streets; \$2 and up without bath, \$3.50 and up with bath.

Hayes (300) Sixty-fourth and University Avenue; \$1.50 and up without bath, \$2.50 and up with bath.

Hyde Park (400) Hyde Park Boulevard and Lake Avenue; \$2.50 and up without bath, \$3 and up with bath.

Jackson Park Tavern, Sixty-seventh Street and Cornell Avenue; \$3 and up.

Lakota (350) Michigan Boulevard and Thirtieth Street; \$1.50 and up without bath, \$3 and up with bath.

La Salle (1800) Madison and La Salle Streets; \$2 and up.

Lexington (750) Michigan Boulevard and Twenty-second Street; \$2 and up without bath, \$3 and up with bath.

Lorraine (160) 417 South Wabash Avenue; \$2.50 and up.

Luzerne (100) Clark and Center Streets; \$2 and up without bath, \$2.50 and up with bath.

Majestic (300) Quincy Street between State and Dearborn; \$2 and up without bath, \$2.50 and up with bath.

Melbourne (150) 4625 North Racine Avenue; \$3 and up.

Metropole (300) Michigan Avenue and Twenty-third Street; \$1.50 and up without bath, \$2 and up with bath.

Montezuma Lodge, 908 Windsor Avenue; \$10 per week and up.

Moraine (250) Highland Park; \$2.50 and up without bath, \$3.50 and up with bath.

Morrison (1000) Clark and Madison Streets; \$2.50 and up.

New Gault (200) Madison and Market Streets; \$1.50 and up without bath, \$2.50 and up with bath.

New Southern (350) Michigan Boulevard and Thirteenth Street; \$1.50 and up without bath, \$2.50 and up with bath.

Palmer House (1000) State and Monroe Streets; \$2 and up without bath, \$3 and up with bath.

Parkway (400) Lincoln Park West and Garfield; \$3 and up.

Planters (300) Clark and Madison Streets; \$2 and up.

Plaza (600) North Avenue and North Clark Street; \$2 and up.

Plymouth (250) 4700 Broadway; \$2 and up without bath, \$2.50 and up with bath.

Sheridan Plaza (300) Sheridan Road and Wilson Avenue; \$2.50 and up.

Sherman (1500) Clark and Randolph Streets; \$2 and up without bath, \$3 and up with bath.

Sisson (500) 1725 East Fifty-third Street; \$5 and up.

Somerset (600) Sheridan Road at Argyle; \$4 and up.

Sovereign, Kenmore at Granville Avenue; \$4 and up.

Stock Yards Inn (450) West Fifty-second Street and Halstead; \$1.50 and up without bath, \$2 and up with bath.

Strand (300) Sixty-third Street and Cottage Grove Avenue; \$1.50 and up without bath, \$3 and up with bath.

Trenier (150) 409 Oakwood Boulevard; \$2 and up without bath, \$3 and up with bath.

Victoria (500) Clark and Van Buren; \$1.50 and up without bath, \$3 and up with bath.

Virginia (450) Rush and Ohio Streets; \$2.50 and up without bath, \$3 and up with bath.

Warner (350) Thirty-third Street and Cottage Grove Avenue; \$1 and up without bath, \$1.50 and up with bath.

Washington (200) Washington Boulevard between La Salle and Wells; \$2 and up without bath, \$2.50 and up with bath.

Webster (450) Lincoln Park West at Webster; \$4 and up with bath.

Windermere (300) Fifty-sixth Street and Cornell Avenue; \$5 and up without bath, \$6 and up with bath.

Windsor Clifton (350) Wabash Avenue and Monroe Street; \$1.50 and up without bath, \$2.50 and up with bath.

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.

THE AMERICAN PEACE AWARD, created by Edward W. Bok, offering \$100,000 to the author of the best practical plan by which the United States may cooperate with other nations to achieve and preserve the peace of the world is a stimulating challenge to educational workers. Full information may be had by addressing the American Peace Award, 342 Madison Avenue, New York City.

THE COMMITTEE PLANS for the year 1923-24 worked out by President Olive M. Jones and approved at the recent meeting of the Executive Committee promise accomplishments of unusual effectiveness. The Committee of One Hundred on Classroom Teaching Problems will work under the chairmanship of Mrs. Mary C. C. Bradford, State superintendent of public instruction, Denver, Colorado. A Committee of One Hundred on Rural Education Problems will work under the chairmanship of Mr. Harold W. Foght, president of the Northern Normal and Industrial School, Aberdeen, South Dakota. A Committee of One Hundred on Pensions will work under the chairmanship of Mr. Philip E. Carlson, Minneapolis, Minnesota, who will have the cooperation of leading actuaries who have developed the best existing pension systems in the country. The Committee of One Hundred on Tenure will work under the chairmanship of Mr. Fred M. Hunter, superintendent of schools, Oakland, California.

THE CAMPAIGN for efficient citizenship which is being conducted by the League of Women Voters was commended at the recent meeting of the Executive Committee and Secretary Crabtree was authorized to co-

operate in giving the widest possible publicity to the plan.

AT THE RECENT MEETING of the Executive Committee it was decided to have the Association's headquarters building repainted and redecorated during the year.

PRESIDENT OLIVE M. JONES at the first meeting of the Executive Committee under her administration invited the Board of Trustees and the heads of the various headquarters divisions to meet with the Executive Committee during the year and to take part in discussions. On motion of Miss Adair this was approved by both the Executive Committee and the Board of Trustees. It will help to insure unity and full information in the transaction of the Association's business.

THE CHICAGO PRINCIPALS' Club has recently employed a full-time paid secretary to manage its office at 64 East Van Buren Street. Mr. Don C. Rogers, of Iowa City, Iowa, was selected for the post.

DR. WILLIAM T. BAWDEN, who since 1919 has been assistant to the commissioner and since 1914 specialist in industrial education in the United States Bureau of Education, has resigned to take up work as associate superintendent of public schools in Tulsa, Oklahoma, where he will develop a program of vocational education.

TEACHERS MAY OBTAIN full information on child labor from Mr. Owen R. Lovejoy, general secretary of the National Child Labor Committee, 105 East Twenty-second Street, New York City. The resolutions adopted by the Association at Oakland favor an amendment to the Constitution permitting the proper regulation of child labor.

FREQUENT newspaper reports of deaths of school children in grade-crossing accidents give grim warning of the need for employing buss drivers who are careful and trustworthy.

THE EASTERN ILLINOIS STATE TEACHERS COLLEGE at Charleston will celebrate its twenty-fifth annual commencement in June, 1924. President Livingston C. Lord has been at the head of the college since its opening in 1899.

THE FLAG OF THE UNITED STATES; How to Display it, How to Respect it, and the Story of the Star Spangled Banner is the title of an illustrated booklet which teachers will use widely in connection with American Education Week and other patriotic occasions. The National American War Mothers are leading in a movement to place a copy of this flag code in the hands of every American. Copies may be had in quantity at cost from the publishers, George Banta Publishing Company, Menasha, Wisconsin.

EDUCATIONAL and civic leaders of New York have planned a State-wide luncheon for President Olive M. Jones on November 10 at the Hotel Commodore, New York City. Dr. John H. Finley will act as toastmaster.

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

6 Cities with Population of 300,000 to 500,000

City and State	Per cent devoted to schools in 1910	Per cent devoted to schools in 1920
1	2	3
Minneapolis, Minnesota..	37.0	38.8
Cincinnati, Ohio.....	34.5	34.5
Seattle, Washington.....	32.4	32.4
Indianapolis, Indiana....	31.8	31.8
Washington, D. C.....	26.3	30.5
New Orleans, Louisiana..	23.1	26.8
Average	28.8	32.0 ¹

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

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

¹ This average is obtained by using the figures given in column 3 for the three cities having percentages given for both 1910 and 1920. When all the 1920 percentages are included the average is 32.5 per cent.

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

9 Cities of 500,000 Population and Over

City and State	Per cent devoted to schools in 1910	Per cent devoted to schools in 1920
1	2	3
Los Angeles, California..	35.2	40.1
Buffalo, New York.....	23.8	32.3
New York City.....	31.7	31.7
St. Louis, Missouri.....	23.4	30.8
Chicago, Illinois.....	25.9	29.8
Pittsburgh, Pennsylvania	29.8	29.8
Boston, Massachusetts...	28.8	28.8
San Francisco, California	20.1	25.8
Philadelphia, Pennsylvania	23.8	23.8
Average	25.7	31.8 ¹

Figures for 1910 in column 2 taken from A Study of Expenses of City School Systems, U. S. Bureau of Education, Bulletin, 1921, No. 5, p. 90-93.

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

¹ This average is obtained by using the figures given in column 3 for five cities having percentages given for both 1910 and 1920. When all the 1920 percentages are included the average is 30.3 per cent.

A CONTEST in artistic arrangement of flowers is annually conducted by the Pasadena, California, High School.

THE AMERICAN LIBRARY ASSOCIATION has recently received a grant of \$50,000 for training European librarians in American library methods. The sum will be used to maintain courses of library instruction in connection with the American Library in Paris which is located at 10 Rue de L'Elysee 8, Paris, France.

FIVE HEALTH SCHOLARSHIPS of \$500 each are available to teachers from a fund granted by the Child Health Association and the Metropolitan Life Insurance Company. Teachers interested in these scholarships may write to the American Child Health Association, 532 Seventeenth Street Northwest, Washington, D. C.

NATIONAL ILLITERACY CONFERENCE TO BE HELD IN WASHINGTON—Plans are under way for a National Illiteracy Conference to be held in Washington, D. C., January 11 to January 14, 1924, under the joint auspices of the Illiteracy Commission of the National Education Association, the United States Bureau of Education, the American Legion, and the General Federation of Women's Clubs.

TEN LIFE MEMBERSHIPS in the National Education Association are offered as prizes for the best essay on Teaching the Use of the Budget, laying special emphasis on developing habits of plain thinking, more intelligent buying, greater efficiency in money spending, and understanding of business methods. For full particulars address National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

THE FEDERAL COUNCIL of Churches and the World Alliance for International Friendship have asked the churches of America to observe Armistice Week, November 5 to 10, as World Court Week and November 11 as World Court Sunday. Numerous other organizations have joined in the movement.

A SPECIAL LIST of 1923 motion pictures for community use during Children's Book Week, November 11 to 17, has been prepared by the National Committee for Better Films. Copies may be had free by writing to the National Committee for Better Films, 70 Fifth Avenue, New York City.

A LIFE MEMBERSHIP in the National Education Association was recently presented Superintendent Charles A. Krout, of Tiffin, Ohio, by the teaching staff of the public schools.

FOUR THOUSAND HOURS of college credit were earned by the teachers of Oklahoma City during the school year 1922-23.

A HIGH-SCHOOL BAND of unusual excellence is maintained jointly by the city authorities and the public schools of Muskogee, Oklahoma. The director of the band is employed by the calendar year at a substantial salary. Weekly concerts of both popular and classical music are important parts of the cultural life of the city.

THE NEW YORK LEADER has recently started a special school page with Miss Agnes de Lima as school editor.

IT IS REPORTED that the Library of the Imperial University of Tokyo was entirely destroyed by fire during the recent catastrophe. The collection contained over 700,000 volumes, being one of the largest libraries in the world.

HOW TO GROW A THOUSAND-DOLLAR BAND IN THE GRADE SCHOOLS is the title of an article in the *Illinois Journal of Commerce* by Mr. J. M. Thompson, supervisor of music in the public schools of Joliet, Illinois. The Joliet Grade School Band won the thousand-dollar prize for the best grade-school band in the United States.

BUSINESS AND LABORING MEN of Grand Junction, Colorado, who are occupied during the day are given an opportunity during American Education Week to visit the high schools by means of special evening sessions which take the place of the regular afternoon sessions, according to a recent letter from Superintendent R. E. Tope.

THE THIRD ANNUAL SAFETY CONTEST offering prizes amounting to \$6500 is now open. It closes December 4, 1923. Full information may be had from the Highway Education Board, Willard Building, Washington, D. C.

THE SERIES of articles on education by William McAndrew, now running in the *World's Work*, is attracting wide attention.

MR. EUGENE B. CALLAHAN, school superintendent in New York State and for many

years editor-in-chief of elementary school books for the Macmillan Company, died in Seattle, July 30, 1923.

CALIFORNIA HOSPITALITY is the theme of scores of statements in the journals of State and local associations reporting the summer meeting.

MR. E. L. McKEOWN, superintendent of schools, Carson City, Nevada, and State director for the National Education Association, died at his home recently.

DR. J. C. MUERMAN, specialist in rural education of the United States Bureau of Education, has accepted a position as director of rural education of the Oklahoma State Normal School, Durant.

DR. HENRY F. COPE, general secretary of the Religious Education Association, died at Shelby, Michigan, on August 3.

A VALUABLE BOOKLET on school lighting may be had free from the Edison Lamp Works, Department of Publicity, Harrison, New Jersey, by asking for Bulletin LD 109A, The Lighting of Schools.

MISS WIL LOU GRAY, State supervisor of adult schools, Columbia, South Carolina, issues a special newspaper in large type for the use of the men and women who are learning to read. The paper is filled with simple and useful information designed to appeal to adults.

NATIONAL THRIFT WEEK will be observed January 17 to 23. Teachers interested in the project may obtain material from the National Thrift Committee, 347 Madison Avenue, New York City.

THE BEST PLAN of teaching thrift in the classroom presented before April 1, 1924, is offered a \$500 prize by the National Association of Mutual Savings Banks. Address Chairman of the Committee on Teachers Contest, Maine Savings Bank, Portland, Maine, for full particulars.

DR. FRANK P. GRAVES, president of The University of the State of New York and Commissioner of Education, who was in Sofia throughout the Bulgarian Revolution last summer, has described his own experiences in an article in the October number of the *Review of Reviews*.

A PUBLIC LIBRARY has been established in the Island of Guam by the Junior Red Cross. Since few adult natives read English the library is composed primarily of children's books.

SECTION Q (EDUCATION) of the American Association for the Advancement of Science will hold its annual meeting at Cincinnati, December 27-30, 1923. Dr. Henry W. Holmes, dean of the School of Education, Harvard University, has charge of the program.

THE BOARD OF EDUCATION of AKRON, Ohio, has reelected Carroll R. Reed as superintendent of schools for a term of five years at a salary of \$9000.

PROBLEMS OF READING INSTRUCTION are being investigated by a special committee recently appointed by the United States Bureau of Education. Dean W. S. Gray, of the School of Education of the University of Chicago, is chairman of the committee which has seven committees working on special phases of the problem.

A NEW SCHEDULE on the single salary basis for the year 1923-24 was adopted by the Duluth Board of Education on April 24. This schedule will increase the salaries of most of the teachers in the Duluth public schools. It provides equal salaries for teachers of equal training and experience, regardless of the grade or type of school they serve.

EDUCATION, THE ROAD TO PEACE—Our representative at the World Conference on Education, held at San Francisco in July, tells us this story of the final session; somehow it did not get into the papers:

On the fifth of July, in the ballroom of the Fairmont Hotel at San Francisco, a Chinese scholar, standing between a Japanese and a Hindu, turned from the American chairman of the first World Conference on Education, to a German professor, whose broken but eloquent words of hail and farewell had followed those of many lands.

"Auf Wiedersehen," said the Chinese scholar to the German, and then, in one sweeping farewell to the whole international assembly he said that universal "See you again"—"Au revoir."

As the *auf Wiedersehen* and the *au revoir* seemed to blend into one farewell an unusual thing happened. Quite unconsciously, it seemed, each person in the assembly caught the hand of his neighbor. By some subconscious—shall we say impulse?—there was an almost imperceptible movement, and a huge circle was formed.

It took but a moment—a very tense moment.

Then an Englishwoman, feeling perhaps that urge which has prompted the human race since the dawn of civilization to give voice to grateful emotion in song, said:

"Let's sing together, before we part, an old song we love in England—Auld Lang Syne."

And they sang, heartily, also tenderly, these distinguished men and women, representatives of sixty different countries and thirty-one distinct linguistic groups. Then clasped hands were instinctively lifted and crossed again, making a double friendly contact, an inner circle.

Through the windows, overlooking San Francisco Bay, with its ships steaming toward the Golden Gate on their world voyages, a gleam of sunshine, caught and reflected from some fading sunset glow, fell like a radius, or a benediction, in that historic circle. Hindu Nationalist, English Imperialist, Belgian, German, French, Japanese, Chinese, Greek, Italian, Czechoslovak, Swede, Spaniard, Rumanian, Mexican, South American, Americans—a medley of political counter ambitions, of different nations, different colors, different creeds, different customs united in one great purpose—World Education for World Peace—forming a circle of hands around the globe!—Editorial in *Good Housekeeping*, October, 1923.