

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

Our National Association	393
The Schools Must Save America	395
Culture and Professionalism in Education	397
School Control	399
"There's Music in the Air"	400
Could I Live My Teaching Life Over	401
The Antioch Plan	402
Serving the Wage Earner and the Nation	405
The Parent-Teacher Movement	411
Editorial	412
Fresh from the Classroom	413
Enrolment and Affiliation	414
Education and Genius	415
Fresh Air or Gymnasium	416
Transportation of Pupils	417
Scientific School Counseling	418
Economy is Wise Spending	420
The Seattle Principals' Association	421
Beauty in Education	423
Guide to Books	425
The Library and Adult Education	428
Department of Superintendence	429
Notes and Announcements	430
On to Washington	431
Index to Volume 12	432
Directory of Advertisers	A-200

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

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

**You have it *now*, but
can you *keep* it?**

We mean the pupils' interest

Take arithmetic, the subject that often suffers from lack of interest. Have you books that will hold this essential in classroom success—Interest? Have you drill which fixes points without becoming wearisome? Have you problems and projects that seem as worth while in the late days of May as they did in the snappy air of October? Have you games for using numbers? cleverly devised group exercises, in short have you the

**Wentworth-Smith
School Arithmetics**

Let us tell you about them

Boston **Ginn and Company** New York
Chicago London Atlanta Dallas Columbus San Francisco

TWO NOTABLE TEXTS

REVISED

THE HISTORY OF THE AMERICAN PEOPLE

BY

Beard and Bagley

Text throughout brought into closer harmony with rest of the series. Reset in a new, more legible type. New illustrations replace about three-fourths of the old. Brought on to the Coolidge Administration. *Price \$1.60.*

ELEMENTARY ECONOMICS

BY

Ely and Wicker

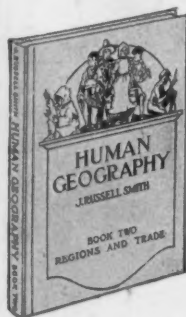
The plan of the book remains unchanged. Some chapters have been entirely rewritten, others supplemented or rearranged. On the whole, an effort has been made to improve phraseology and bring facts and illustrations to date. *Price \$1.68.*

THE MACMILLAN COMPANY

New York Boston Chicago Atlanta Dallas San Francisco

WINSTON

A Remarkable Recognition of Excellence



In Atlanta, Georgia, during the past summer a committee of teachers with the educational executives examined geographies for the purpose of selecting a textbook for use in the Junior High Schools.

HUMAN GEOGRAPHY, BOOK II, REGIONS AND TRADE, by J. Russell Smith, was selected and adopted. That this textbook was the unanimous preference of all others is significant. The fact that it was selected on sheer merit alone—the publishers of this book having sent no one to outline its features to the members of the committee—is a remarkable recognition of the excellence and outstanding merit of this publication. The 3500 copies now in use in Atlanta are delighting teachers and pupils.

Hundreds of cities, towns and school districts are using **Human Geography, Book I, Peoples and Countries**, and **Book II, Regions and Trade**, although these books have been published only two years. On the large list of places using them exclusively or extensively are:

A Partial but Representative List

Ashland, Wis.
Atlanta, Ga.
Bath, Me.
Battle Creek, Mich.
Boston, Mass.
Bridgeport, Conn.
Burlington, Ia.
Camden, N. J.
Central Falls, R. I.
Chicago Heights, Ill.
Cicero, Ill.
Cincinnati, O.
Cleveland, O.
Clinton, Ia.

Concord, N. H.
Council Bluffs, Ia.
Dayton, O.
Des Moines, Ia.
Dover, N. H.
East Orange, N. J.
Elizabeth, N. J.
Everett, Wash.
Fresno, Calif.
Grand Island, Nebr.
Grand Rapids, Mich.
Haverhill, Mass.
Hazleton, Pa.
Hibbing, Minn.

Highland Park, Mich.
Hutchinson, Kans.
Jersey City, N. J.
Johnstown, Pa.
Kalamazoo, Mich.
Kansas City, Mo.
Lansing, Mich.
Lawrence, Mass.
Longbeach, Calif.
Los Angeles, Calif.
Manitowoc, Wis.
Meriden, Conn.
Milwaukee, Wis.
Muskegon, Mich.

Nanticoke, Pa.
New Brunswick, N. J.
New Castle, Pa.
New Haven, Conn.
Newton, Mass.
New York City, N. Y.
Oakland, Calif.
Oil City, Pa.
Omaha, Nebr.
Pasadena, Calif.
Passaic, N. J.
Paterson, N. J.
Philadelphia, Pa.
Pittsburgh, Pa.

Portsmouth, N. H.
Revere, Mass.
San Diego, Calif.
San Francisco, Calif.
Saginaw, Mich.
Scranton, Pa.
St. Cloud, Minn.
Streator, Ill.
Tacoma, Wash.
Toledo, O.
Trenton, N. J.
Washington, D. C.
Wilmington, Del.

South Carolina has adopted Book I and Book II for co-basal use

North Carolina has adopted Book I for supplementary use

Do You Use Human Geography? Send for Descriptive Literature

THE JOHN C. WINSTON COMPANY

SAN FRANCISCO

DALLAS

WINSTON BUILDING, PHILADELPHIA

CHICAGO

TORONTO

FOR TEXTBOOKS

Our National Association

Its Far-reaching Field Service

FOR more than half a century after its organization in 1857 the National Education Association was small enough to permit most of its members to attend meetings at least every few years. Annual meetings were its chief activity and those who attended elected officers, saw them in action, and otherwise had personal touch with the Association's work, which, though limited in the earlier days, was of the utmost importance in the life of the expanding Republic.

The Association's work and membership have now increased until more teachers than ever dreamed of becoming members even a decade ago, send representatives to its annual assembly, receive its Journal, attend its conferences, and meet its field workers. To tell members the story of its important activities is the purpose of this series of articles on Our National Association. This article, which is the fourth of the series, is an account of the Division of Field Service. The function of this division is to maintain personal contact between the National Education Association and its growing membership and also to meet the demand for contact with the general public whose interests the Association exists to serve through the elevation of education.

The growth of the Association and the development of its program of service have brought many tasks calling for personal contacts more numerous than could be supplied by any one not giving his entire time to the work. Legislative activities of the utmost importance to the welfare of education and the life of the Nation require personal coöperation between the Association and other agencies which have chosen to adopt and promote its program. Men and women who shape legislation have faith in the Association's leadership and have sought to keep in close touch with its plans.

Early in the development of its headquarters organization the Association provided for a Field Secretary and Mr. Hugh S. Magill was called to the post in January, 1919. Mr. Magill brought

to his task the experience of a public-school career, including the superintendency of the Springfield, Illinois, schools and of a membership in the Illinois State Senate, where his champion-

THE obstinacy of the materials with which we have to deal, in all kinds of human work, has an educational value. Some one has called it "the total depravity of inanimate things." The phrase would be fit if depravity could be conceived of as beneficent. No doubt a world in which matter never got out of place and became dirt, in which iron had no flaws and wood no cracks, in which gardens had no weeds and food grew ready cooked, in which clothes never wore out and washing was as easy as the advertisements describe it, in which the right word was not hard to find, and rules had no exceptions, and things never went wrong, would be a much easier place to live in. But for purposes of training and development it would be worth nothing at all. It is the resistance that puts us on our mettle: it is the conquest of the reluctant stuff that educates the worker. I wish you enough difficulties to keep you well and make you strong and skilful!—Henry van Dyke in *THE SCHOOL OF LIFE*.

ship of progressive measures had won him wide recognition. He took up the fight for the Education Bill—then the Smith-Towner Bill—and by personal work with leaders in other organizations and members of Congress, supplemented by speaking tours throughout the country, he kept the cause of education and the need for primary recognition of education in the President's Cabinet before the country. On September 1, 1922, Mr. Magill resigned the Field Secretaryship to become executive secretary of the newly-formed International Sunday School Council of Religious Education, where he is now laboring to unify and vitalize the educational work of the churches.

Because of increasing demands for leg-

islative activity as well as for a representative in the field, the Executive Committee selected two field workers at its meeting in September, 1922. Dr. J. O. Engleman was called from the superintendency of the schools of Joliet, Illinois, and especially assigned to the field with the understanding that he would come to Washington to help with the Education Bill when needed. Miss Charl Ormond Williams, a former president of the Association, was called from the superintendency of the Shelby County, Tennessee, schools and especially assigned the task of developing lay support for the Education Bill, with the understanding that she would work with teachers' organizations throughout the country wherever desirable. Dr. Engleman has come to be known as Field Secretary and Miss Williams as Legislative Secretary, although the line between their respective activities is not so sharply drawn as these terms might imply.

The work of the Field Secretary keeps him in the field most of the time, often at great personal sacrifice. The debt which teachers owe to this service is incalculable. The National Association is now made up of State and local associations. The Field Secretary addresses the meetings of these associations and holds conferences with their officers and with the various State directors of the National Association, thus helping to maintain the unity of professional organization in the Nation.

The point of view which one who knows education in every section of the country brings to his work is of tremendous value to the cause. We all need continually to be inspired anew with the rich promise of public education. We need to be reminded that although the forces of reaction get in their work here and there, education throughout the Nation is advancing. All this, that we may have perspective and the courage of our convictions amid the many and pressing tasks of the daily routine. If we are so near the trees that we cannot see the forest, we need contacts with some one from the distant hills who has

seen the vast sweep of the forest and who can bring us the joy of perspective.

This need is particularly great just now when society the world over seems to be in a state of change and transition. Everywhere appears a tendency towards wider unity, towards a common philosophy of educational method and organization. The present generation is formulating a philosophy of education which it may take a century to realize in all its rich fullness. The educational currents now forming are of such vital consequence in the life of humanity that they cannot be too often brought to our attention. Dr. Engleman, himself a keen student of education, is well fitted for this task and in doing it during the school year 1922-23 traveled 30,000 miles, visited the Washington office six times, and addressed hundreds of audiences on the Education Bill and other live issues.

Perhaps more important than contacts with educational workers are the contacts of the field secretaries with citizens outside the profession. The war left us with huge burdens of taxation, burdens which we cannot unshoulder until the enormous debts are paid, burdens which are peculiarly irksome because they are carried with the broken shoulder-straps of an antiquated system of taxation fashioned for a different time and a different distribution of wealth. Men who value wealth more than childhood and the Nation's future have sought to escape the tax burden by taking it out on the children, by cutting off their opportunity for a fair start in life.

The whole power of the Association has been hurled against the influence of these men. The field secretaries through innumerable personal conferences and many addresses before Rotary, Kiwanis clubs, and similar organizations have done more than any teacher knows to maintain the public's faith in its schools and to arouse anew its determination to maintain them unimpaired.

Much of what has been said about the work in the field might also be said of the Association's legislative activities. Both are the common burden of all professionally-minded teachers. Before the Great War education in the United States was not keeping pace with the development of other phases of our life. The losses due to illiteracy and physical deficiency had become apparent to managers of great industries, teachers' salaries were too low to attract and hold the best men and women in the profession, and there was increasing public

recognition of the shortage of trained teachers. There would have been a forward movement even without the war. But the war magnified our educational weaknesses and strengthened public determination to remedy them. At home, in industry, in training camp, and at the front every illiterate or incompetent man or woman was recognized as a liability of the whole Nation.

Under such circumstances demand arose for a program in which the Nation would assume its educational responsibilities. The National Education Association was called upon to formulate such a program. It created the Committee on the Emergency in Education. After careful study of the whole situation and consultation with educational workers in every section of the country and in every branch of the service, this committee framed the Education Bill. Endorsed ten times by the National Education Association and its Department of Superintendence, this Bill is the legislative program of the Association. Its endorsement by scores of lay organizations representing more than twenty-five millions of voters has virtually made it the program of the American people, but like all great reforms it must run the gauntlet of every political test and thoroughly establish itself in the minds of Congress and the President before it can become a law. It took years of agitation to establish the Departments of Agriculture, Labor, and Commerce.

Just as it took years and years of work to secure these Departments which have rendered such indispensable service, education has had to battle for its place in the life of the Nation. Since education touches every individual citizen more closely and continuously than any other single activity, the battle for primary recognition of education by the National Government may not be so long, but it is a battle that has cost great effort and much careful planning. The Education Bill has drawn large support from many sources. To coördinate this support and keep it informed has involved labors that none but the doer can ever know.

To this task of coördination and education Miss Williams has brought not only her experience as a teacher and superintendent, but also a wide experience in legislative reform. By her efforts the interests of the Education Bill have been steadily advanced both in Congress and in the field.

She has kept in close touch with the sponsors of the Bill in Congress and has

conducted a continuous survey of the position which members of Congress have taken or are likely to take when the measure comes up for final decision. She has maintained effective coöperation between the Association and that great group of National organizations which have followed its leadership. During the year these organizations have renewed their support and increased their activities. Other organizations have come out for the measure for the first time. The American Association of University Women and the National Association of Business and Professional Women's Clubs have added their enthusiastic endorsements. The National Board of the Young Women's Christian Association has recorded its unanimous approval of a Department of Education and of Federal aid to encourage the States to improve education within their several borders.

When her duties permitted her to be away from Washington, Miss Williams has gone into the field before teachers' associations and other audiences to bring them first-hand accounts of the Association's legislative work and of its other efforts to improve the status of the teacher and elevate the place of education in the Nation.

Sometimes the work of the Field Division may seem intangible and far away to the individual teacher, whose two-dollar membership is necessary to maintain and expand the activities of the Association. Nevertheless it is by such activities that the Nation moves to greater unity and effectiveness. They are of the most vital and far-reaching consequence to every teacher in America. They sustain the current of the Nation's educational advance. They stimulate and direct the forces that shape our life and decide what part education shall have in that life. They daily influence the conditions under which the teacher works and the place she holds in the community. That teachers are grateful for this service is shown by the growth in membership from fewer than ten thousand in 1917 to more than 130,000 in 1923. If every teacher understood the worth of the Association's work, the high plane on which it is conducted, and the fine professional spirit that runs through it all—if this were appreciated as it should be, every one of our seven hundred thousand teachers would hasten to enlist and thus share in the great work of improving the profession and elevating education to its proper place in the life of community, State, and Nation.

The Schools Must Save America

ROBERT E. L. SANER

President of the American Bar Association, Magnolia Building, Dallas, Texas

AT the meeting of the American Bar Association in San Francisco, in August, 1922, a committee on American citizenship submitted a report, the result of painstaking investigations, wherein the following significant passages occurred: "There is but one remedy for our National ills—education. Knowledge and inspiration are essential to citizenship.

"The schools of America must save America!

"But we must not be content with merely imparting knowledge. American citizenship should mean patriotism, and patriotism is not of the intellect alone; it is very largely of the spirit and of the heart. It cannot be taught by merely imparting information. It cannot be taught by a mere discussion of principles. Religion is of the spirit; so is patriotism.

"In teaching citizenship, the real essential is "atmosphere." An appeal must be made to the heart, to the spirit, and to the emotions, as well as to the intellect.

"America should no more consider graduating a student who lacks faith in our government than a school of theology should consider graduating a minister who lacks faith in God.

"Socialism is being taught in some of our schools and colleges. We are not afraid of the teaching of socialism as one of many theories of government, but we do object to its presentation as the only true theory. We do object to the teaching of the socialistic premise that our present form of government is unworthy of respect and should be swept away. Until the faith of Washington, and Jefferson, and Hamilton, and Franklin, and Madison, and Lincoln has been crushed, until patriotism and loyalty and confidence have been driven out of the heart, there is no room in the American conscience for the gospel of the socialistic agitator."

In pursuance of the recommendations of this report a committee on American citizenship was created which has been actively functioning since that time. The shibboleth of this Committee is, "To establish and maintain the Constitution of the United States and the ideals

and principles of our Government in the minds and hearts of the People."

What relation does this "shibboleth" bear to the schools?—It goes without saying that we can make no substantial progress in civilization, nor indeed exist as a self-governing republic, without a



ROBERT E. L. SANER, *president of the American Bar Association, who believes that in the schools rest the power and the opportunity to save the Republic. According to Mr. Saner the Constitutions of State and Nation should be taught more intensively and extensively than now.*

better and better education of each rising generation; that the only justification for our American public-school system is education for citizenship; that a knowledge of *Why* and *How* of government, of American history and institutions, of the essentials of our Constitution and of the constitution of a particular State, are just as necessary for the young mind to study and absorb as a knowledge of reading, writing, and arithmetic. Thus far lawyers, teachers, and citizens generally are, I assume, in substantial accord. But when we come to consider whether or not the Constitution of our country and the principles and ideals of our Government are being

generally taught, especially to pupils in the grades before many of them leave the schools for good, and, still more to the point, whether or not these subjects are being taught in an interesting and effective way—such considerations as these will doubtless raise many questions for debate. The only point to be insisted upon—and I speak not alone for lawyers but for all the loyal citizens of America—is that the citizens-in-the-making now in our schools should be educated along the lines above indicated more extensively and more intensively than they have been in the past. If the world war taught us one lesson more than another it was that the American school must be more thoroughly American than ever before. "The schools of America must save America!" As a distinguished educator has remarked, "The program for the solution of National problems, whether for good or for ill, is now being shaped in the school-rooms of America."

Is training for citizenship as the main objective of our school instruction a viewpoint constantly held in mind by the majority of our teachers and by those responsible for our courses of study? Have we so loaded our schools down with pedagogical fads, as suggested by the last report of the Carnegie Foundation, that we fail to teach fundamental subjects? An illuminating article entitled, "The Belated Revolution in the Public Schools," by Dr. William McAndrew, assistant superintendent of schools of New York City, appearing in the November, 1920, issue of the *World's Work*, presents some striking evidence on the foregoing queries. In that article Dr. McAndrew calls attention to the reports to a questionnaire addressed to one hundred leading educators asking their ideas of the purpose of public education, and only twenty-nine per cent of the replies received even mentioned among the purposes that public schools are supported by the community for public benefit, which means the training of children for future citizenship.

However, I doubt not that the great mass of our teachers are desirous of performing their full duty in connection

A Patriotic Wish

EDGAR A. GUEST

I'd like to be the sort of man the flag could boast about;
I'd like to be the sort of man it cannot live without;
I'd like to be the type of man
That really is American:
The head-erect and shoulders-square,
Clean-minded fellow, just and fair,
That all men picture when they see
The glorious banner of the free.

I'd like to be the sort of man the flag now typifies,
The kind of man we really want the flag to symbolize;
The loyal brother to a trust,
The big, unselfish soul and just,
The friend of every man oppressed,
The strong support of all that's best,
The sturdy chap the banner's meant,
Where'er it flies, to represent.

I'd like to be the sort of man the flag's supposed to mean,
The man that all in fancy see wherever it is seen,
The chap that's ready for a fight
Whenever there's a wrong to right,
The friend in every time of need,
The doer of the daring deed,
The clean and generous handed man
That is a real American.

Reprinted by permission from "A Heap o' Livin'," copyright, 1916, Reilley & Britton Company, Chicago.

with citizenship training, and I assume that they will commend an organized coöperative effort upon the part of the lawyers of this country to aid in effecting this end. Briefly stated, the work of the citizenship committee of the American Bar Association, so far as it relates to the schools, may be grouped roughly under the following three classifications:

(1) The Committee has instituted a movement which will be continued until all the States have adequate laws requiring the teaching of the Constitution of the United States and of the respective States and the principles and ideals of our Government in all schools and colleges supported in any manner by public funds.

(2) We are coöperating with local authorities in supplying qualified lectures for various school convocations, the main purpose of which is to teach teachers how to teach the Constitution in an attractive and inspiring way. Supplementary to this project we shall in the near future issue a pamphlet entitled *The*

Story of the Constitution, which may be used by teachers of civics as a supplementary text.

(3) We are publishing another pamphlet suggesting certain school and college contests on citizenship subjects for the purpose of stimulating and vitalizing the instruction given in the regular school curriculum. Single copies of the pamphlets mentioned will be furnished upon application to the headquarters of our Committee on American Citizenship.¹

The most superficial glance at conditions in America today must convince every thinking man that there is urgent need, not only for a more general education of our children, but also for coöperative effort with educators in a more intensive education particularly along the lines that have been above briefly outlined. We note that the Congressional Committee on Education reports that statistics put America in the ninth place among the nations in regard to our status in education; that one out of every three persons in America is either

foreign-born or the child of foreign-born parents, that of the fifteen million foreign-born in the United States seven million cannot read or write the English language and that two million cannot read or write any language. Further, radicals among the native as well as the foreign-born advocating both openly and secretly various degrees of communistic doctrines as substitutes for long-established American institutions, show the urgent need of a more universal education in true Americanism as never before in our history.

To this movement the American Bar, in coöperation with various other organizations, desires to contribute its quota of service, and to coöperate with teachers in every practicable way in training the children in our schools as our army of future defense, for

It is not on fields where cannons pour shells
upon the foe
Can you train the soul of Freedom in the
things it ought to know.
The old bell at Philadelphia rang its notes
and then was still;
But its voice today is speaking from the
schoolhouse on the hill.

And from the schoolhouses of America must come students possessed of not only various forms of knowledge, but having more especially a knowledge of American history and institutions and a spirit of service that will make them good American citizens. "*The Schools of America Must Save America!*"

JAMES MADISON ON EDUCATION—While it is universally admitted that a well-instructed people alone can be permanently free people, and while it is evident that the means of diffusing and improving useful knowledge from so small a proportion of the expenditures for National purposes, I cannot presume it to be unreasonable to invite your attention to the advantages of superadding to the means of education provided by the several States a seminary of learning instituted by the National Legislature. . . .

Such an institution, though local in its legal character, would be universal in its beneficial effects. By enlightening the opinions, by expanding the patriotism, and by assimilating the principles, the sentiments, and the manners of those who might resort to this temple of science, to be redistributed in due time through every part of the community, sources of jealousy and prejudice would be diminished, and greater extent given to social harmony. *Second annual message.*

¹ 1412 Magnolia Building, Dallas, Texas.

Culture and Professionalism in Education

JOHN DEWEY

Professor of Philosophy, Columbia University

IN EDUCATION as in sport the amateur has always had a higher standing than the professional, even if the professional had greater skill and won more successes. There may be some snobbery mingled with this state of affairs, but in the main it is due to the idea that the amateur cares for the thing itself and pursues it, whether golf or learning, from love of the activity, while with the professional the activity, whether science or a game, is subservient to pecuniary rewards and other external consequences. It is not surprising accordingly that a great number of persons are deeply concerned about present tendencies in education, especially in the higher schools, for they seem to see everywhere an irresistible movement to professionalize teaching and learning. The amateur of learning hardly seems to be holding his own as well as the amateur in sports.

It is not hard to make out a case. Disinterested love of inquiry and idealistic devotion to the things of the mind in science and art are not flourishing in our high schools, colleges, and universities as are the studies that prepare for what is called practical life. The campus of almost every large educational institution in the country presents to the observer professional schools of business or commerce, of teaching and of journalism added to the traditional schools of law, theology, and medicine, while the branches of technical study in engineering and agriculture have been indefinitely multiplied. Many colleges have a large part of their undergraduate work so arranged as to overlap work in the professional schools so that they are in effect professional preparatory schools. Hence there is lively solicitude as to whether our higher schools are going to surrender to the practical and industrial spirit of the age, until that discriminating love of thought and its products that we call culture shall have been buried under modes of training that prepare students for their future vocations.

Although there are deplorable features in the present situation and dangers for the future, a consideration of their causes is more helpful than lamentation and scolding. In the main, these causes

seem to be twofold. In the past, liberal studies and culture were the almost exclusive possession of a leisure class, which, however, was not an idle class, for it was in general control of political affairs, and through the responsibilities and contacts of social management se-



JOHN DEWEY, recognized throughout the world as the foremost living student of educational problems, has through his writings and teaching, for more than thirty years, profoundly influenced our schools from kindergarten to university. Dr. Dewey is largely responsible for the transformation of American school life which has characterized the past quarter of a century, our schools now being considered "the happiest schools in the world." He has been associated with the universities of Michigan, Minnesota, and Chicago, and for nearly a decade with Columbia University.

cured a wide horizon and a serious and dignified outlook on life. Moreover the social status of the members of this leisure class was hereditary, so that there was opportunity for the development of a continuous and cumulative tradition of taste and interests. The masses of the people were occupied as they always have been with getting their daily living. They had no part in the direction of

society; they were not consulted in political affairs—domestic or foreign. Their interests were confined to their own parish and dooryard, and they naturally had no share in any education except the most elementary practical and vocational apprenticeship.

At the present time there is no social class predestined to play the major rôle in politics and in social management. Actual control has passed largely into the hands of practical business men, but this class is not a closed class but is ever changing its personnel with the ups and downs of economic fortune. The masses have been politically emancipated and in theory at least share in the control of society and the State. They have free time and material resources as their forefathers had not; they have access to cheap and varied reading matter. In consequence of this great social revolution, the leisure class with which the whole tradition of culture and education in the past was bound up tends to disappear or to become a merely idle class. Its representatives in our higher schools do not go in for professionalism, but neither do they go in for culture; they are devoted to luxury and sport. And in comparison with the nominal concern of this class or traditional liberal studies, and their actual lack of any intellectual interests, the assiduity and seriousness of students with professional aims stand out in a refreshing way.

Large numbers who had neither opportunity, money, nor motive for getting a higher education in the past now have the chance and the means of improving their careers by getting an education. The tradition behind them being by force of necessity that of industrial endeavor and achievement, it is natural that the same standards should persist for a generation or two at least.

Vocational education is not new; it has always been the only training received by the great mass of mankind. What is new is the opportunity to get this education somewhere else than in the home or shop and in some other manner than by indenture or by imitation of associates.

The rapid growth of professional tendencies and aims in higher education appears then to be the effect of the social

and economic changes of the last century and a half. No such political and industrial dislocation could possibly occur without a great educational change. The decline of the traditional leisure class has given a shock to the studies and intellectual interests associated with it. The economic and political elevation of the masses has intensified the studies and interests which have been in the past the pre-occupation of the masses, as it has also afforded new facilities for realizing their practical ambitions.

Even if it could be proved that the present movement toward professionalism in education were historically inevitable, it would not follow that it is desirable or admirable. But the placing of the movement in its historic setting shows that if there has been loss on one side there has been gain on the other. Large numbers of students may not be getting the ideal education, but at all events they are getting some scientific training and intellectual outlook while their ancestors only a few generations ago were not getting any higher schooling at all and much lower instruction. It is even possible that it is only in ratio that professional studies have gained upon liberal ones, and that in absolute amount the liberal studies have not appreciably lost.

But the chief value of the historic interpretation is the ground it gives for believing, with some reasonable confidence, that present tendencies are transitory, since they are the expression of a rapid and recent social transition. It is natural that newcomers to an intellectual and liberal tradition should bring with them their own old tradition. Since by necessity and through no fault of their own their background is mainly that of getting a secure livelihood and obtaining success in a career, why should not this aim be projected by them into education when they get a chance at it?

Meantime there is some contact with intellectual pursuits and aims, some degree of reshaping of thought and purpose, and it may well be that a new and much more widely and solidly established tradition of culture is in process of development. The great universities of the middle ages in Europe were groups of professional schools, and yet it cannot be doubted that they were largely the authors of the free artistic and intellectual movement that we call the Renaissance.

After all, the friends of liberal and so-called cultural studies are somewhat to blame for the existing state of affairs

which they deplore. They have often made a cult out of culture and treated it as a sacred and highly protected industry.

Imagination sensitive to things of intellectual value and a power of discriminating choice among the values that surroundings offer are the chief marks of the cultivated mind. Even if, at first, these things are only secondary accompaniments of the pursuit of knowledge and mental discipline carried on primarily for professional ends, yet if they are as worthy and delightful as we friends of culture think they are, even incidental acquaintance with them ought to breed a more whole-hearted interest and devotion, till from the training of the professional there emerges the person who has the spirit of the amateur combined with the seriousness and trained skill of the professional.

I do not believe, however, that we should sit idly by and wait passively for this hope of a future transformation of professional tendencies to be realized. There are things that can be done to facilitate and hasten the process. I hesitate to call culture a by-product because the word might seem to insinuate that it is unimportant. But culture is not a specific and direct aim. As moralists have said that happiness is best attained by not aiming directly at it, but by devotion to things that bring happiness in their train, so it is with culture. It is a fruit and reward of other activities. There is nothing in the subject-matter or method of professional studies that prevents them having this fruitage. It is a question of the spirit in which they are carried on.

A school of law, medicine, engineering, or theology that teaches only enough science to be a directly practical tool and teaches it only as a subordinate device for material success, and not for the sake of insight into principles will not be favorable to culture. But that is the fault of the spirit of the teaching and learning, not of the subjects taught nor of the fact that useful application is ultimately to be made of the things learned. The more the scientific spirit of inquiry, the more love of thinking is introduced into professional teaching, the surer is broad and liberal intellectual interest and taste to be the product.

Again while professional studies have to be conducted with the ultimate application in view, this application may be personal success, pecuniary and competitive, or it may be more widely social. There is a great difference in the attitude, for example, of the engineer who

looks upon his special training as a means to the material success of himself or his employer, and the one who also sees in it a means of solving some of the most acute social problems of the present. In the degree in which the broad human factor enters in, culture is a consequence.

Our friends in the professional schools will not take offense if we say that many of us who are engaged in non-professional fields of inquiry and teaching often feel some misgivings at present tendencies and wonder whether because of these tendencies academic consideration of philosophy, history, and of the natural and social sciences is going to suffer. Fundamentally we are co-workers. The more theoretical studies do not attain their highest development until they find some application in human life, contributing indirectly at least to human freedom and well being, while the more practical studies cannot reach their highest practicality save as they are animated by a disinterested spirit of inquiry. At present the current sets your way rather than ours, and time it did, you may think, in view of much of past educational history. But in our common interest, we may ask that we join together to foster in any and every department of the university interest in inquiry and liberal discussion and love of scientific thinking.

When all teaching, whether labeled primarily liberal or professional, has this end as its goal, we shall develop in our schools what may be called the amateur professional—the man and woman who unite the seriousness, unity of purpose, and skill of the professional with the breadth and freedom of thought and desire characteristic of the amateur.

Is your library organized for education?—The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school, but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every State and province, and a school librarian and supervisor for every school system—city, county, township or district.

We therefore recommend as a minimum standard that there be at least one full-time school librarian for an enrollment of 1000 elementary and high-school pupils.—A. L. A. Bulletin.

School Control

J. G. MASTERS

Principal, Central High School, Omaha, Nebraska

A FEW days ago a member of the Student Control in our high school remarked that he had obtained a great deal of pleasure from being a member of the Control and in keeping other people "in line." He said he looked upon the whole matter as a game and that before he became a member of the Control he had matched his wits with faculty wits in trying to get ahead of them. This had given him a great deal of pleasure. His last two years in the high school gave him an equal amount of pleasure in checking misdemeanors of others.

This attitude may be taken as that of a considerable number of boys and a few girls in every high school. The gaming instinct, so strong in most individuals, finds expression in the adolescent mind when he matches his wits against those of his teachers. In this will be found a cogent argument for the teacher being "one of the gang." It is a wise teacher who can understand and appreciate adolescent life far enough and enter into their activities sufficiently to be one of them. More teachers could do this if early in their teaching careers they would set out with a conscious determination to adapt themselves fully to the ever-changing, effervescent, adolescent nature.

In all that we do we need to keep in mind clearly that the end of school discipline is a noble, well-rounded character well able to meet the responsibilities of ever widening group relationships. Direction and training must help the individual to respond better to these varied demands.

Disobedience comes through one of three causes: ignorance, awkwardness, wilfulness. The teacher should know into which of these categories each case of discipline falls. If due to either ignorance or awkwardness, advice, helpful suggestions, and a kindly interest are the remedies. If the action is wilful, it must be regarded as a separation between the self and the ideal self. The problem then becomes one of restoration—of getting the individual to see the ideal in conduct. Sometimes the individual refuses to see. Since the deed is in his will and since a good many individuals have an innate desire to have their own way in this world, it may be that some type of punishment will be

necessary to bring about the restoration of spiritual unity between the individual and the school. Now, punishment does not necessarily mean bodily pain. It may mean the separation of the individual from the usual activities; it may mean only the expression of regret on the part of the teacher that the individual is not able to live up to the responsibilities thrown upon him; it may be an analysis in which the individual is shown as lacking strength of decision.

If the case is due to wilfulness there are several don'ts which should be kept in mind by the teacher: Don't talk; don't scold; don't worry; don't berate the student. Simply bring about some sort of separation of the student from the class. This may be done in several ways: Tell the student that he may not recite; give him a seat apart in the classroom; have him step into the hall; send him to the office or, send him to some other teacher by prearrangement. The teacher owes it to her class and to her work the duty of carrying on the recitation in a composed manner. The troublesome member may be considered after class or after school. The most efficacious part of the whole proceeding is that a separation has been set up between the offender and the school. President Eliot one time said to the students of Harvard: "In this University, there is only one penalty—exile, separation from this blessed community."

If the offense is serious, one of the finest and best cures in the world is to send a student to the office and let him sit for hours without any recognition whatever. When the prodigal son had spent all, and was greatly in want, he had plenty of time to think it over. While engaged in that most humiliating experience of swine feeding, he had still further time to think and consider. It was then that he came to himself. In other words, the solution of the whole problem was wrought out in his own life while there was a separation. An obstreperous pupil in a high school should be allowed a day in which to sit and think it over and to communicate with his own thoughts. If this is not sufficient to restore the wholesome attitude and determination within him, give him two days to think it over, and if necessary give him a whole week.

In the meantime, the teacher or principal should be patient and go on with the other lines of work so greatly in need of attention. It is a good plan to say to the student, "I am sorry for this situation, but really I do not know what we can do about it. I am sorry you did this." With this, pass quickly away and allow the student to meditate for a few more hours. While he is still in the "Slough of Despond" ask him to write out a statement of the matter. If the offense is serious, and especially if it has been repeated, send him home with a note to the parents, expressing regret for the student's failure to live up to his finer self, and asking for the coöperation of the parents, keeping always a copy of the notice sent.

When a student comes to himself, do not scold or berate him. Have him write out his own statement. Tell him that you are glad for this new and determined resolution and that you believe he will live up to it. Keep all of this on file for future reference. In serious cases, write a note home requesting the parent to come, and express always to them the hope that the student will fall in with the plans of the school, get his work in good shape, and go on without further trouble.

Youth thinks that the road to freedom is through rebellion. Many are willing to take the hazard. Youth is young, curious, irresponsible; this is the "namby-pamby" age. The teacher must, therefore, assume a great deal of responsibility to see that young men and young women develop into strong noble characters. Idealism in conduct and careful guidance will generally develop the power of inhibition in our more or less undeveloped youth.

School control must always have positive, forward-looking, constructive goals and is to be regarded as an integral part of the program of the school. The best method of solving problems of discipline is to reduce the number of such problems to a minimum. It can be done by making the work so appealing that the students will seldom think of getting into mischief. Each teacher can do his part by having his work thoroughly planned and conducting the recitation in a business-like manner with no waits. The teacher who handles his or her own cases of discipline gains daily strength and prestige. But it is conducive to the welfare of the school to have a principal or superintendent with a hardy spinal column to support the teachers when troublesome cases occur. To be a good

disciplinarian—no matter where, school, home, or factory—requires tact, patience, common sense, good judgment, perseverance, will power, and above all poise and the “milk of human kindness.”

One of the greatest surgeons in the

Mississippi Valley says he regards every unsuccessful operation as a fault of the physician in charge. Are we who are directing the intellectual and spiritual lives of American boys and girls willing to take such an exalted position?

“There’s Music in the Air”

PETER W. DYKEMA

*Chairman, Department of School and Community Music
University of Wisconsin, Madison*

A NEW significance has been given the text of the old song, the title of which serves as the name of this brief article. Mechanical devices such as the phonograph, the player piano, and radio, added to the immense developments in school and community music during the past decade, have filled every hour of the twenty-four with music of one sort or another. The constant and heated arguments regarding jazz indicate that not everyone is convinced that all we hear is desirable. It is evident that we have unloosed the floods of sound, but improbable that we are properly controlling or directing them.

Everywhere with thinking people, there is a consciousness that we are too little concerned with the kind of music we hear. Even the unthinking man believes that there is in good music a desirable influence which he is not sufficiently utilizing. In every community there are forces which might, properly directed, vitalize the power of music. Too frequently these forces fail to get satisfactory results because they are not united. The overcoming of this inefficiency through the correlating and focussing of music endeavors is the essence of those numerous and varied attempts to influence the music of the masses which are grouped under the term, community music. This term, which many erroneously think includes only the type of mass singing which became popular during the war, is properly used for any musical movement which has as its aim the greater social application of music.

One of the most striking recent applications of this idea is the music memory contest. The hundreds of cities which, in the last five years, have used this ingenious and effective plan for acquainting more people with the best music, have been convinced that there is in the right kind of music a power for good as yet but slightly utilized. The contest itself assumes many dif-

ferent forms, but it is fundamentally simple. It is a game, a variation of the old competitive idea. A certain number of worthwhile compositions are selected, announced to the public, and finally, after a period of a month or more for becoming acquainted with them, played, in whole or in part, to everyone who wishes to test his ability to identify the music played.

From this general outline, numerous developments have been made. The number of compositions may vary from twenty to a hundred; the time of studying them, from a month to thirty weeks; the opportunities for hearing them during this period may depend upon the initiative of the people at large, or it may be organized in the form of music parties. With children in the schools, it may develop into a carefully developed series of study lessons. At the contest proper the entire composition may be played or just a portion, either a usually known section or some unimportant and scarcely recognizable passage. It may be performed modestly by a pianist alone, by a small group of instruments, or even, as in Cleveland and in Chicago, by the city's great symphony orchestra led by its sympathetic director who sees in the movement the creating of intelligent and appreciative future symphony orchestra supporters. The information required from the contestants may be merely the name of the composition or it may involve adding also the composer, his nationality, dates of his life, and important facts regarding his life and the particular composition studied; the gathering of interpretative material may be limited to reading brief articles which are printed regularly in the local newspaper or may extend to combining into elaborate scrapbooks literary, musical, and pictorial material from a wide variety of sources. The stimulus for carrying on the contest may be either the mere desire to know good music, or the

obtaining of prizes of greater or lesser value, ranging all the way from a button or badge to a phonograph or a grand piano.

In practically all cities, the public schools form the chief unit in the contest. Music supervisors enthusiastically endorse the project and make it a definite part of the music activities in the schools. Recognition of the general community values of the contest has led to its being extended to the community at large. In this way, coöperation in performing the numbers has been obtained from churches, theaters, musical organizations, individual performers, music, and other merchants. The newspapers have published not only general items regarding the plan of the contest, but have given extensive space to biographical and analytical notes concerning the contest numbers. Much of this newspaper publicity has been collected by the National Bureau for the Advancement of Music, 105 West Fortieth Street, New York City, and may be had free of charge upon application. The music department of Community Service, 315 Fourth Avenue, New York City, has published bulletins at a nominal cost which give complete directions and material covering the inaugurating and carrying out of every phase of a music memory contest.

As indicating the kind of material which is being used in this contest, there are given below two lists. The first is that which is recommended and printed with complete annotated notes by Community Service.

A first music memory contest list—
From the Land of the Sky-Blue Water, by Cadman, American.
Minuet in G, by Beethoven, German.
Triumphal March from Aida, by Verdi, Italian.
Sextet from Lucia di Lammermoor, by Donizetti, Italian.
Stars and Stripes Forever, by Sousa, American.
Unfinished Symphony: first movement, by Schubert, Austrian.
Barcarolle, from Tales of Hoffman, by Offenbach, French.
Danse Macabre (Dance of Death), by Saint-Saëns, French.
Old Black Joe, by Foster, American.
Liebestraum (Dream of Love, No. 3) by Liszt, German.
Melody in F, by Rubinstein, Russian.
Oh, for the Wings of a Dove, by Mendelssohn, German.
Largo from the New World Symphony, by Dvorak, Bohemian.
Minuet from Don Juan, by Mozart, Austrian.
Two Grenadiers, by Schumann, German.
Morning; and In the Hall of the Mountain King; from Peer Gynt Suite, by Grieg, Norwegian.
To a Wild Rose, by MacDowell, American.
Pilgrims' Chorus from Tannhäuser, by Wagner, German.
Marche Slav, by Tchaikovsky, Russian.

Silent Night, by Gruber, Austrian.
 Swing Low, Sweet Chariot, Negro Spiritual, American.
 Blue Danube Waltz, by Strauss, Austrian.
 Polonaise Militaire, by Chopin, Polish.
 Hallelujah Chorus from "The Messiah," by Handel, Anglicized-German.

The second list is the one which the Madison Community Music Committee used for its Fifth Annual Music Memory Contest during the fall of 1923. This list is based upon the following considerations. (1) Making three classes of material—easy, moderately difficult, and difficult. While normally these three classes would be distributed as follows: Class A, for children in the first four grades; Class B, for children in the fifth through the eighth grade; Class C, for high-school students and adults. (2) There are thirty-two compositions which is an increase of four over the preceding lists. Since the material on the whole is simpler than it ever has been before, and, in most cases, much shorter, this ought to prove no hardship. (3) The general plan would be to have four compositions a week for eight weeks, one of Class A being assigned to Monday, one of Class B to Tuesday, another of Class A to Wednesday, and one of Class C to Friday. (4) Unfortunate as it is to restrict ourselves to material that has been recorded on phonograph records, the advantages of having the material thus obtainable are so great that we have adhered to it. Extreme limitations are placed upon the making of any list by this restriction. It is almost impossible, for instance, to get a proper representation of American composers, especially in the more serious forms.

Madison's fifth community music memory contest held in the fall of 1923—Class A consists of simple material which may be studied by persons who have little time to give it. It is even simple enough so that children below the fifth grade may become acquainted with this material, and may have a contest of their own. The material in Class B is more difficult and is intended for all persons who wish to take the time for a more advanced study. In the schools this class will, according to Miss Anna Menaul, supervisor of music, be studied by children below the high school. The final group contains some of the finest masterpieces of music and represent adults and students in the high school. These classifications are, of course, not final, and any person may prepare himself to take the contest in any of the groups he desires.

Class A. 12 selections—From the Land of the Sky-Blue Water, by Cadman, American.

Could I Live My Teaching Life Over

I. G. WILSON

Head of English Department, Kansas State Teachers College, Pittsburg, Kansas

1. I would be loyal to my district, to my town, to the parents, to the pupils, to the superintendent. It pays in return with friendship, love, and dollars.

2. I would be punctual at school, at meetings called by my superintendent, and at any function where my example might be followed.

3. I would keep a question-book that I might consistently ask my superintendent concerning the things that had bothered me. Business people do this for exhausted supplies.

4. I would take care of my own problems quietly when I could not conveniently consult my superintendent.

5. I would hand in reports called for promptly and accurately.

6. I would be professional—join local, State, and National Associations, and attend teachers' gatherings.

7. I would have the best certificate that I was able to earn, as early in life as it could be acquired.

8. I would speak kindly of my predecessor, and forget about my enemies.

9. I would watch the ventilation of my schoolroom more closely, for fresh air and sunlight accomplish wonders for health.

10. I would be economical in the use of supplies, but never niggardly.

11. I would give extra time to the slow pupils, the ones who need my services most.

12. I would hesitate to send so-called bad boys to the principal or

the superintendent. It would only weaken my own authority.

13. I would remember that there is good in every child.

14. I would make few rules. The fewer made, the fewer broken.

15. I would not keep pupils in at recess, for that is their natural play time.

16. I would follow my program even if visitors were present.

17. I would frequently talk of the pleasures of high school and college that my pupils might imbibe the spirit.

18. I would watch for the growth of my pupils.

19. I would visit the children occasionally in their homes and urge the parents to visit the children at school.

20. I would be exceedingly careful about neighborhood gossip.

21. I would visualize the children's future. I would build cathedrals rather than outbuildings.

22. I would place oil upon the troubled, grinding, rusty places where friction was evident.

23. I would cultivate an optimism that would not permit self-pity.

24. I would prepare carefully for a better field of service through progressiveness, education, health, and good fellowship.

25. I would try to convince my patrons that education is an investment and that taxes can never be too high when the output shows worthy returns.

Shepherd's Boy, by Grainger, Australian.
 National Emblem March, by Bagley, American.

The Bee, by Schubert (Francois), German.
 The Slumber Boat, by Gaynor, American.

Minuet from Orpheus, by Gluck, German.
 Narcissus, by Nevin, American.

Susy, Little Susy, from Hansel und Gretel, by Humperdinck, German.
 Selections from Robin Hood, by DeKoven, American.

All Through the Night, Folk-tune, Welsh.
 Dagger Dance from Natoma, by Herbert, American.

Waltzing Doll, by Poldini, Hungarian.
Class B. The 12 selections of Class A and the 12 additional selections listed below—The Year's at the Spring, by Browning-Beach, American.

Irish Love Song, by Foote, American.
 Invitation to the Dance, by Weber, German.

What Shall he who have Killed the Deer? by Shakespeare-Bishop, English.
 Andante, from Surprise Symphony, by Haydn, Austrian.

Selections from the Mikado, by Sullivan, English.

Minute Waltz, by Chopin, Polish.
 Tannhäuser Overture, by Wagner, German.

Danse des Mirlitons (from Nutcracker Suite), Tchaikovsky, Russian.

Poet and Peasant Overture, by von Suppe, Austrian.

Papillon (Butterfly), by Grieg, Norwegian.
 Fifth Symphony, Allegro, Andante, by Beethoven, German.

Fifth Symphony, Scherzo, Finale, by Beethoven, German.

Class C. The 24 selections of Classes A and B and the 8 additional selections listed below—From an Indian Lodge, by MacDowell, American.

My Heart Ever Faithful, by Bach, German.
 A Song of India, by Rimsky-Korsakov, Russian.

Overture, Finlandia, by Sibelius, Finnish.
 Lift Thine Eyes, trio from Elijah, by Mendelssohn, German.

Erking, by Goethe-Schubert (Franz Peter), Austrian.
 Songs My Mother Taught Me, by Dvorak, Bohemian.
 Allegretto from C Minor String Quartet, by Brahms, German.

The Antioch Plan

HORACE B. ENGLISH

*Professor of Psychology, Antioch College
Yellow Springs, Ohio*

THE DOUBLE difficulty which faces one who would present the essential characteristics of the Antioch Plan to a public which has been somewhat surfeited with magazine accounts of "this novel experiment in education" is to tell anything which is not already known while correcting what has been in some cases an undue emphasis upon certain features of the plan.

The most striking feature in public estimation has been the so-called co-operative plan, according to which the student body is divided into two groups for alternating periods of work and study. For five weeks one student of each pair is at work in some industry, business, or professional office while his alternate is in college. Then the functions of the two are reversed. It follows, of course, that the class-work in each subject is given twice in alternating periods of five weeks. Each student gives twenty weeks in the year to his academic work and twenty-six to his "coöperative job."

Like virtually every other feature of the Antioch Plan, this is not a new idea.¹ It springs essentially from the same motives which underlie the project method in elementary and secondary education. The youths of two generations ago came to college with a background of experience of actual work which is denied the youth of today. Most were farm boys or boys from small towns. They lived close to the occupational verities of their day and age. Today this is much less so. The introduction of automatic machinery and the means of rapid communication have worked in the last fifty years a transformation in the economic structure as profound, perhaps, as that which followed the introduction of steam.

All this is the veriest commonplace; but to what extent, one must ask, has it found any expression in the educational theories and practices of our colleges? The point must not be pushed too far.

¹ The plan of coöperative work and study was first put into execution by Dean Schneider, of the University of Cincinnati Engineering College and has since been followed in several other places. In all these cases it has been associated with technical training. As will be seen, the novelty of its application at Antioch consists in the setting and in the purposes which it is made to serve.

Individual courses have moved with the times. Thus courses in economics attempt to interpret the momentous changes in the modes of production. Psychology is beginning to furnish an understanding of the way men feel and act under modern industrial conditions. But in the curriculum as a whole (in the relatively few cases where one may speak of the curriculum as a *whole* at all) there have been surprisingly few changes. Such courses as deal with modern movements are attempting this task of interpretation to young people who have had relatively little opportunity for vital acquaintance with the problems. If it is the function of a liberal and cultural education to provide an adequate orientation to the problems of contemporary living, then it is essential to supply acquaintance with the facts and conditions of contemporary living; and it is surely obvious that purely academic acquaintance is not living acquaintance at all but merely what James calls "knowledge about."

We place this educational and cultural aspect of the coöperative scheme of half-time employment first because it emphasizes the point of novelty, if any, in the application of this scheme at Antioch, and because it may give the clue to our underlying purposes. The notion that Antioch is striving to be merely a more successful technical college along somewhat novel lines is one of the hardest to combat. Antioch does believe in education for vocational fitness; but Antioch believes just as firmly in education for integral living. We insist, however, that merely academic education, even in the best sense of that much abused term, is not adequate to the complete fulfilment of the cultural ideal.

Naturally industrial employment, at Antioch as in American life, is the commonest form of economic activity, but it is by no means the only kind of experience through which Antioch students obtain this first-hand acquaintance with the economic processes of modern life. It is one of the most valuable means open to the average inexperienced college student. Antioch students work in stores, offices, schools, newspaper offices, engineering and construction firms, social settlements, libraries, and other institu-

tions. They teach, do employment relations work, accounting, advertising, life insurance writing, shop work, engineering, selling, and perform various other services. But whatever the employment, the desired insight into the economic basis of civilization comes best when the student worker is placed under the same circumstances as any other employee, working for and earning his wages under penalty of being discharged.

The result has important by-products in a large measure of self-support during college years, without the losses of irregular hours and broken social contacts that are characteristic of self-supporting students in the conventional college; and in opportunity to test one's fitness for prospective vocations. Self-support is important for other reasons than because it enables students more nearly to earn their way through college. A very great change in viewpoint is induced in the minds of the students when they cease to be immature wards or parasites, and take their places as self-sustaining members of society, with, for example, budgeting problems to consider and solve. The necessity of rendering a full measure of service in return for value received rapidly develops in the more responsive type of students a sense of responsibility and self-reliance. They receive intimate training in the economic value of human effort and learn something of the cost in labor of modern civilization. Since there are applicants for admission whose chief motive seems to be the possibility of self-support, it seems well to emphasize that the extent of such self-support is easily exaggerated. During the freshman year, the average Antioch student needs about \$300 (or if a girl, \$400) more than is saved. Self-support is only one of the incidental values of the plan, and Antioch does not desire students who have no deeper sympathy with its aims.

Another important aim of Antioch is vocational guidance. A young man or woman at seventeen or eighteen cannot be expected to understand the requirements of the various vocations, nor can such a person have had the necessary experience to learn the price which must be paid for success in certain endeavors. This has contributed largely to a certain inefficiency in the work of the technical college. An amazing proportion of misfits is inevitable where direct vocational training is begun without adequate knowledge of the requirements of the profession or of the individual's equip-

ment to cope with them. (Ten years after graduation of the members of one class of a certain large engineering college, over sixty per cent are not following the lines for which they were ostensibly trained.) But while to delay the final choice of a life profession until one has had time to examine the structure of our society in actual operation has obvious advantages, it means, under the traditional scheme of college education, that there can be no direct vocational training in college.

The plan of alternating study and work permits a solution of this old dilemma. By a judicious shifting of types of employment (ordinarily such shifts are made annually), the student is led gradually to crystallize his ideas about a general field for a life work. Every advance in ideas comes on the basis of definite information or new experience. At each step he is led in classes and personal conference to examine the nature of the vocations with which he comes in contact in his coöperative employment, to analyze the place of these vocations in human affairs, to itemize the qualities which make in them for success or failure, and to examine his own ability to cope with these demands. The period of trial and error or what Robinson has aptly called "fumble and success" is thus made coincident with, instead of subsequent to, college training. Not only is the period of fumbling economically thus thrown earlier in one's career, but to a considerable extent organized guidance is substituted for this fumbling.

So much for certain of the vocational features of the Antioch Plan. Others can be best understood in connection with a consideration of the curriculum. The writer has failed if it is not evident that the underlying spirit is not narrowly utilitarian but is broadly cultural. It would be unsafe, however, to leave the student without guidance and instruction to work out the philosophy of life implied in the whole Antioch program. And an intelligent appreciation of life is as important for effective living and social usefulness as is the maximum development of individual gifts. It is this which gives to the liberal arts courses their permanent values. Antioch College does not feel that they can be surrendered in any scheme which aims at a complete education.

Nor may these values be safely committed to the unrestrained election of the undergraduate. To leave to the student the choice of cultural subjects when

he has neither a basis for judging their values nor any real measure of his own capacity to profit by them is to couple ignorance and responsibility in unholy union in the manner which has been the curse of all libertarian movements from Rousseau down. [For it is a large part of the function of the college to discover to the student values hitherto not dreamed of, as well as to assist in the development of powers and knowledge in fields already familiar.] It is not the purpose to dictate to the student which fields of knowledge he must be interested in, but to supply him with an adequate basis in information to make his own choice intelligent; and to influence that choice by so presenting subjects that the student is led to discover how they relate to his interests, and what unsuspected values they possess. If this function of influencing and directing the student's interests is to be assumed by the college faculty, its exercise must be preceded and accompanied by rigorous, judicial appraisal of the relative values of possible courses.

It is in this conviction that Antioch has determined upon a sequence of required courses which resembles somewhat more than superficially the old sequence of required courses in vogue before the days of President Eliot at Harvard. A great contribution of Dr. Eliot was that in breaking up adherence to antiquated cultural standards, he in fact allowed a new appraisal of present values. The most fatal defect of the old system of required classical studies was not its failure to fit the needs of the individual, but its failure to suit the needs of its day and age. The curriculum must change with the changing conditions of life. A fresh survey has been made at Antioch of the main subjects of human concern and the curriculum has been planned so that in no great department of human interest will the student be without a basic insight. An orderly sequence and insistence upon the interrelations of subjects as taught in the various courses forms an essential and important feature of this plan. As might be expected, the sciences, pure and applied, loom large in the list of required subjects. Mathematics as a tool and as a model for quantitative thinking, that is, as a sort of applied logic, must be carried beyond the high-school level. Introductory courses in physics, chemistry, biology, geology and astronomy, and psychology are required. The trend of the modern age is reflected in the teaching of history as a branch of

social science in which is traced the development of social institutions and of the great social and political ideas which have moulded modern society. Literature, as the most intellectual of the arts, is the heart of the cultural subjects. It is viewed as the study of the development of man's ideas in every field of human concern; but more especially in science, religion, and the applied philosophy of life. Philosophy, more strictly speaking, as the ever-renewed attempt of man to read the final meaning of things finds its recognition. Roughly one third of the student's entire course is thus devoted to the effort to learn what are the chief kinds of problems and the manner of their solution. These courses, while more largely concentrated in the early years, are scattered over the entire six years which are normally required under the coöperative plan of alternating work and study. The habit of study and interest in things outside one's range of the immediately practical has over such a period of years a far greater chance of becoming permanent, than when limited to three years of pre-professional college work.

A number of courses, moreover, form a transition to those which may be designated as strictly vocational. Such intermediate courses are most of those offered in economics and personnel management. In many of these the student is led to consider the problems which arise from the current economic organization of society. For the training of industrial statesmen such courses have a unique value.

And industrial statesmen, if we may be pardoned the use of a rather imposing term, is what Antioch seeks to develop. The aim is to train men and women capable of independent management and proprietorship. There are several million proprietors in America, including not merely manufacturers and shopkeepers but farmers, publishers, professional men and women in private practice, and home makers. No other field offers such opportunities as proprietorship and management for financial returns, independence of action, social and civic service, and the full development of personality and power.

The training for such management is, however, not special but general. It implies a certain economic adaptability and understanding of human relations, an ability to analyze a problem in business or otherwise into its component factors and, once the problem is so resolved, to find the practical solution. Coöperative

employment, by bringing the student in contact with a number of selected enterprises, gives him a background of experience which is the essential basis for ready and sure intuitions. This is enriched in the classroom where the problems in economics, accounting, advertising, records, personal relations, and the like are discussed with the cooperative job as the background. The problems which accrue to the management in industry are constantly before the student in both college and job. Every effort is made to induce an unprejudiced attitude towards industrial problems. As students develop in maturity, responsibility, and knowledge of the particular enterprise, they are assisted to positions in which they have opportunity to exercise their growing powers of management.

It will be observed that comparatively little time is given to definite, particular, technical training. This is due to two facts. There is a growing conviction among successful men of affairs that there is something fatally wrong with our systems of technical education, whether the protestant is himself a product of such a system, a professor in a technical school, or an untutored man like Mr. Edison. *The most pressing need of industry is not so much for more men of specialized technical proficiency, as for men of imagination and vision.* Granted these, a minimum of technical knowledge and skill very frequently will suffice.

And this leads to the second point. While it is possible to teach many of the general principles of a particular profession, the vast majority of the important factors must be learned on the job. It is this fact which lends color to the cheap sneer about merely theoretical or academic knowledge. Even in respect to principles which can be definitely taught as contrasted with those which must be learned but cannot be taught, immediate effort to apply those principles has immensely great value and efficiency.

Thus we return once more to the cooperative system of part-time employment. As the student gradually narrows the field of his immediate vocational interest and approaches a final choice of a vocation, he is assisted to positions in those vocations, or to an opportunity to undertake his own project. The theories learned in the classroom are correlated with their application in the industry. The practical details are learned, in the only way that they are ever learned, on the job. But they are

learned while the student is still in touch at college with those who may help in the difficult task of correlating these details with each other and with theory, and in gaining a proper perspective.

To suppose that training in character in the widest sense is a novel educational ideal would be to ignore the testimony of thousands of college catalogs, past and present. Yet in any attempt to describe the Antioch Plan, this cannot be omitted, since one is judged fully as much by what one omits to claim as by what one positively asserts. In several respects, moreover, we believe that Antioch has a contribution to make to this problem.

The first point is intimately related to the financial policy of the college. We have already alluded to the moral value when the student ceases to be almost parasitic upon society and begins to earn a large share of his own expenses. Something very like this is involved in paying a sum for tuition which has some relation to the cost of education. When a person can get his education for seventy-five or a hundred dollars a year, the suggestion is that this is about all it is worth. But substantially it is not how much a year's schooling costs which interests the student; it is how much money he needs to bring with him. Antioch enables the students to meet a considerable part of the cost without placing a bigger burden on him and thus enables him to increase his self-respect by the consciousness that he is genuinely making and paying his own way. A corollary of this policy is that the college, which is small and will be kept small, can with a smaller burden upon the public support a faculty, adequate in both number and competence, and pay them a living wage.

It is recognized that character building can be promoted by the faculty only when there are intimate relations between teacher and student. These, when the ratio of teachers and resident students is one to five, may be a reality instead of the vague gesture which is all that is possible in a vast majority of American colleges. During the initial two years of the new Antioch this relation has been furthered by the realization that faculty and students were pioneering in a new and common enterprise. The assurance that this will be continued into a tradition lies in the fact that Antioch is dedicated to an ever-renewed revaluation of the educational process. Nor will there be room on the faculty for the teacher who does not see in the integral development of the

student the chief aim of education and his own opportunity.

But the fundamental control of one's energies is an art which cannot be taught. Initiative, courage, responsibility, and common sense control of one's conduct come chiefly through exercise. Opportunities for the development of leadership, personality, and character are traditionally restricted almost solely to the extra-curricular activities of the college and are taken advantage of by comparatively few. At Antioch these are not denied the student. On the contrary, student self-government particularly is encouraged. But here again the cooperative plan is a valuable instrument in the attainment of ultimate purposes. The student in industry is a marked man. Not only does he receive no favors; he may deem himself fortunate if he is not discriminated against. All the cheap prejudice against the academic, all the dislike of the different, finds in him a fair target. Errors which would be quickly forgotten in another are remembered against this "picked college man." Not only does his own success depend on his making good in this difficult situation; in large measure the success of the college and of the whole cooperative plan rests with him. The demands of his job under the Antioch Plan possess a reality which extra-curricular activities ordinarily lack; and this is a responsibility which the student-workman cannot delegate.

Antioch today is not the Antioch of Horace Mann's time, but the school exemplifies many of his ideals.

An informal statement as given to the present writer of what Mr. Morgan, president of Antioch, wishes the college to be may well close this brief description: "The heart of the Antioch idea is this—Effective human personality is made up of many factors, some of which are ignored in conventional education. It is the business of education to determine what factors enter into well-developed personality and to arrange a program which will provide as nearly as possible the experiences, opportunities, disciplines, and incentives which will tend most to full and effective development. It is because conventional education does not provide adequate occasion for the development of some fundamentally essential qualities that the Antioch program extends beyond formal academic work and includes experiences that place new tests upon personality and demand the development of other than academic ability."

Serving the Wage Earner and the Nation

JAMES J. DAVIS

Secretary of Labor, Washington, D. C.

THE DEPARTMENT OF LABOR is sometimes referred to as the "human" department of the Government; that title is not undeserved, because no organ of government has ever been created which dealt to greater extent, nor more exclusively with the things which affect the everyday life of the people. Its functions not only affect us in our labors, but in many of the problems of home life—our social affairs, and to a great extent our economic well-being. I cannot attempt to detail the many ways in which it is every day serving each one of the hundred and ten million citizens and residents of our Republic.

This youngest of the Executive Departments was created by Congress in 1913 under an act which declared its purpose "To foster, promote, and develop the welfare of the wage-earners of the United States, to improve their working conditions, and to advance their opportunities for profitable employment." This act wrote into our laws practical recognition of the rights of workers who make up the vast majority of our people. It demonstrated that popular government had finally and irrevocably committed itself to the doctrine for which the working men and women of the world had been struggling for centuries, the doctrine laid down by the Carpenter of Nazareth that "The laborer is worthy of his hire."

In its purpose to foster, promote, and develop the welfare of the Nation's wage earner, the Department of Labor has no authority to foster any special privileges for the wage earner. The safe-guarding of the rights of labor, the betterment of working conditions, the advancement of opportunities for profitable employment, these are the objects of the Department. In the pursuit of these objects it covers a wide field. Under the beneficent jurisdiction come not alone workingmen and workingwomen, but their children, as well as the unfortunate little ones who by press of economic circumstances have been forced into the stern path of labor before their time. Its great care is humanity—men, women, and children.

The present Department of Labor with its wide field of activity was the

outgrowth and development of an agitation that began shortly after the civil war, when recognition in the Federal Government for the great group of wage-earners of the country was first sought. This agitation resulted in the creation of the Bureau of Labor in the Department of the Interior in 1884.



JAMES J. DAVIS, Secretary of Labor since March 5, 1921, came with his parents to America from South Wales at the age of eight. He left school at the early age of eleven for employment in an iron works, and continued as a worker in the steel and tin industry for many years. His service in the development of the Mooseheart Home School has attracted wide attention among educational workers.

The law creating this bureau was approved by President Arthur. It was later enlarged and in 1888 was made an independent establishment of the Government, with its head reporting directly to the President. In 1903, under the administration of President Roosevelt, the Department of Commerce and Labor was created, and the Bureau of Labor was transferred to the new department.

A continued and insistent demand that the wage-earner be accorded separate representation in the Cabinet of the

President resulted in the enactment of a law, approved by President Taft, March 4, 1913, creating the Department of Labor and transferring to it the Bureau of Labor, now the Bureau of Labor Statistics, the Children's Bureau, and the Bureaus of Immigration and Naturalization. The law also gave the Secretary of Labor authority to conciliate industrial disputes submitted to him. During the war the activities of the Department were widely extended, and many wartime bureaus were added to the organization. With the Department back on a peace basis, the Women's Bureau and the United States Employment Service have been developed as normal and necessary services based upon the skeleton organization left from the war work. The United States Training Service also is continued to some extent through the Junior Division of the Employment Service. Only the Bureau of Industrial Housing and Transportation of the strictly war services, remains in existence to dispose of the many millions of dollars in property which it acquired. Today these make up the Department of Labor.

Taking up the functions of the individual bureaus, I will first introduce the oldest—the Bureau of Labor Statistics. It keeps the finger of the Department upon the pulse of labor demand and supply, compiles the vast amount of information that is vital to intelligent administration, and keeps the wage earner and the public generally informed as to employment, wages, working conditions, and cost of living. Every worker is entitled to a saving wage—a wage that will do more than provide the necessities of life. I believe, as President Harding has said, "The workman's lowest wage must be enough for comfort, enough to make his house a home, enough to insure that the struggle for existence shall not crowd out the things worth existing for."

Facts are a fundamental need in any movement which has for its purpose the advancement of humanity. Before we can provide any group of men with opportunities to benefit themselves, to improve their social, economic, and political status, we must know their needs, exactly and in detail. The Department



THE Bureau of Labor Statistics gathers the facts that enable us to determine the cost of living as well as much other information needed in the management of labor and industry.

of Labor in pursuit of its law-imposed duty finds its first and vital need in facts. Getting the facts is the special duty of the Bureau of Labor Statistics. It delves into every corner of the field of labor to secure them, and compiles also statistics upon which employers and employees must rely more or less in fixing their mutual relationship. Its compilations of hours of labor, per man production, cost of living, wages, housing facilities, and accidents are examples of its diversified activities.

The Children's Bureau began its existence eleven years ago. One of the first things which it found necessary to do was to urge people to register their children's births. A large number of States have such laws and there has been considerable improvement in this respect in the past few years. But nineteen States had not in 1920 been admitted to what the Census Bureau calls the "Birth

Registration Area." This bureau could not study every city, or even every city which registered its babies' births, but it made investigations in sections of twelve different States.

It found that in this area the proportion of babies who die before they are one year old is higher than in Switzerland, or England and Wales, or the Union of South Africa, or the Netherlands, or Norway, or Sweden, or Australia, or New Zealand. In other words, we stand ninth among the nations of the world. The disclosure of this fact was in large part responsible for the passage of the Sheppard-Towner Act authorizing an appropriation of \$1,240,000 a year for five years, for the use of the States presenting adequate plans to advance the welfare and hygiene of mothers and infants. The administration of this money is in the hands of the various States and the Fed-

eral administration is under the Children's Bureau.

While in force the Children's Bureau also administered the Federal child labor laws. Today it is still carrying on the fight against child labor through making public the results of its investigation in that field. Space is too limited for me to detail the work of this bureau. In addition to the publication of the result of its investigative work it issues the booklets *Prenatal Care*, *Infant Care*, and *Child Care*, which are much appreciated by parents. These and other publications may be had by writing to the Bureau. It also engages in instructive work, cooperating in some cities with local organizations in the conduct of clinics. This sketch would not be complete without mentioning the bureau's big gray automobile fitted up like a modern consulting room with scales and measuring devices and everything needed for a doctor to make examinations. It is called the *Child Welfare Special* and goes into country districts where nurses and doctors are scarce—not to stay long, but to call the attention of fathers and mothers to the need of keeping up with the latest knowledge about the health of children.

The greatest part of the work of the Department of Labor is in connection with the Bureau of Immigration. The officers who enforce the immigration laws of the country, are in truth the keepers of the Nation—they stand on guard at the gates. Their duty is to test the worthiness of every alien who presents himself as a candidate for the high privilege of residing in the United States. The tests imposed are fixed by law. In general their purpose is to bar those whose physical condition might imperil the National health, those whose moral conduct might offend or contaminate the morals of the community, those who preach the downfall of the American system of government, and finally, those who by reason of the different economic standards under which they have lived would, if permitted to enter in unrestricted numbers, reduce the standard of living of the American wage earner.

The immigration statutes bar aliens over sixteen years old who are unable to read in some language or dialect; they exclude the feeble-minded, the insane, and those afflicted with loathsome or dangerous contagious diseases. Special laws exclude Chinese laborers and aliens from certain defined sections of Asia. The latest legislation is that which limits the number of immigrants which

may come into the United States (except from certain nearby territory, China and Japan) to three per cent of the number from each foreign country residing here in 1910.

Contrary to the general impression existing, the present passport system does not give United States officers a chance to say who shall or who shall not depart from their homelands for our country. It seems to me that it is time we had something to say about it—that we refuse to take immigrants unless the right is given our officers to make investigations at the ports of embarkation as to the physical, mental, and moral qualifications of those who apply and to reject those who do not meet our standards.

This "selective" program would not only give us better immigrants, but it would prevent the breaking up of homes and families, all or part of which might be found inadmissible upon arrival, and it would give us a record of the individual as he was known at home, upon which to base a program for Americanization and education. Better immigration should be the watchword, for it means better citizenship and better institutions.

Closely related in importance is the *Bureau of Naturalization*, for it is the duty of that organization to make Americans of those from foreign lands who cast their lot among us. When a new baby comes into an American home it is usually a time of rejoicing. All of the relatives are interested and take the first opportunity to see and in their own way welcome the little helpless stranger. The baby is generally a force for good, but its *potentialities* are paramount, not its *present power*, strength, and ability to better the conditions of the family.

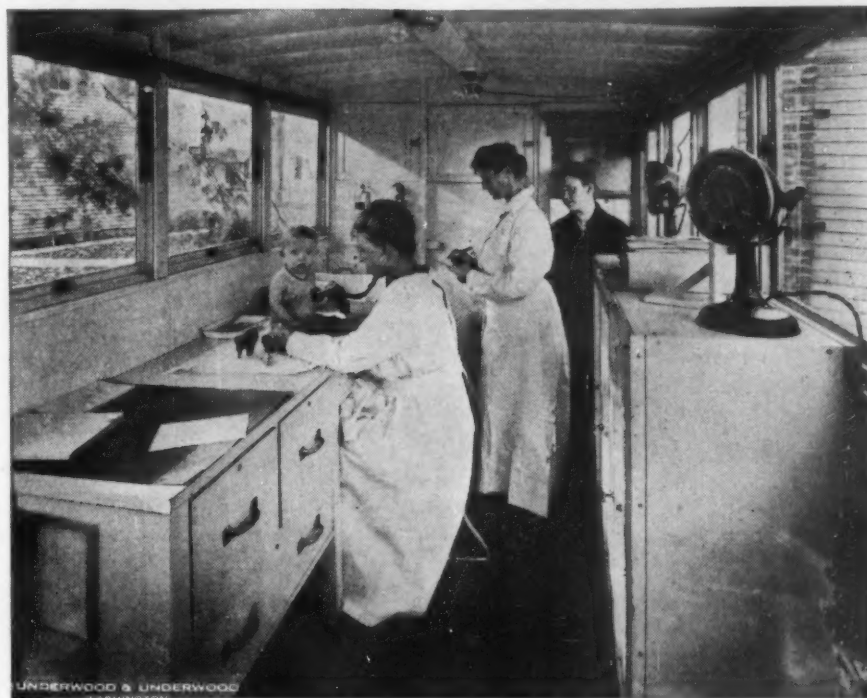
When an alien is admitted into American citizenship it should be a source of pleasure to the "family." He should be welcomed by his "Uncle Sam" through his agents, who for this purpose should be all the people. It is a rebirth of the alien. He is more than a *potential force* for good to the country as a whole. He is a *present force*. If he be clean morally, regardless of whether or not his reasons for becoming a citizen are selfish, his admission into the body politic is a decided acquisition.

The Americanization process should not be left to chance or haphazard methods. We find the results of such procedure in every alien community. Radicalism is bred in misunderstanding of our language, American institutions,

THE Children's Bureau has literally saved the lives of countless children. The Child Welfare Special—a clinic on wheels—is here shown.



Copyright by Underwood and Underwood



ideals, standards, and government. There is no immediate danger of destroying our government of evolution by revolution, but nevertheless, sinister forces are constantly at work and should be checked.

The Government itself should undertake the task of educating the foreign born, and it should do so in a spirit of helpfulness and not of antagonism. From the time that he lands he should be made to feel at home and welcome—he should be made to understand that America wants to help him secure full benefit of the privileges which residence and citizenship here afford. But the

Government must know its problem, just as an individual must know his job, before it can succeed. The school authorities keep records of the children they are to teach and see that education is furnished. The Bureau of Naturalization in its Americanization program should be no more lax in its work than the public schools. The alien must therefore be enrolled and a record kept of his progress. Some objection to this plan has been raised because its opponents declare it would be similar to the old espionage system of the Czar, but, it must be pointed out, the czarist regime never had such a program for welfare



THE Bureau of Labor Statistics gathers the facts that enable us to determine the cost of living as well as much other information needed in the management of labor and industry.

of Labor in pursuit of its law-imposed duty finds its first and vital need in facts. Getting the facts is the special duty of the Bureau of Labor Statistics. It delves into every corner of the field of labor to secure them, and compiles also statistics upon which employers and employees must rely more or less in fixing their mutual relationship. Its compilations of hours of labor, per man production, cost of living, wages, housing facilities, and accidents are examples of its diversified activities.

The Children's Bureau began its existence eleven years ago. One of the first things which it found necessary to do was to urge people to register their children's births. A large number of States have such laws and there has been considerable improvement in this respect in the past few years. But nineteen States had not in 1920 been admitted to what the Census Bureau calls the "Birth

Registration Area." This bureau could not study every city, or even every city which registered its babies' births, but it made investigations in sections of twelve different States.

It found that in this area the proportion of babies who die before they are one year old is higher than in Switzerland, or England and Wales, or the Union of South Africa, or the Netherlands, or Norway, or Sweden, or Australia, or New Zealand. In other words, we stand ninth among the nations of the world. The disclosure of this fact was in large part responsible for the passage of the Sheppard-Towner Act authorizing an appropriation of \$1,240,000 a year for five years, for the use of the States presenting adequate plans to advance the welfare and hygiene of mothers and infants. The administration of this money is in the hands of the various States and the Fed-

eral administration is under the Children's Bureau.

While in force the Children's Bureau also administered the Federal child labor laws. Today it is still carrying on the fight against child labor through making public the results of its investigation in that field. Space is too limited for me to detail the work of this bureau. In addition to the publication of the result of its investigative work it issues the booklets *Prenatal Care*, *Infant Care*, and *Child Care*, which are much appreciated by parents. These and other publications may be had by writing to the Bureau. It also engages in instructive work, cooperating in some cities with local organizations in the conduct of clinics. This sketch would not be complete without mentioning the bureau's big gray automobile fitted up like a modern consulting room with scales and measuring devices and everything needed for a doctor to make examinations. It is called the *Child Welfare Special* and goes into country districts where nurses and doctors are scarce—not to stay long, but to call the attention of fathers and mothers to the need of keeping up with the latest knowledge about the health of children.

The greatest part of the work of the Department of Labor is in connection with the Bureau of Immigration. The officers who enforce the immigration laws of the country, are in truth the keepers of the Nation—they stand on guard at the gates. Their duty is to test the worthiness of every alien who presents himself as a candidate for the high privilege of residing in the United States. The tests imposed are fixed by law. In general their purpose is to bar those whose physical condition might imperil the National health, those whose moral conduct might offend or contaminate the morals of the community, those who preach the downfall of the American system of government, and finally, those who by reason of the different economic standards under which they have lived would, if permitted to enter in unrestricted numbers, reduce the standard of living of the American wage earner.

The immigration statutes bar aliens over sixteen years old who are unable to read in some language or dialect; they exclude the feeble-minded, the insane, and those afflicted with loathsome or dangerous contagious diseases. Special laws exclude Chinese laborers and aliens from certain defined sections of Asia. The latest legislation is that which limits the number of immigrants which

may come into the United States (except from certain nearby territory, China and Japan) to three per cent of the number from each foreign country residing here in 1910.

Contrary to the general impression existing, the present passport system does not give United States officers a chance to say who shall or who shall not depart from their homelands for our country. It seems to me that it is time we had something to say about it—that we refuse to take immigrants unless the right is given our officers to make investigations at the ports of embarkation as to the physical, mental, and moral qualifications of those who apply and to reject those who do not meet our standards.

This "selective" program would not only give us better immigrants, but it would prevent the breaking up of homes and families, all or part of which might be found inadmissible upon arrival, and it would give us a record of the individual as he was known at home, upon which to base a program for Americanization and education. Better immigration should be the watchword, for it means better citizenship and better institutions.

Closely related in importance is the *Bureau of Naturalization*, for it is the duty of that organization to make Americans of those from foreign lands who cast their lot among us. When a new baby comes into an American home it is usually a time of rejoicing. All of the relatives are interested and take the first opportunity to see and in their own way welcome the little helpless stranger. The baby is generally a force for good, but its *potentialities* are paramount, not its *present power*, strength, and ability to better the conditions of the family.

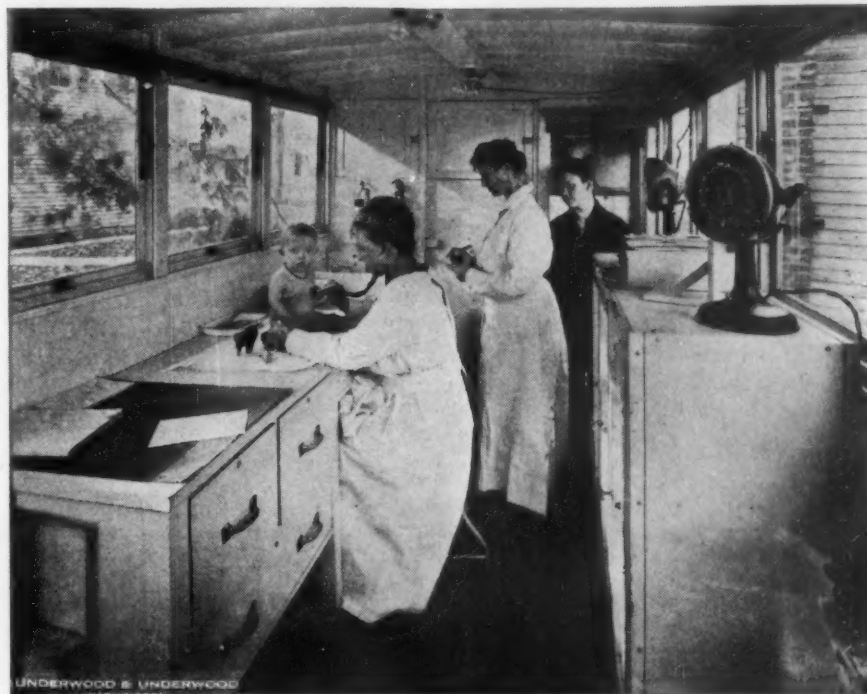
When an alien is admitted into American citizenship it should be a source of pleasure to the "family." He should be welcomed by his "Uncle Sam" through his agents, who for this purpose should be all the people. It is a rebirth of the alien. He is more than a *potential force* for good to the country as a whole. He is a *present force*. If he be clean morally, regardless of whether or not his reasons for becoming a citizen are selfish, his admission into the body politic is a decided acquisition.

The Americanization process should not be left to chance or haphazard methods. We find the results of such procedure in every alien community. Radicalism is bred in misunderstanding of our language, American institutions,

THE Children's Bureau
has literally saved the
lives of countless children.
The Child Welfare Special
—a clinic on wheels—is
here shown.



Copyright by Underwood and Underwood



ideals, standards, and government. There is no immediate danger of destroying our government of evolution by revolution, but nevertheless, sinister forces are constantly at work and should be checked.

The Government itself should undertake the task of educating the foreign born, and it should do so in a spirit of helpfulness and not of antagonism. From the time that he lands he should be made to feel at home and welcome—he should be made to understand that America wants to help him secure full benefit of the privileges which residence and citizenship here afford. But the

Government must know its problem, just as an individual must know his job, before it can succeed. The school authorities keep records of the children they are to teach and see that education is furnished. The Bureau of Naturalization in its Americanization program should be no more lax in its work than the public schools. The alien must therefore be enrolled and a record kept of his progress. Some objection to this plan has been raised because its opponents declare it would be similar to the old espionage system of the Czar, but, it must be pointed out, the czarist regime never had such a program for welfare



Teaching English to Foreigners



Railroad Ticket Office at Ellis Island



Immigrant Children in Nursery at Ellis Island

and education. True, we would be able to locate more easily the radical leaders engaged in sinister propaganda against the Government.

They ought to be discovered and returned to the countries from which they came. Such individuals, seeking to bring to America the conditions existing under the irresponsible governments of parts of Europe and Asia, are no less a menace to America than the law-loving aliens residing here. The alien who be-

lieves in our Government of law and order and our institutions of liberty, freedom, and equal opportunity to all has nothing to fear from enrolment for education, and has much to gain in happiness, contentment, and prosperity by a knowledge of our language and full participation as an intelligent citizen in our National affairs.

How many people realize that of 572 occupations listed in the census there were only thirty-five in which no women

were employed? In this country today are women who are managers of factories, bankers, chemists, clergymen, judges, doctors, inventors, engineers, and architects. But there are greater numbers of women in the lower ranks, working in factories making clothing, automobiles, shoes, cigarettes. The over-all woman with grimy hands, making guns and shells, was a conspicuous person during the war; she has been more or less forgotten since. Not every one knows that she has not given up her factory work but is probably busy now making implements of peace, while she still wears the overalls and works on the same kind of machine that she used for making guns and shells. It will readily be realized that the conditions under which women work will be reflected in the standards of the homes they come from, their communities, and their country. It is the function of the *Women's Bureau* to collect and present facts and statistics for use in throwing light on these problems; to cooperate with other agencies in the recommendations and establishment of standards for the protection and advancement of wage-earning women. There is need for the ideal industrial week for women—that is, the eight-hour day, the half-holiday on Saturday, one day of rest in seven and no night work. Equally important in fixing the standards for women in industry has been the cry for equal pay for equal work. Of no less interest are standardized working conditions for women wage earners. One of the guiding principles of modern industrial engineering is that a working environment established on the corner stones of comfort and hygiene, science, and sanitation forms a strong foundation for a superstructure of efficiency. The Bureau points out that as long as women work in plants, grimy with accumulation of dirt and lint, strain their eyes at their jobs because of glare or insufficient light, stand all day without a seat in sight, or sit continuously in a cramped posture—as long as safety is jeopardized by unguarded machinery or lack of fire protection—then some action is necessary. When health is menaced by such things as the common drinking cup and the common towel, there is urgent need for improvement.

These questions should not be given attention merely from the standpoint of industrial efficiency. A much more fundamental necessity for the consideration of working conditions is the sociological. Industrial conditions that af-

fect the health and well-being of women wage earners are particularly important, for whatever saps their vitality limits their ability to bestow a good health heritage upon their children and upon society.

Under the immediate supervision of the Secretary of Labor is the *Conciliation Service*. This is one of the important activities of the Department because it is devoted to the maintenance of peace in industry. In this field of endeavor the representatives of the Secretary—commissioners of conciliation—seek to bring man and manager into closer coöperation. Commissioners of conciliation are appointed under the provisions of the organic law which authorizes the Secretary of Labor to act as a mediator or to appoint commissioners of conciliation whenever in his judgment he deems it necessary to do so. Neither the Secretary, the Director of Conciliation, nor the officials engaged in adjusting a trade dispute can arbitrarily fix any basis of settlement. They cannot make awards nor decisions and then insist that they be put into effect.

As the official title implies, conciliators are industrial peacemakers and their duty is to bring the contending interests together in council and to aid in the negotiations, impartially endeavoring by advice and suggestion to remove the separating barriers and make clear the way to a peaceful agreement.

The purpose of the Department in this service is three-fold—to encourage a full measure of production, preserve the welfare of the wage earner, and to secure fair and just consideration for the employer. Employers and employees are both entitled to receive just returns for their respective contributions to production. If they secure these returns, both go forward together, thereby increasing the wealth of the world which will insure greater comfort and happiness to the whole people. It is a recognized fact that you cannot solve the industrial problems presented in a trade dispute without also considering the public in addition to the workers and the employer directly affected.

The Conciliation Service has gradually become more and more a recognized factor in America's industrial life, as experience has demonstrated the effectiveness of mediatorial effort intelligently directed by experienced, impartial, and diplomatic representatives of the Government guided only by a desire to be helpful in settling differences between employer and employee. While

Women in Industry



Inspecting Valves



Testing Chemicals



Running Lathes



Running Punch Presses

conciliation is not always successful, we believe it is the best method so far devised for bringing the contending interests in trade disputes into agreement. No hard and fast rules, no set policy is pursued. Settlements are sought through the spirit of coöperation, understanding, and goodwill between the men who manage industry and the men whose labor is the basis for all industry.

During the past two years of readjustment more than thirteen hundred strikes or threatened strikes have been quietly and effectively handled by these industrial peacemakers and a record of

approximately ninety per cent of successful adjustments attended their efforts. Directly and indirectly concerned in these cases were 2,196,525 fellow citizens. For the most part but little publicity is given to the activities of the Conciliation Service. Because of the very nature of the work, it must proceed quietly and unobtrusively until a settlement of a controversy is secured, and then it has little news value outside of the immediate locality affected.

The United States Employment Service began its existence as one of the many agencies established to aid in the prosecu-

tion of the war. With the coming of peace its activities were curtailed and at present it is functioning as a service cooperating with a majority of States and nearly two hundred cities in the maintenance of public employment bureaus. This cooperation with the State and municipal employment services, has created a National system for furnishing and publishing information as to opportunities for employment, and provided a method of clearance between the various States.

In addition to the maintenance of a National system of coordination of public employment offices, this service conducts an industrial employment survey monthly, providing an accurate index to employment conditions in the forty-eight States of the Union, the leading sixty-five cities of major industrial importance, and three hundred fifty-five cities of minor industrial importance. The scope of this survey covers the fluctuations in employment in the fourteen basic industrial groups as set up by the United States Census Bureau.

For a number of years the United States Employment Service has maintained a *Farm Labor Bureau* for the purpose of assisting in caring for such crops as require especial seasonal labor help. In performing this service the Farm Labor Bureau has cooperated with the labor departments of the different States. In many localities where the bureau has directed its activities the agricultural associations and county farm agents have been of great assistance and have added materially to the efficiency and effectiveness of the work.

The Employment Service also maintains a junior division which deals with the youth of the country, between the legal working age and twenty-one. Its purpose is to aid the schools in assisting boys and girls to select and prepare for some definite occupation in which they may be efficient, productive, and constructive workers, and to offer employers the best possible facilities for the selection of their junior employees. Information is supplied to schools regarding organization requirements and changes in industry. As an employment agency the junior division has as its aim pooling the junior labor supply at its source and distributing it in such a manner that each individual will realize his best possibilities and contribute his utmost to the welfare of the society. A junior placement office, equipped with a personnel familiar with business conditions and trained to understand the needs

alike of industry and of boys and girls and the obligation of public education to both, does this with an immediate and practical effectiveness.

Like the Conciliation and Employment Services the *United States Housing Corporation* is under the direct supervision of the Secretary of Labor—as a part of the executive office, as distinguished from bureaus like the Bureau of Immigration and others. It was created during the war to provide housing and transportation facilities in industrial centers where such facilities were inadequate to meet the added burdens of wartime production. It is now engaged in disposing of these properties and collecting the loans made to private interests during the war in furtherance of its general policies.

The policy of the Corporation in disposing of the homes it built during the war is to give the individual an opportunity to purchase his own home. It furthers this policy by the system of selling on instalments, taking mortgages as security for the unpaid purchase price.

There are two major projects which the Corporation still operates—they are the Norfolk County ferries and the Government Hotels for women Federal employes in Washington. Norfolk and Portsmouth, Virginia, between which cities the ferries furnish the principal means of transportation, were the scene of great war activities. Neither the city of Portsmouth, nor the County of Norfolk, which jointly own this utility, were financially able to undertake the improvements necessitated by the increased traffic. On behalf of the Federal Government the Housing Corporation assumed supervision over these properties and spent over \$1,000,000 in their rehabilitation. It is consequently in charge of their operation pending the liquidation of its loan.

The Government Hotel is perhaps the largest American plan hotel in the world. Erected to provide accommodations for employes of the Federal Government drawn to Washington during the war, the hotel is still fulfilling an urgent need in the Nation's Capital. For a nominal sum per month its patrons are furnished accommodations which far surpass those obtainable elsewhere at a similar rate. A standard of service is maintained which is designed to promote the physical and moral well-being of the guests, and which has, undoubtedly, rendered them more efficient in their daily work for the Government.

In all its activities the Department of

Labor deals with human beings. Its service is to men and women and children in their human relationships. It is in daily, even hourly, touch with the intimate life of the great bulk of our people. There its work lies.

The Department of Labor faces a great future of service and accomplishment. With the cooperation of the people whom it serves it can bring to American industry and American wage earners that spirit of mutual help that will unite the interests of worker and employer, and set both of them hand in hand on the highway to achievement that will make for a bigger and better America.

CHARLES W. DABNEY ON EDUCATION—Our common schools have made such progress that we may confidently look forward to the time when every child in the country will have the opportunity for an elementary education. High schools are also being rapidly erected in all our cities, and through them the secondary and vocational education are within the reach of all the fit. But what of equality of opportunity for the higher and professional education? Shall we limit it to the children of the rich, or of professional men, or even of the moderately well-to-do? Shall not the higher education, also, be put within the reach of all the fit? The small colleges, normal schools, agricultural colleges, and State universities have done much to open the way for the young people of the rural districts to obtain the higher education. But have the opportunities for this education been made as easily available for the sons of the middle and poorer classes of the cities? Statistics show that these classes have not availed themselves of the facilities for higher education to the same extent as have the sons and daughters of the farmers. Everywhere the urban population is now increasing ahead of the rural. Therefore, if we are to carry out our doctrine of equal opportunity for all in education, we must have municipal universities to put the higher and professional education within the reach of city youth. Day and night high schools, continuation schools, and industrial schools must be provided to train those who must go to work, but we dare not stop with them. The opportunity for the highest training must be afforded the poorest youth of the city, provided only he is fit.—From *A Study of the Student Body of the University of Cincinnati*.

The Parent-Teacher Movement

LAURA UNDERHILL KOHN

WE HAVE come a long way since the days when parents sent their children to school leaving them and their education to the teachers, and visiting the school once a year on Examination Day. How well I remember those examination days in late June! As a child of eight I had learned to dread that day so much that roses and peonies lost all their charm because their blossoming foretold the nearness of that dreaded day, when, dressed in my best, I stood in line and was examined by six Committee Men in turn, in all the subjects which I had studied during the year. I can see those Committee Men today. They seemed always the biggest and sternest men in town. And I can see my mother's anxious face!

Yes, we have come a long way! Years ago parents began to realize that they, as well as the teachers, were responsible for the education of their children. Mothers' Clubs were formed with educational committees for the purpose of studying subjects taught in the schools and the methods used, to listen to lectures on the educational problems of the day, and to take courses in child psychology. In 1897 the National Congress of Mothers and Parent-Teacher Associations was founded in Washington, D. C. Today there are active State branches in forty-five States and the District of Columbia. More than 530,000 parents are working for better schools and better homes. Mrs. A. H. Reeve, of Philadelphia, is the National president.

Progressive principals of both public and private schools in city and country are realizing that the problems dealt with by the home and by the school are the ones for which a common standard of both institutions is necessary in the best interest of the child. As Mrs. Higgins, a former president, says, the Parent-Teacher Association is an organization not only doing team-work with the schools, but it is a university for parents.

A brief report of the work of one association for the past year will give some idea of what these organizations are doing for the schools. Four mothers were on duty each day in the lunch room; fourteen mothers worked weekly,

coming each day at nine o'clock and remaining until twelve, preparing and serving milk to sixteen classes in the primary and elementary school; a committee of mothers cooperating with the teachers planned and carried out many class excursions to places of historical



MRS. A. H. REEVE, of Philadelphia, president since April, 1923, of the National Congress of Mothers and Parent-Teacher Associations and editor of the Child Welfare Magazine. Mrs. Reeve has been attending conventions of the State associations from New Jersey to Texas and from Tennessee to Wyoming.

and educational interest; another committee planned and took charge of the afternoon recreation groups and Saturday "hikes"; ten mothers, each giving two mornings a month, acted as a Bureau of Information and School Guide for the visitors who came to the school; a committee cooperating with the high-school students arranged for the assemblies; the association gave several exhibits of community interest; assisted in the purchasing of the material and the making of the costumes for the school festivals, collected and filed necessary information about all colleges and universities, raised a considerable sum for scholarships, planned twenty elementary and two high-school group

meetings of parents and teachers for discussion of concrete problems, held one fathers' meeting, three forums, and an annual meeting (a supper) during the year and has taken charge of the school publicity as well as financing the community work which is done by the high-school students and the teachers. This association publishes a magazine devoted to the school and home.

These associations are awakening the parents, the fathers as well as the mothers, to their responsibility in the "all-round" education of their children; they are bringing into the homes the best books and articles on child training, and bringing the mothers out of the homes and interesting them in the community.

And yet there are many parents all over the country who are leaving all the work to the schools and are criticising the teachers, wholly indifferent to their own responsibility to their children in the school and in the home and are blaming others for their failure. These are the slumbering parents. A few school principals are also napping, but the Parent-Teacher Association is bound to awaken them. A principal in a city school in Massachusetts reported her Parent-Teacher Association as follows: "Three years ago each pupil in my school was represented by one fourth of a parent, two years ago the representation had increased to four fifths of a parent, while this year each pupil is represented by one whole parent and one seventh of the other one."

We are optimistic. With the rapid growth of these associations throughout the country we believe that the day is not far distant when all parents will become interested in everything which concerns their children.

TO a race which claims a heritage of eternity, the important question is not where we are but where we are going. Education fails which does not help in furnishing this with some solution. It ought to confer the ability to see in an unfolding history the broadening out of the base of civilization, the continued growth of the power and the dignity of the individual, the enlarging solidarity and the stability of society, and the increasing reign of righteousness.—Calvin Coolidge.

The Journal of the National Education Association

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

President, Olive M. Jones

Secretary, J. W. Crabtree

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

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

One dollar of each membership fee is for a year's subscription to THE JOURNAL.

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

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

THE JOURNAL is a member of the Educational Press Association of America and is published in accordance with the standards of that organization.

Entered as second-class matter October 23, 1920, at the post-office at Washington, D. C., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, Act of Oct. 3, 1917, authorized Jan. 26, 1921.

Editor-in-Chief, William C. Bagley

Publication Staff

Joy Elmer Morgan
Managing Editor

Harold A. Allan
Business Manager

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

Books for Christmas

COULD we give one gift to every child we should choose the love of books. And it would be a consuming love, one that would make him, like another Lincoln, go after the books he wanted." Thus writes William Frederick Bigelow in *Good Housekeeping* in a plea for more books in which he urges "parents to do more reading themselves, that they may not only suggest good books for their children, but widen their own horizons." What Mr. Bigelow writes about parents and children is equally true for teachers.

Teachers often observe that they have too little time for reading professional books and periodicals; that it is even more difficult to find time to read the books and magazines that are urged as food for the increasing leisure of our people; that it is all but impossible to read books on the child's own plane, even the classics that every child should know.

Nothing in the teaching relationship can take the place of companionship on the child's own level—that sharing of intellectual and spiritual values that is typified by common appreciation of worthwhile reading. And such reading is worthwhile for the teacher as well

as the pupil. Every teacher's library may well be stocked with a few of the great children's masterpieces in beautiful editions.

In selecting appropriate gifts for each other, as well as in advising parents and children in the selection of gifts, teachers may well choose from the great book resources that are now available. Many public and school libraries put on exhibition during December collections of books that are suitable for gifts. This is a practice to be encouraged. Its educational advantages are obvious. Many teachers will use it as an important means of fixing habits of reading that will be lifelong.

Status of the Education Bill

CONGRESS convenes shortly after this number of THE JOURNAL reaches its readers. It is therefore fitting to recall the status of the Education Bill. That is the name by which the Bill is permanently known. Sponsors in the Senate and House change as Congressmen leave and new workers assume the championship of this great measure, but the Education Bill goes on with increasing chances of victory, with accumulating momentum that seems only to be increased by ill-timed efforts to misrepresent and defeat it.

The Education Bill was first known as the Smith-Towner Bill and later as the Towner-Sterling Bill. It will be promptly re-introduced in the new Senate by Honorable Thomas Sterling, of South Dakota, and in the House by some one to be selected for that opportunity. Those in a position to know the situation in Congress are confident of strong majorities in both House and Senate when the time comes for action.

Outside of Congress support is increasing. Organizations that have long supported the Bill are renewing their efforts. Other organizations are rallying to the cause. The National Board of the Young Women's Christian Association recently added its unanimous indorsement of Federal Aid to encourage the States in the improvement of education and of a Department of Education with a Secretary in the President's Cabinet. Educational workers who have been much up and down the country report that the fight on certain leaders in education and the strained condition of educational finance in many States and localities has aroused new determination on the part of school people to press this measure and the more adequate support

of the schools throughout the Nation.

Meantime let us continue the campaign of education. A careful study of the Bill itself is the best answer to the arguments advanced against it. It gives education primary recognition in the President's Cabinet. It creates a representative National Council of one hundred that would be an enduring safeguard against Federal control. It further insures against Federal control by specific provisions that the moneys appropriated to the States are to be spent under the exclusive direction of State and local educational authorities. It appropriates Federal aid only for such outstanding and generally recognized needs as illiteracy, Americanization, physical education, teacher training, and the equalization of educational opportunity. Let us all rally anew to this magna charta of the greater educational opportunity of tomorrow.

A Peace Opportunity

IN spite of their love of childhood and of life which war destroys, teachers generally do not favor peace at any price. But they do favor the substitution of law for war and every effort to lay in right relationships the basis for constructive coöperation between the various peoples of the world. The points at which the lives of nations touch one another are increasing and there goes therewith growing opportunity and obligation for common service. One of the most noteworthy efforts that has been made to find a basis for carrying on the services which nations need in common is the American Peace Award, created by Edward W. Bok, offering one hundred thousand dollars to the author of the best practicable plan by which the United States may coöperate with other nations to achieve and preserve the peace of the world.

Since the award was announced on July 2, 1923, over 245,000 individuals in the country have been supplied with the conditions in response to their request, indicating an unusually wide interest in the project. Fifty-one periodicals have printed the conditions of the award and hundreds of others have supported it with announcements and editorials. Over twelve hundred distinctly favorable editorials have been collected. The conditions may be found in post-offices and libraries throughout the country. Colleges and universities are coöperating. Eighty-one National organizations have added their indorsement.

The contest closed on November 15, and the committee, of which Mr. Elihu Root is chairman, is now selecting the plan that is to be submitted to the American people for approval or rejection.

The aim of the committee in charge is to give every interested man or woman in the country an opportunity to express his judgment on the plan submitted, so

that there shall be a clear understanding of the part the people of the United States wish their government to play in a plan for international coöperation looking toward the prevention of war. Teachers generally will share this aim and will coöperate with newspapers, magazines, and various other agencies in forwarding the movement.

FRESH FROM THE CLASSROOM

IN previous issues of *THE JOURNAL* announcement has been made of the appointment by President Olive M. Jones of a Committee of One Hundred on Classroom Teaching Problems, composed of representatives from every State, with Mrs. Mary C. C. Bradford, of Denver, Colorado, as chairman. Through this committee an effort is being made to discover the real problems of teaching, to conserve the experience of teachers throughout the country as it relates to teaching conditions, and to develop a scientific basis for bettering classroom conditions. This committee wishes to hear from as many teachers as possible. What do you consider the greatest service of the teacher? Do you feel that you are rendering maximum service? If not, what is keeping you from doing so? What is the greatest problem in your classroom work? Do not hesitate to commend constructive policies or to condemn those that seem to you unwise.

Here is your opportunity to contribute to the improvement of teaching. If you have not done so, get in touch at once with the chairman or with a member of the committee from your own State and send your contribution "fresh from the classroom." The committee is composed of the following persons:

Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colorado, Chairman.
Eleanor Baptist, Hammond High School, Hammond, Indiana.
Bernice Baxter, 2558 Pleasant Street, Oakland, California.
Olive Bayles, Central High School, Omaha, Nebraska.
Merle Beattie, 421 South 15th Street, Lincoln, Nebraska.
Edith Beaumont, Pierre, South Dakota.
Annie T. Bell, University Demonstration High School, Baton Rouge, Louisiana.
Helen E. Blaisdell, 2000 Penn Avenue South, Minneapolis, Minnesota.
Frances Boyd, Fort Fairfield, Maine.
Mary Lee Boyd, Central High School, Jackson, Mississippi.
John L. Bracken, U. S. Grant School, Duluth, Minnesota.
Eula Bridger, Instructor in Mathematics, Junior High School, Kansas City, Kansas.
Marguerite H. Burnett, State Director of Immigrant Education, Wilmington, Delaware.
A. J. Burton, Principal, East High School, Des Moines, Iowa.

R. C. Burta, Superintendent of Schools, Rock Hill, South Carolina.
Ada E. Chevalier, Pierce School, Brookline, Massachusetts.
W. A. Clark, State Normal School, Stevens Point, Wisconsin.
J. Agnes Connors, 735 Arlington Street, Portsmouth, New Hampshire.
Alice Cosgrove, 517 South Fourth Street, Pocatello, Idaho.
Bess Cotrel, 3240 Clay Street, San Francisco, California.
Julia B. Davis, Grade Supervisor, City Schools, Topeka, Kansas.
Mata Dexter, Prescott, Arizona.
Charles E. Dickey, Superintendent of Allegheny County Schools, 595 Union Arcade Building, Pittsburgh, Pennsylvania.
Amy Dickinson, Principal, Junior High School, District 12, Sterling, Colorado.
Desalee Ryan Dudley, Assistant County Commissioner, Battle Creek, Michigan.
Anthonette Durant, State Normal School, Platteville, Wisconsin.
Josephine Duvall, Ponca City High School, Ponca City, Oklahoma.
Harry English, Head of the Department of High School Mathematics, Franklin School Building, Washington, D. C.
Mildred E. English, Secretary to P. L. Harned, State Superintendent of Public Instruction, State Department of Education, Nashville, Tennessee.
Bess Evans, 1005 McGowan Street, Little Rock, Arkansas.
Emily Ewaliko, 11 Ewaliko Lane, Hilo, Hawaii.
George Fox, Superintendent of Schools, Annapolis, Maryland.
Ethel M. Gardner, President, Milwaukee Teachers Association, 151-152 Hotel Wisconsin, Milwaukee, Wisconsin.
Elizabeth Graves, President, Mason City Grade Teachers Association, Mason City, Iowa.
Martha Haines, Glasgow, Montana.
Zala Hall, 1716 Jefferson Avenue, Birmingham, Alabama.
Frances E. Harden, 1543 Sherwin Avenue, Chicago, Illinois.
Albert Harwell, Principal, Public School, Glasgow, Montana.
Inga Olla Helseth, Professor, Elementary Education, State College for Women, Tallahassee, Florida.
Lester D. Henderson, Commissioner of Education, Juneau, Alaska.
Ethel Hill, 2556 First Avenue, Huntington, West Virginia.
Ida Christine Iversen, President of the Department of Classroom Teachers, Hotel Trinity, Los Angeles, California.
Emma A. Jensen, Central High School, Washington, District of Columbia.
M. Beatrice Johnstone, County Superintendent of Schools, Grand Forks, North Dakota.

Edna Joseph, Elementary Supervisor, Elyria, Ohio.
Helen M. King, Supervising Principal, Portland, Maine.
Ella Louise King, 138 Cross Street, Central Falls, Rhode Island.
Edith A. Klein, Irving School, St. Paul, Minnesota.
Claire Lathrop, Wilmington, North Carolina.
Ella Lewis, Buena Vista, Kentucky.
Fannie F. MacDonald, 3 Greene Street, Providence, Rhode Island.
Jessie A. MacWilliams, High School, New Haven, Connecticut.
Alice Macy, President, State Grade Teachers Association, 2427 Stevens Street, Spokane, Washington.
Carrie Magee, Park School, East St. Louis, Illinois.
Anna Morris, 402 Reserve Avenue, Hot Springs, Arkansas.
Olive Mount, Mount Airy, Maryland.
Jessie Muse, Girls' High School, Atlanta, Georgia.
H. C. Muth, Principal, Roosevelt School, Rockford, Illinois.
Jessie D. Newby, Irving High School, Oklahoma City, Oklahoma.
Robert M. Newton, Division Superintendent of Schools, Franklin, Virginia.
Ottie Nickell, Board of Education, Ashland, Kentucky.
Charlie M. Noble, 1511 Cooper Street, Fort Worth, Texas.
Viola Ortschild, Couch School, Portland, Oregon.
Harriet J. Outwin, 409 Knickerbocker Avenue, Paterson, New Jersey.
Frank Paine, Public School No. 120, New York, New York.
Hermese Peterson, Brigham Young University, Provo, Utah.
Christopher Prestopino, Public School No. 18, New York, New York.
Anna Riddle, 217 North 13th Street, St. Joseph, Missouri.
J. H. Risley, Superintendent, District 1, Pueblo, Colorado.
L. Hilda Rose, 840 South 12th Street, Newark, New Jersey.
Bertha Ruess, 126 South Main Street, Mansfield, Ohio.
Annie G. Scollard, 11 Bowditch Street, East Braintree, Massachusetts.
Lena B. Sexton, New Mexico Education Association, Las Cruces, New Mexico.
Lulu A. Shelton, 574 Sixty-first Street, Oakland, California.
William C. Shute, 2612 Williams Street, Denver, Colorado.
Jessie A. Skinner, Jefferson High School, Portland, Oregon.
Julia A. Spooner, President, Grade Teachers Association, 331 Chamber of Commerce Building, Portland, Oregon.
Lillian J. Sterrett, West High School, Minneapolis, Minnesota.
Lena B. Stinson, 130 Washington Street, Mount Vernon, New York.
Edward W. Stitt, 1543 St. Nicholas Avenue, New York, New York.
Harriet K. Storer, Strong School, New Haven, Connecticut.
Estella Swen, Cedar Rapids, Iowa.
Ermina Templeton, Teacher, Public Schools, Coeur d'Alene, Idaho.
Nannie W. Thompson, 2204 Lamb Avenue, Richmond, Virginia.
Eva Timmons, Principal, Public School, Ely, Nevada.
Annie Tucker, 111 College Avenue N. E., Grand Rapids, Michigan.
Bertha B. Wagner, Watertown, Pennsylvania.
Mary Enoch Warming, Grand Junction, Colorado.
Martha Wilson, Public School No. 127, New York, New York.
Caroline S. Woodruff, President, State Teachers' Training School, Castleton, Vermont.
Annie G. Woodward, High School, Somerville, Massachusetts.
J. H. Workman, Superintendent of Schools, Pensacola, Florida.
Anna Youngquist, 345 Coffeen Avenue, Sheridan, Wyoming.

ENROLMENT and AFFILIATION

Affiliated Local Associations

THE FOLLOWING ASSOCIATIONS are in addition to the affiliations which have been reported in previous issues of THE JOURNAL.

- ALLERTON, IOWA, *Wayne County Teachers' Association*, Helen Levis, Secretary-Treasurer.
 MERIDIAN, MISS., *Meridian Teachers' Association*, Sara Douglas Green, Secretary.
 NEW HAVEN, CONN., *New Haven Teachers' League*, Alice E. Wyman, Secretary.
 PROVIDENCE, R. I., *Brown University Teachers' Association*, C. Emanuel Ekstrom, Secretary.
 SIOUX CITY, IOWA, *Administration Club of Sioux City Schools*, Dora Finley, Secretary.

Completed Enrolments

THE FOLLOWING SCHOOLS have completed their reports for one hundred per cent membership enrolment in the National Education Association for the year 1923-24.

- BAKERSFIELD, CALIF., *Hawthorne School*, Anne Holgerson, Principal; *McKinley School*; *Roosevelt School*, Ruth Harding, Principal.
 BARBERTON, OHIO, *Central School*; *Highland School*; *High Street School*; *Lincoln School*, Edna McFarlin, Principal; *Rose Street School*.
 BEDFORD, OHIO, *Central Ward School*, Ruth Hulbert, Principal; *Ellenwood Building*, Edith Rees, Principal; *High School Building*, O. C. Irwin, Principal; *Interstate School*, Esther Gibson, Principal.
 BELLEFONTAINE, OHIO, *Bellefontaine, Public Schools*, S. A. Frampton, Superintendent; *Central School*, Nellie Huston, Principal; *High School*, S. J. Bonham, Principal; *Hubbard School*, Fred S. Emery, Principal; *Lincoln School*, Ann Aiken, Principal; *McBeth School*, Georgia Coulter, Principal; *North School*, Susie Parker, Principal; *South School*, Mary Fulton, Principal.
 BELMONT, MASS., *Payson Park School*, Emma R. Sleeper, Principal.
 BOULDER, COLO., *Central School*, Mrs. Clara G. Coulson, Principal; *Lincoln School*, Mary M. Stryker, Principal; *Mapleton School*, Miss S. M. Lovelace, Principal; *Whittier School*, Jessie K. Fitzpatrick, Principal.
 BROOKLINE, MASS., *Driscoll School*, Minerva E. Fales, Principal.
 BURLINGTON, IOWA, *Burlington Public Schools*, E. M. Sipple, Superintendent; *Burlington Teachers' Association*, Robert K. Corlett, President.
 CARPENTERSVILLE, ILL., *High School*, Sewell E. Baker, Principal.
 CASTLETON, VT., *State Normal Training Course*, Caroline S. Woodruff, President.
 CINCINNATI, OHIO, *Jackson School*, Albertma Bechmann, Principal.
 CLEVELAND HEIGHTS, OHIO, *Roosevelt Junior High School*, Lawrence B. Brink, Principal; *Superior School*.
 COLUMBUS, GA., *Waverly Terrace School*, O. B. Trammell, Principal.
 COLUMBUS, OHIO, *Columbus Normal School*, W. T. Heilman, Principal; *Fulton School*, Belle Torrey Scott, Principal; *Reeb Avenue School*, Lucy Thompson, Principal.
 CONCORD JUNCTION, MASS., *Harvey Wheeler-West Concord School*, Roger F. Holmes, Principal.
 DETROIT, MICH., *Chandler School*, Amelia C. Smith, Principal; *Firrane School*, Robert Forner, Principal; *Hely School*, Nora L. Egan, Principal; *Jackson School*, Robert Forner, Principal; *Marr School*, Jennie M. Fleming, Principal; *Roberts School*, Evelyn B. Hubbard, Principal; *Scripps School*, Catherine Wineman, Principal.
 DUNDEE, ILL., *Carpentersville Building*, Mrs. Jane Martin, Principal; *Dundee Building*, Cora M. Lockwood, Principal.
 EAST LANSING, MICH., *Liberty Hyde Bailey School*, Minnie Bowen, Principal; *High School Building*, W. C. Buchanan, Principal.
 EAST MOLINE, ILL., *The United Township High School*, John W. Casto, Superintendent.
 EL CENTRO, CALIF., *Lincoln School*, Harva Pitts, Principal.
 EMERYVILLE, CALIF., *Emeryville School District*, Daniel Boone Lacy.
 FLEMING, COLO., *Fleming Public Schools*, Harold V. Baker, Superintendent; *Elementary School*, Margaret Dean, Principal; *High School*, Harold V. Baker, Principal.
 GRAND RAPIDS, MICH., *Burton School*, George E. Downes, Principal; *Finney School*, Mrs. Etta F. Jones, Principal; *Palmer School*, Mrs. Jessie M. Fink, Principal.
 HASTINGS, MICH., *Hastings Public Schools*, D. A. Van Buskirk, Superintendent; *Hastings Teachers' Club*, Mabel T. Clark, Secretary; *Central School*, Anna Burton, Principal; *Department School*, Catherine Clark, Principal; *First Ward School*, Mrs. Ala Myers, Principal; *High School*, William T. Wallace, Principal; *Second Ward School*, Ethel M. Ford, Principal.

- HOLLAND, MICH., *Holland Public Schools*, E. E. Fell, Superintendent; *Board of Education*, Doctor A. Leenhouts, President; *Froebel School*, Clara McClellan, Principal; *High School*, J. J. Riemersma, Principal; *Junior High School*, Minnie K. Smith, Principal; *Lincoln School*, Esther McVea, Principal; *Longfellow School*, Dora Strowenjan, Principal; *Specials and Supervisors*, Van Rantle School, Hermine Ihrman, Principal; *Washington School*, Etta Whitman, Principal.
 HOOD RIVER, ORE., *High School*, E. Tingelstad, Principal; *Junior High School*, R. B. Kizer, Principal; *Park Street School*, Dora D. Oberton, Principal.
 IRONWOOD, MICH., *Ashland School*, Amy A. Olson, Principal; *Newport School*, Carrie Bond, Principal; *Northside School*, Ethel Holmberg, Principal.
 JUNIATA, PA., *Juniata Public Schools*, M. B. Wine-land, Superintendent; *High School*, Harry Peterson, Principal; *Keystone School*, Paul L. Brandt, Principal; *Logan School*, C. R. Campbell, Principal; *Noble School*, Belle Woormer, Principal.
 KENOSHA, WIS., *Durkee School*, Mrs. H. M. McKenzie, Principal.
 LA JUNTA, COLO., *La Junta Public Schools*, Robert M. Tirey, Superintendent; *Columbian School*, J. W. Roberts, Principal; *Junior High School*, C. M. Herren, Principal; *Lincoln School*, Claude Kane, Principal; *North La Junta School*, A. C. Plunk, Principal; *Park School*, T. C. Mountain, Principal; *Senior High School*, G. W. Inman, Principal.
 LANSING, MICH., *Warner School*, Nina Iversen, Principal.
 LAPORTE, COLO., *Cache La Poudre School*, J. G. Damon, Superintendent.
 LEXINGTON, MO., *Lexington High School*, R. G. Bigelow, Principal.
 LOS ANGELES, CALIF., *Garvanza School*, Sydney V. Good, Principal.
 LYNCHBURG, VA., *Biggers School*, Anna D. Le Grande, Principal; *Floyd School*, Maree T. Jones, Principal; *Garland-Rodes School*, M. Lizzie Harvey, Principal.
 MARENGO, ILL., *Community High School*, C. W. Hill, Principal.
 MASSILLON, OHIO, *Lorin Andrews School*, E. G. Bowers, Principal; *Emerson School*, E. G. Bowers, Principal; *Franklin School*, L. W. Lucas, Principal; *Harvey School*, A. I. Mayer, Principal; *Edmund A. Jones School*, J. C. Tannehill, Principal; *Lincoln School*, L. W. Lucas, Principal; *Longfellow School*, Mary E. Nill, Principal; *Horace Mann School*, Manly S. Clark, Principal; *Whittier School*, Manly S. Clark, Principal.
 MAYWOOD, ILL., *Proviso Township High School*, J. L. Thalman, Principal.
 MERIDEN, CONN., *Hanover School*, Nellie E. Simons, Principal.
 MOUNT VERNON, N. Y., *Robert Fulton School*, Mary E. Gernon, Principal; *Hamilton School*, J. Milford McKee, Principal; *Jefferson School*, James M. Grimes, Principal; *Lincoln School*, Martin H. Traphagen, Principal; *William Penn School*, Oscar E. Coburn, Principal; *William Wilson School*, Martin H. Traphagen, Principal.
 NILES, MICH., *Niles Public Schools*, O. W. Haisley, Superintendent; *Elementary School*, Ella Champ-son, Principal; *Junior High School*, Walter J. Zabel, Principal; *Senior High School*, C. R. Macdonnell, Principal.
 NORFOLK, VA., *Henry Clay School*, Ellie Marcus Marx, Principal.
 NORWOOD, OHIO, *Allison Street School*, George E. Reeves, Principal; *North School*, H. H. Maddux, Principal; *Norwood View Colony Building*.
 OAKLAND, CALIF., *Melrose School*, Paul Martin, Principal.
 OMAHA, NEBR., *Field Club School*, Julia Newcomb, Principal; *Florence School*, Bertha Thoelecke, Principal; *Hawthorne School*, Anna M. Milroy, Principal; *Minne Lusa School*, Emelia Pearson, Principal; *Windsor School*, Mrs. Cora S. Anderson, Principal.
 PASADENA, CALIF., *Washington School*, E. E. McCullough, Principal.
 PIEDMONT, CALIF., *Piedmont Public Schools*, H. W. Jones, Superintendent; *Egbert W. Beach School*, Florence E. Luke, Principal; *Frank G. Havens School*, Ellen Driscoll, Principal; *Piedmont High School*, H. W. Jones, Principal; *Wildwood School*, Ileen McKenzie, Principal.

- PITTSBURGH, PA., *Lawrence School*, Alice L. Huston, Principal.
 ROME, N. Y., *Jay Street School*, Lena M. Putnam, Principal.
 SAGINAW, MICH., *Otto Roeser School*, Lena M. Fee, Principal.
 SAINT CLAIR, MICH., *Saint Clair Public Schools*, O. M. Misenar, Superintendent.
 SAN DIEGO, CALIF., *Washington School*, Pete W. Ross, Principal.
 SAN FRANCISCO, CALIF., *Balboa School*, Lucy F. Adams, Principal; *Burnett School*, Josephine Harrigan, Principal; *Freemont School*, Rose Goldsmith, Principal; *Harrison School*, Miss Sofia A. Folsom, Principal; *Lincoln School*, Martha A. Watson, Principal; *Sutro School*, Miss M. R. Durand, Principal.
 SIOUX CITY, IOWA, *Boys Prevocational School*; *Bryant School*; *Cooper School*; *Crescent Park School*; *Dwight School*; *Everett School*; *Floyd School*; *Franklin School*; *Hopkins School*; *Iroquois School*; *Joy School*; *Lowell School*; *McKinley School*; *Washington School*; *Whittier School*; E. E. Bovee, Principal; *Worcester School*.
 SMITH CENTER, KANS., *Smith Center Public Schools*, C. H. Nettles, Superintendent; *Elementary School*, Belva Shores, Principal; *Smith Center High School*, C. H. Nettles, Principal.
 SOUTH BEND, IND., *Colfax School*, Lillie A. Memhard, Principal; *Coquillard School*, Lillian Anderson, Principal; *Elder School*, F. A. Hite, Principal; *Michigan School*, F. A. Hite, Principal; *Muessel School*, Ella H. Reiman, Principal.
 SOUTH HAVEN, MICH., *South Haven Teachers' Club*, Beatrice C. Boyle, President.
 SPRINGFIELD, MASS., *Boston Road School*, Pearl A. Southmayd, Principal.
 TACOMA, WASH., *Roosevelt School*, C. A. Payne, Principal.
 TERRE HAUTE, IND., *McLean Junior High School*, W. C. Garretson, Principal.
 TIFFIN, OHIO, *Monroe Street School*, Wilbert W. Martin, Principal.
 TOLEDO, OHIO, *Lincoln School*, Mrs. Lulu M. Moore, Principal.
 WATERLOO, IOWA, *Alcott School*, Mary S. Christie, Principal.
 WAUKEGAN, ILL., *Central School*, Georgia Adams, Principal; *Andrew Cooke School*, Alma M. Dietmeyer, Principal; *North School*, Clara L. Hoffman, Principal.
 WAUPACA, WIS., *Waupaca Public Schools*, Edward G. Lange, Superintendent; *Teachers' Association of Waupaca*.
 WEST NEW YORK, N. J., *Public School Number 3*, J. Edgar Dransfield, Principal.
 WILMINGTON, DEL., *Public School Number 11*, Martha L. Magee, Principal.
 ZANESVILLE, OHIO, *Zanesville Public Schools*, F. C. Kirkendall, Superintendent; *Columbia School*, Lucy Sweetland, Principal; *Garfield School*, Edith Geiger, Principal; *Grant School*, Lottie Cosner, Principal; *Hancock School*, Alice Murphy, Principal; *High School*, M. M. Mansperger, Principal; *Jackson School*, Dell B. Myers, Principal; *Lincoln School*, Helen Baird, Principal; *Madison School*, Anna M. Garges, Principal; *McIntire School*, Bessie Lee, Principal; *Monroe School*, Ethel M. Ford, Principal; *Moxahala School*, Ruth Rutherford, Principal; *Munson School*, Laura Hannum, Principal; *Normal School*, F. E. Swingle, Principal; *Pioneer School*, Luanna Smith, Principal; *Sheridan School*, Beulah C. Thompson, Principal; *Stemler School*, Elenora Brooks, Principal.

RESPONSIBILITY OF MEMBERSHIP

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

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

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

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

Education and Genius¹

H. A. L. FISHER

Champion of the Fisher Education Bill and formerly president of the Board of Education, London, England

THE progress of the human race upon this planet has not been due to agitation or organized appetite of any kind but to the force of individual genius. It is to the religious leaders, the poets, the philosophers, the artists, the scientific discoverers that the real education of the human race must be attributed. The function of the rank and file of the educational army is to spread a knowledge and appreciation of their work.

Why genius occurs most abundantly among certain races or in certain geographical areas at certain periods is one of the mysteries of history. Whether America and Africa will be as prolific as Europe in creative human power, whether the genius-containing stocks of the old world will die out or be replenished is again a mystery. Of this only we may feel assured that the moral and intellectual level of mankind can only be sustained by a steady supply of that quality of intellect and character which, by reason of its intensity, its force, its rarity, its imaginative quality, we agree to designate by the term genius.

An essential function—It follows that the discovery and encouragement of genius is a function essential to a well-constituted social order. A teacher who ignores genius, a school which suppresses and bullies genius, a university which can provide no occasion for genius to develop its discovering powers in freedom and tranquillity, a business world which thinks that it can dispense with genius, a State which refuses to reward genius, fail, each in its special degree, to perform an important duty to the human race.

A test of every educational system—One test, then, of every educational system is that it should be favorable to the development of human eminence. A well-ordered State provides equal opportunities for development inequalities. Mediæval monasticism was bad because it condemned to celibacy some of the

ablest representatives of the ablest races in the world. Russian Bolshevism in its present phase is equally bad, because it has destroyed the intellectual class in Russia, and by abolishing entrance examinations to the universities has condemned men of the highest eminence to waste their time teaching elementary arithmetic to hordes of ignorant students. A system of public education, in which the examination tests are so severe as to exhaust the mind and dim its freshness, is also, though in a lesser degree, injurious. The influences of a war are more complex, for while on the one hand war generally opens certain new avenues to talent, besides exerting a stimulating effect upon those branches of pure and applied science which bear directly upon national power, on the other hand it destroys many valuable lives, creates an atmosphere of materialism and vulgarity, and so depresses some sensitive natures as to deprive them of the spring and elasticity requisite to good creative work.

We are led then to consider whether in this vital respect of fostering creative and discovering talent the present situation of the world is such as we should wish it to be. Clearly not. From the intellectual point of view the general outlook has never in recent years been less promising. Russia is practically out of action, her intellectual élite ruined or massacred, her schools disorganized, her universities become helpless to forward research. The professorial class in Austria is reduced to the extreme of physical destitution. Medical research, so at least we are given to understand, has practically ceased in Germany, owing to the poverty of professors and students, and original work of all kinds suffers from the same source of disablement. In fact, the war has led to a sensible lowering of the scientific and learned output of the world, and has seriously weakened the physique of those families in Russia and Central Europe from whom the intellectual workers of the Continent were so largely recruited.

In England the middle-class has been crippled, but not ruined. There is no compelling reason, founded upon our economic situation, why the higher powers of creative energy should not be

fully developed in this country, and that they should be so developed is rendered the more essential in view of the paralysis of large parts of the continent of Europe. It becomes, therefore, the more important to consider whether our present educational system is as favorable as it is capable of being made to the development of free discovering power and creative talent.

Uneasy apprehensions—To this the answer must be—not entirely. We have, indeed, widened the highway from the elementary school; we have improved our secondary school system. We have multiplied scholarships, free places, maintenance allowances. We have increased the number of our universities and university colleges. We have provided opportunities for intellectual stimulus and encouragement in our evening schools, our technical colleges, and tutorial classes and extension lectures. In all these ways we have rendered it difficult for intellectual talent to go undiscovered. We want, of course, more secondary schools, but these will, doubtless, be provided in course of time. But are we satisfied that the spirit of our educational system is favorable to genius, that popular thought about education understands the supreme importance of taking risks to promote it, and that teachers all along the line are sufficiently respectful to its early manifestations? I confess that I have some uneasy apprehensions that the great mechanical effort of helping millions of clumsy minds over a succession of low educational stiles may be absorbing too much of the educational energy of the country.

In this connection there is a common fallacy to which I wish briefly to advert. It is sometimes assumed, but without a scintilla of evidence, that schools supported from public funds must necessarily be less favorable to the development of individuality than schools dependent on private endowments or conducted for private profit. The argument is that in the one case there is public control, and in the other, not. The truth is that so far as a school can affect the individuality of its pupils it operates, in the main, through two agencies, the quality of the teaching and the provision for leisure. Neither of these is affected by the question of public control. What is true is that the excessive organization of leisure in any school is harmful to the development of individual tastes. So far as I have observed, this defect is as common in the endowed as it is in the grant-aided schools.

¹ This is one of a series of articles by Mr. Fisher which first appeared in the weekly *Teachers World*, Montague House, Russell Square, London, W. C. 1. The editor of the *World*, Mr. E. H. Allen, asks THE JOURNAL to announce that it will be sent postpaid to American subscribers at five dollars per year.

Fresh Air or Gymnasium

HENRY S. CURTIS

*Director of Hygiene and Physical Training
Jefferson, Missouri*

UNDER natural conditions man lives out of doors. Under conditions of modern life many of us live inside nine tenths if not ninety-nine one hundredths of our time. But the outdoor period is much longer than the house period in human history. All of our organs and functions still crave the open air.

As to just what the difference is between the air in the house and the air out of doors, or why one is so much better than the other, we do not know. We do know that the air indoors is often overheated and undermoistened, that it contains much dust, many bacteria, and a great deal of carbon dioxide, that its temperature is nearly uniform, and that it is still confined air. But whether these differences between the air inside and the air outside, will account for the different effect, we do not know.

Our first revelation of the need of fresh air came from anthropology, when it was discovered that primitive peoples accustomed to live out of doors became sickly and especially subject to tuberculosis when brought inside. The Indian moving indoors fades away before the great white plague, as does the Negro in our cities. Thus we discover that tuberculosis is likely to develop whenever people constantly breathe the inside air, while fresh air stimulates the air cells and makes them more resistant. A few years ago it was found that many of the monkeys in the Lincoln Park Zoo died of tuberculosis in the winter when they were kept in the warmed monkey house. The authorities finally decided to experiment. They selected all the monkeys that seemed bound to succumb before the winter was over and put them in an outdoor cage. It was a foregone conclusion that the tropical monkey could not stand the rigors of a northern climate, but as they were sure to die anyway, it did not make any difference. Unexpectedly, the monkeys thrived and grew fat, fresh air proving more important than heat. Pneumonia patients also do better when they are kept out of doors. They are often put on the roofs of the hospitals even in the middle of winter.

The heart and lungs are bound together like a single organ; their rhythms

vary together. When a soldier was gassed at the front; the most serious result was often the enlargement of the heart. This made any violent effort or excitement dangerous if not deadly. Anything that affects the lungs also affects the blood and the heart. The best treatment for anæmic children is to put them in open-air classrooms.

The effect upon the nerves is no less pronounced. The little child kept inside often becomes restless, fidgety, and irritable. He quiets down as soon as he is taken into the open air. All of us are likewise affected; the best cure for a spell of nerves or restlessness is to get outdoors. Often the doctor prescribes a week or a month in the woods. The inside air acts as a nervous irritant, while the outdoor air is soothing.

Dr. Emerson in his studies of malnutrition in the clinics of Boston and New York finds one of the main causes of undernourishment to be lack of fresh air. He says that often the sole reason that certain children do not gain in weight is that they are sleeping in a closed room. They begin to gain as soon as the windows are thrown up nights in their bedrooms. A sleeping porch has a yet more pronounced effect. In our new schools, we are putting the undernourished children in open-air classrooms whenever possible. The best demonstration, however, was found in the orphan asylums. Dr. Emerson states that where a class of undernourished children in an orphanage was put on a regular regimen and were gaining a pound or so a week regularly, if there came a rainy week, so that they had to take their play period in the gymnasium instead of on the playground, not a child would gain. As the same result was found in a number of orphanages, the conclusion should be fairly conclusive. Apparently the open air stimulates all the vital functions, and assimilation is directly benefited.

The effect of the open air upon the skin is evident. One who spends his time inside is usually pale and sallow, while a walk of half an hour in the wind will put roses in the cheeks. The open air and wind are a direct stimulus to the skin and call the blood to the surface, so that those who live out of doors usually

have a ruddy complexion. I question if any amount of exercise in a gymnasium can make the cheeks glow like an hour of skating, or coasting, or tennis.

The outdoor air apparently has a good effect upon the nose and throat. Those who live out of doors are almost immune from colds and catarrh.

The open air has a stimulating effect upon the follicles of the hair. People who go bareheaded never lose their hair; while those who wear tight hats are liable to. The boys of the Blue Coat school of London always went bareheaded. It is said that no one of them was ever known to become bald-headed. The women on the island of Marken wear from three to five caps. Many of them become completely bald. College girls have commonly dispensed with hats during late years. Without doubt, their hair is more glossy and beautiful as a result.

It is necessary to the hygiene of the eye that there be given frequent opportunities to look off at a distance where the eye axes may become parallel. The eyes of any group of children always look brighter after they have been out of doors. Either the outdoor air has been good for their eyes or their brains, one or the other.

The brain's alertness is always more or less dependent on stimuli from the outside. In the outside air there are always the changes of the temperature, the impact of the wind, and many sights and sounds. Merely to sit outside in a breeze will raise the heart rate from five to twenty beats. Children often grow stupid in the overheated air of the classroom. They need to get outside frequently in order to wake up. The testimony from the open-air schools all over the country is unanimous, as far as I have seen, to the effect that the children there are more alert and make better progress in their lessons.

Each year I speak at many normal schools and colleges. In general, I find the physical director is giving the work in the gymnasium, even though the weather outside is ideal. Most of the normal schools of physical training are doing this. Yet the student who is devoting his day to study needs the open air no less than he does the exercise.

THE United States has the shortest school year and the shortest school week and the shortest school day of all the highly civilized nations of the world.—Leonard P. Ayres in the Detroit Educational Bulletin.

Transportation of Pupils

TRANSPORTATION is the foundation upon which the consolidated rural school stands. It is probably the greatest factor in determining the success of consolidation which has gained such momentum during the past few years. A conspicuous example of what may be accomplished along this line is furnished by Montgomery County, Alabama. A thorough survey in 1917 of the schools of that county showed a one or two-teacher type of school housed in almost any kind of building. After a careful study of the situation, William F. Feagin, who had just been elected to the superintendency of the schools of the county, recommended a larger type of school, modern buildings, pupils transported from distances to the school, a richer curriculum, and more highly trained teachers.

The program, which included the building of five large consolidated schools and provision for transporting the children to these schools, was carried out as rapidly as funds would permit. Very few places at that time had developed a system of school transportation, so there was little available information to guide the superintendent and the school board in this problem. By the close of the year 1919, however, sixteen one-ton chassis were in active operation in carrying the pupils of Montgomery County to and from school.

In 1920 the work was taken up by Mr. Feagin's successor, Arthur L. Harman. Before the schools opened in the

fall two additional trucks were added to the fleet and the next year two more were purchased. For the purpose of completing the school-building project,

the beginning of the system depended mainly on trucks owned by the County Board of Education. There are now thirty-four in operation, thirty-two of

which are owned by the County Board of Education. As the safety of the children is the most important element to be considered in any school project, Montgomery County has set a standard in the handling of school auto busses that might well be put into practice by other rural communities. The following rules govern the drivers of conveyances for children: (1) The driver of a truck must in passing a railroad crossing come to a complete stop, while the captain (one of the students) gets out and stands on the crossing until the truck has crossed it. (2) A truck, while children are in it, must not be run over seventeen miles per hour and not more than five miles per hour over wooden bridges. (3) While on the road, trucks must be run at least seventy-five yards apart. (4) No driver has authority to adjust any part of a truck, unless in case of emergency, and then he must report the change made to the head mechanic immediately upon arrival at the garage. (5) Drivers must observe all commonly accepted "rules of the road." (6) Trucks must not be run with chokes open nor left in gear when stopped. (7) The driver must not leave the truck while the motor is running. (8) Unless in case of emergency, or by direction of the principal, no truck shall be stopped on the road.

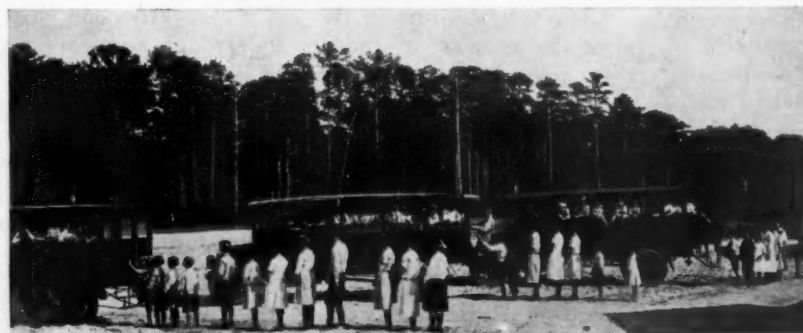
Consolidated Schools in Montgomery County



Pike Road Junior and Senior High School



Pike Level School



Junior and Senior High School at Ramer

a three hundred thousand dollar bond issue was authorized and as this necessitated the purchase of schoolroom equipment and additional trucks, a special three-mill tax levy was placed before the people and was carried by a large majority. As a result, twelve additional trucks began to operate in September, 1922. Montgomery County has from

rival at the garage. (5) Drivers must observe all commonly accepted "rules of the road." (6) Trucks must not be run with chokes open nor left in gear when stopped. (7) The driver must not leave the truck while the motor is running. (8) Unless in case of emergency, or by direction of the principal, no truck shall be stopped on the road.

(9) The driver must keep a clean personal appearance when driving a truck in which children are being transported. At no time through carelessness has the life of a single child in Montgomery County been put in jeopardy. Every truck driver will testify that the child has been the chief object of concern.

Montgomery County has tried both the schoolboy and the man drivers. While it may do the schoolboy good to drive a truck, experience has shown that the schoolboy does not always do good to the truck. At present there are six schoolboys driving in Montgomery County, but all the rest are full-time men. By proper planning, these full-time drivers, twenty-six in number, are assigned during school hours to other duties, thus avoiding loss of time and energy either to the school board or to the men themselves. Some assist in the development of athletic fields and playgrounds; others take care of the school grounds; some load and unload coal; while others look after the repair work of the trucks.

The experience of Montgomery County is that the motor-drawn vehicle must be used in transportation. This means the expenditure of money, but no county board of education can operate trucks without making adequate plans for their up-keep. Because the trucks require excellent care, regular schedules for garage work have been put into effect. The longest transportation route in Montgomery County is twenty-three miles; the shortest route, three miles. The average number of miles traveled by each child is 11.1 miles. So important to the development of the rural schools has the problem of transportation become that it is especially provided for by the school laws of forty-three States according to a survey made by the U. S. Bureau of Education. The remaining five States permit transportation under the authority granted to school directors to provide for the general welfare of their school districts. The types of transportation used include ferries, rowboats, trolleys, railroads, but the most common types are the horse-drawn wagon, the van, and the gasoline-driven autobus. In northern States, when the snow is deep in winter and the sleighing excellent, the body of the school van is frequently transferred to runners. Washington uses almost every type of transportation except the aeroplane and the submarine, the school children of the Puget Sound counties being transported in rowboats and launches.

As safety, convenience, and comfort are the points to be considered in school transportation, bonds for the faithful fulfilment of the contract are required of all drivers by the school laws of Arkansas, Colorado, Nebraska, Nevada, Ohio, and Missouri. Many other States are so specific and exacting in their requirements for drivers, and so carefully safeguard the lives of the children who must be transported that bonds are not always required.

The outstanding advantages of transportation are: (1) Protection for the pupils from wind, rain, and snow. (2) Dry and comfortable garments when the children arrive at school. (3) More time at home in the morning and evening. (4) Greater regularity in attendance. (5) Proper protection and supervision while going to and from school. (6) The removal of the handicap of distance. (7) An equal opportunity for every child to attend school.—A. S. W.

Scientific School Counseling¹

GEE, she's got the biggest job of the whole faculty!" This exclamation came from a senior boy, who was watching a high-school counselor cheerfully greet each student in the long line that was constantly streaming into her office.

In this office the many opportunities of the high-school are carefully explained to the new pupil and personal attention given to see that he is adjusted as quickly as possible to his new surroundings. Programs are adapted to individual pupils after careful investigation of physical and mental capacity, previous accomplishments, and future plans. Some students are permitted to enrol for more than the normal amount of work. Others not so strong have a lightened program, for separate courses as well as differentiated courses are offered. Students come for help in the choice of elective subjects and for information about the different courses. No child's school program is allowed to be a matter of chance.

Class teachers find in this office complete case-records of students and from these judge the type of work to be expected from each pupil and the particular needs to be met. Students get accurate information about graduation requirements, college and university matriculation requirements, and vocational information, such as the opportunities and demands of the more common vocations, their educational requirements, and where these can best be met.

Students apply for after-school employment; those who are forced to drop out of school for economic reasons are placed on a job, as nearly as possible

sued to their capacities, and are shown the advantage of the part-time school. Conferences are arranged with each pupil planning to leave school. Trivial reasons, which sometimes upset a boy or girl, are discovered and cleared up. Students and their parents come repeatedly for counsel and help in present school difficulties and future plans. And research studies are constantly made to act as bases for determining school policies and scientific guidance of pupils. Do you not agree with the senior boy that the school counselor who directs this work has the biggest job of the whole faculty?

In the course of the term, every pupil in this school comes under the supervision of the counselor just described; the multiplicity of problems which they bring shows that students need guidance.

In the past, various guidance programs have been developed throughout the country—some of them have fallen into disrepute and others have not functioned. The great difficulty with guidance formerly has been that too often it was a matter of mere opinion, sentiment, and well-intentioned conjecture. Educators now realize that school counseling must be based upon scientific research. It is fortunate that scientific methods are being developed at a time when the need for guidance is greater than ever before. An analysis of present-life conditions shows that there are at least *seven outstanding reasons* why school counseling is needed:

1. *Youth is a period of development and groping.* One of the outstanding characteristics of youth is a strong feeling of independence without the judgment that comes with experience to direct it. While choice is recognized as one of the greatest gifts of life and is what every adolescent youth wants and should have, it is fraught with dangers as well as possibilities for good. Youth

¹ This is the first of a series of articles on *school counseling* that is being prepared for THE JOURNAL by Miss Margaret M. Alltucker, who recently became assistant director of the Division of Research of the National Education Association, after earning recognition in the movement to put school counseling on a scientific basis.

lacks the judgment that experience has brought to older persons. Counsel is needed and much of it, to be acceptable, must be given indirectly. In the end each individual pupil must be helped to orient himself. And never before was it so difficult for a developing youth to find his proper bearings and relationships.

2. *There is difficulty of adjustment in present complex surroundings.* Formerly the education needed to meet the less complex industrial conditions was not so specialized. Furthermore a child could then adjust himself more gradually to his social surroundings. He grew up with a knowledge of the nature of the occupations in his small community and as he was able to share in the work, became skilled in one of them. Now in many fields special qualifications including special training are required for success. The number of vocations is so great that it is difficult for a youth to choose one wisely unless he has considerable information about many.

The need for youth to have a definite objective that as he grows up he shall find his place in the world is apparent to every teacher. How many times we hear of the youth who wants to go somewhere but does not know where he wants to go, and consequently does not burn with zeal to get there. One of the things which keeps boys and girls from going straight to their goal is ignorance of ways and means. Students naturally look more and more to the public school for this information as well as for the courses of instruction necessary for them to become skilled in their chosen vocations.

3. *Training is demanded in many fields.* To meet the various social demands, a constantly increasing number of subjects is included in the school curriculum. It is not unusual today for a large high-school to offer over 140 different classes. From this very diverse educational menu each pupil is expected to choose four or five subjects.

It is obvious that guidance is needed in this choice, if a well-balanced course, which each individual pupil's abilities, interests, and ambitions permit him to assimilate, is to be selected.

4. *Present public-school enrolment is larger than ever before.* Statistics compiled by the U. S. Bureau of Education² show that, although the population from 1890 to 1920 increased 69 per cent, the percentage of high-school attendance to the total population increased 550 per

cent. Every day each teacher meets so many classes, and each class is so large that the individual pupil is often submerged in the group. Too frequently in large schools, students are neglected because no one teacher feels that it is her business to give them her sincere consideration. While every teacher should be interested in the personal problems of her students, one or more members of every faculty should act as a counseling staff, whose particular business it is to adjust the problems of the individual pupil.

5. *The school's responsibility in training for citizenship has greatly increased.* The State, realizing that its progress depends upon an educated citizenry, requires, at present, a longer period of compulsory school attendance than ever before. In justice to a pupil, he should not be kept in school unless he can profit by it. This means that each pupil must not only be guided in his selection of school subjects, but that his progress be watched from week to week. Unfortunately we sometimes hear more of the failures to pass in school subjects than of the reasons for these failures. Good citizenship depends so largely upon right attitudes that a constant study of the individual pupil is necessary. A spirit of social consciousness must be developed in each pupil. This is dependent upon guidance.

The neighborhood, the church, and the home, in a simpler state of society, were for the most part adequate socializing agents. They assumed the greater share of the responsibility for training in ideals, social relationships, and avocations. This division of labor has shifted. More and more, the public school is being made responsible for the development of the whole life of each of the 25,000,000 children enrolled. The problem is complicated by the fact that no two children are alike.

6. *There are outstanding individual differences among pupils.* With the changing economic and social conditions and the extension of the age of compulsory school attendance there are children enrolled in school today who formerly would not have attended. Intelligence and subject tests are showing the wide range of abilities and accomplishments that exist among the pupils in any one grade. These tests need to be supplemented by case studies of individual pupils which will include such factors as: health, character traits, special interests, future plans, ambitions, home and neighborhood condi-

tions, and other data. Individual assets and adaptive difficulties can only be discovered and systematically cared for in a large school by a counseling staff which is definitely responsible for this work.

7. *Students, transferring from one school to another, find adjustment difficult.* Schools in different localities differ in courses of study, in standards of accomplishment, and in methods of teaching. Individual schools often think that their work is superior. The result is that when a pupil enters a new school, particularly if he is a late entrant and has lost several weeks of school, teachers are apt to think that he should be put back a grade rather than continue in the grade in which he has been enrolled, when as a matter of fact, it may be that he should be promoted to a higher grade. Careful evaluation of the new pupil's previous record, his score in ability and accomplishment tests, his health, and all other factors that enter into his successful adjustment must be considered by the counselor.

When we remember the variety of problems which pupils brought to the counselor described in this article and when we consider that youth is a period of development and of groping, that there is great difficulty of adjustment in our present complex surroundings, that training is demanded in many fields, and that the subjects offered in a cosmopolitan high school are so many and varied that a pupil cannot select from them wisely without help, that the present public-school enrolment is close to 25,000,000, that the public school has a greatly increased responsibility in training for citizenship and in the whole development of the child, that there are outstanding individual differences among pupils, and that students, even in transferring from one school to another, find adjustment difficult—when we consider these things we realize that school counseling is not only necessary, but that it must be based on scientific research and carried on by specialists, who are not merely dominated by sentiment and a desire to be helpful, but who are educational diagnosticians. A later article will show how educational diagnosis can approach a scientific basis.

ON order depends all intellectual progress. Without it all schools close, libraries are empty, and education stops. Disorder was the forerunner of the Dark Ages.—Calvin Coolidge.

² Bulletin, 1922, No. 29, U. S. Bureau of Education, page 5.

Economy is Wise Spending

EDITH McCLURE PATTERSON

*Budget Specialist, General Federation of Women's Clubs
Dayton, Ohio*

FROM TIME immemorial economy and thrift have been preached, but a wrong interpretation has been given these terms. They have been interpreted as closeness, even to the point of stinginess or miserliness. Today the women of the Nation, the real homemakers, are fast coming to see that thrift and economy mean not doing without, but wise spending.

No one benefits through waste, neither the housewife nor the merchant. All buying should rightly be considered in the light of an investment. Right buying insures getting full value for the money spent, and that is true economy and thrift. This interpretation of thrift is a much more agreeable one than the old-fashioned idea of miserly hoarding.

Why has the American Nation acquired the reputation of being improvident and careless with its money? Simply because we as individuals have not been taught to understand money, what it means, and how to handle it so as to get the most from it. We have taught our children much that has no practical application to their later daily problems; we have neglected to teach them the fundamentals of good management.

Four fifths of the children of the Nation leave school between the ages of sixteen and eighteen to take up their life work. That their education has been neglected in certain fundamentals is evident when statistics show that 65 per cent of the people of the United States only own 5 per cent of the National wealth? Furthermore, these same statistics show that 69.43 per cent of the families in the United States have an income of less than \$1000. A recent college investigation in a certain State shows that there is one automobile in the State for every family, and one bath tub for every four families. Could there be better evidence that our children should be taught how to use money wisely? There is now a concerted movement on foot to supply this lack.

The General Federation of Women's Clubs, the largest organization of women in the world, with a membership of over three million in the United States, has appointed a Budget Specialist to give help and information to clubs in ar-

ranging programs on practical finance. Club women and housewives have through experience come to realize that any study which will help them to live within their incomes rather than in a haphazard fashion, and therefore, perhaps, beyond their incomes, is equally fascinating and much better than the study of ancient history, art, literature, civics, and other present-day questions. Educational work of this nature will help to stabilize the finances of any community and those engaged in catering to the wants of that community are bound to benefit accordingly.

The American homemaker, too, is seeking with keen concern and determined effort knowledge that will enable her to handle her job in a business-like way. Many community merchants are co-operating in spreading this knowledge, for they realize that by helping the housewife spend her money wisely they will profit not less but more.

This educational work is not being confined to the housewife alone. The best results can be achieved through incorporating into our public-school training a practical education along business-like lines. One of the best known textbook writers in the United States is completing a series of arithmetics which will show its practical application to the needs of every-day life and lead children to look upon mathematics in its lower branches, not as a difficult subject that must be mastered, but as an interesting study that will help them every day.

Children little realize the value of money, its uses as a medium of exchange, and how to utilize it to the greatest advantage. Yet thousands of children enter business life after completing the sixth grade, and become self-supporting and oftentimes the mainstay of a family. They spend money every day. Is there anything more important for them to learn than the wise spending of it? Such a knowledge would increase their value to their employers and to themselves.

A great cry has gone forth to build stronger boys for our Nation's leaders. Is it not equally important to build stronger girls—mentally, physically, and spiritually—that they may be mothers of great National leaders? The founda-

tion of true Americanism is laid in the home. Wise spending has much to do with the welfare and growth of our children and the well-being of our men and women. The present movement aims to reach both adults and children.

The late President Harding, understanding the value, and practising the virtues, of true thrift, voiced his appreciation in these words: "No habit is so easy to form, none so hard to break, as that of reckless spending, and on the other side, none is more certain to contribute to security and happiness than the habit of thrift, of savings, of careful management in all business concerns, of balancing budgets, and living within incomes. If I could urge upon the American people in a single rule, applicable to every one of them as an individual and to every political or corporate unit among men, it would be to learn to spend somewhat less than your income all the time."

One of our captains of industry, Frederick B. Patterson, president of the National Cash Register Company, is offering ten life memberships in the National Education Association for the ten best suggestions as to what may be injected into our elementary and high-school curricula that will tend to develop habits and understanding of better business methods, more intelligent buying, and more efficient spending. The Savings Bank Division of the American Bankers Association has offered one thousand dollars for a similar contest.

Bankers, merchants, and business men generally have shown much interest in this movement. The American educator sees the day approaching when women will know how to manage the home purse; when the children will take their places in the business world better prepared to meet its problems; when public schools will graduate children with a *practical* education. When that day comes, and it is on its way, the general community standards of living will be raised, and worry, lack, and sickness be replaced by contentment and prosperity.

THERE is something sacred about wages—they represent homes and families and domestic destinies. People ought to tread very carefully when approaching wages. On the cost sheet, wages are mere figures; out in the world, wages are bread boxes and coal bins, babies' cradles and children's education—family comforts and contentment.—*My Life and Work* by Ford.

The Seattle Principals' Association¹

THERE are three main reasons for a local organization of principals: (1) To promote professional study; (2) to maintain the professional status of the principalship within the community; (3) to serve the community as a civic organization. The purpose of this article is to indicate briefly how one group of principals has worked out these ideas.

The objectives of the Seattle Principals' Association, according to the constitution, are "Professional advancement, civic improvement, and social betterment." Professional advancement is named first and it is at this point that the Seattle principals began their organized efforts.

The story of how the program of systematic professional study came about is interesting. It was a gradual development and not a sudden metamorphosis. The organization had always been favored with strong presidents who felt the value of cooperative effort. Dinner meetings had been held and these had become increasingly frequent as the group spirit increased. At these meetings addresses of professional as well as non-professional character had been given, occasionally by a principal but more often by an outsider. There was much of inspiration and benefit in this kind of thing and certainly no principals' organization can afford to cut itself entirely off from the viewpoint of the man of affairs.

To Dio Richardson, president in 1919-20, however, must be given the credit of having first conceived and put into operation the idea of a professional study program based upon regular monthly meetings and conducted almost entirely by the principals themselves. Since that time, the Association has gone steadily forward, not only in professional standing, but also in rank as a civic organization.

Centering the activities upon professional study has several advantages:

(a) It means increased school efficiency through the dissemination throughout the system of the best ideas in supervision and management.

(b) It stimulates the interest of the members because principals feel that they

get something which they can apply to their own problem.

(c) Principals themselves grow considerably through investigations made as members of committees and presented to the Association at the meetings. Several



FRANK D. McILRAVY, principal of Gatewood School, Seattle, Washington, who is the president of the Seattle Principals' Association for 1923-24.

studies thus made have been published in educational periodicals.

(d) Community respect is compelled for an organization that is concerned chiefly with improving the efficiency of the service of its members. When the Tax Reduction Council began in 1921 its fight for cheaper Seattle schools, it recommended slashing cuts in all salaries *excepting those of principals*.

(e) It avoids the pitfall of "politics." It is true that a civic organization of any kind is always open to such a charge. There is always pressure from without for a principals' association to play politics in city affairs. It is well to have community recognition as a purely professional group in order not only to lessen this pressure, but as a safeguard against the possibility of unfair charges being given credence by the public. Nothing will ruin community confidence in the schools faster than will serious questioning of the motives of the school people themselves.

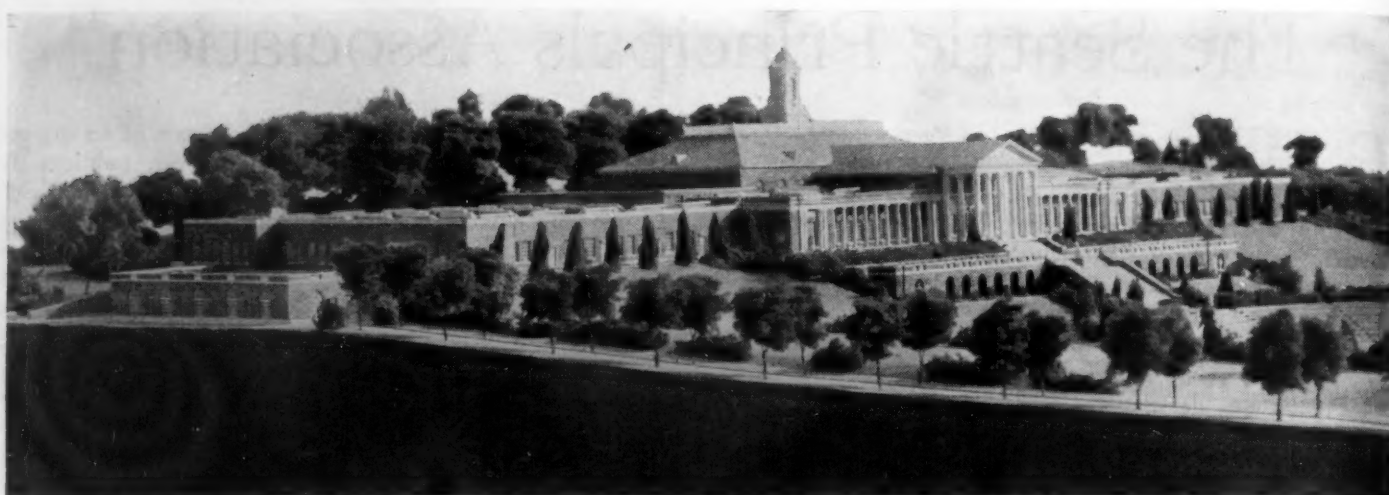
Publicity should be part of an organization's work. However, publicity is a two-edged weapon. Careful publicity has been the policy of the Seattle organization. No exaggerated claims have been made. Conservative reports of meetings and other professional activities have been regularly given to the press. Accomplishments of the schools have been featured. Officers of the association have been careful not to rush into print with hasty opinions. Even under the sting of unfair attacks on the schools, this rule has been followed.

Good faith in professional ideals has been proved in a convincing way. Until 1922, the expenses of a representative from the Association to attend the convention of the Department of Superintendence and allied groups and en route to visit other school systems had been borne by the Board of Education. When lack of school revenues made this practice no longer possible, the Association voted the necessary funds and sent the representative as usual, accompanying this action with the statement that so valuable had former reports been to the Seattle schools that the principals preferred to pay for these personally rather than to forego the benefits.

Two other distinctive features are yet to be noted—namely, the personnel of the organization and its relations with the superintendent's office. The active membership of the Seattle Principals' Association includes both high and elementary school principals. Superintendents and supervisors are entitled to become associate members. They have no vote and do not pay dues, but are both privileged and accustomed to take part in all professional discussions. This arrangement is perhaps different from that of many such organizations, but there is found to be an advantage in having several different viewpoints represented. Dues are five dollars per year, of which a large part now goes to pay the expenses of the representative to the mid-year National convention of the allied departments. Monthly dinner expenses, save those of honor guests, are not paid out of the treasury.

The most cordial feeling has always existed between the superintendent's office and the Association. There is no doubt that this has helped in the effectiveness and development of the schools and of the organization as well.

¹Prepared for THE JOURNAL by Worth McClure, Superintendent's Assistant and President of the Association, 1921-22, Seattle, Washington.



THIS beautiful school plant is the gift of Mr. John Handley to the town of Winchester, Virginia. Mr. Handley wished through this gift to his home community to "recognize the foundation of democracy, the public school." The plans and design for the plant were completed after numerous conferences with educational experts of every type.

Discussions have been conducted in an entirely frank but withal a friendly spirit, and problems have been met in the light of what was best for the schools as a whole.

The Seattle Principals' Association continues to thrive under the policy of professional study first. Instead of the interest wearing out, as was occasionally predicted in the beginning, the organization within the membership of several small study clubs meeting semi-monthly would seem to show that interest is on the increase.

The following are the programs for 1921-22 and 1922-23. Each meeting is presided over by the president, but is in charge of a small committee of two or three principals, selected by the program committee in conference with the president. Meetings are held upon the fourth Tuesday evening of each month except December.

Program for 1921-22—(1) Reports of delegates to the Des Moines Convention of the National Education Association and to the Pan-Pacific Conference on Education in Honolulu.

(2) How the principal may be most helpful to the teacher. A study of replies from the teachers themselves to a questionnaire upon this topic. Officers of all parent-teacher circles were guests at this meeting.

(3) Bridging the gap between grades and high school. A symposium of current practices with suggestions for improvement.

(4) The work and aims of the Washington Education Association.

(5) The practicability of the single salary schedule in American education. A study of first-hand reports obtained

from cities where the schedule is now in operation.

(6) The report of the delegate to the Chicago meeting of the Department of Superintendence and allied groups.

(7) A testing program for a city school system. How may the testing work of the principal be better coordinated with that of the central office?

(8) The elementary school—how shall it be evaluated? A study of standards by which the efficiency of an elementary school may be estimated, with especial reference to Seattle's platoon schools.

Program for 1922-23—(1) Report of delegates to Boston Convention of the National Education Association. Address by Will C. Wood, State superintendent of schools, Sacramento, Calif.

(2) The purposes and plans of the newly organized Research Department of the Seattle Public Schools.

(3) The diagnostic work of the principal and various plans for effective follow-up work.

(4) A study of school costs and municipal finances with especial reference to school support. (Two meetings).

(5) Report of representative at the Cleveland meetings.

(6) Report of the committee on the teaching of English in the elementary and high schools. As a result of this report a joint committee representing the high and elementary schools was appointed by Superintendent Cole to adjust the English courses of study so as to articulate more closely in both types of schools.

(7) General "experience" meeting participated in by members of the Board

of Education, superintendents, supervisors, and principals. Each person was asked to describe briefly some "high light" in the Seattle system that had come under his notice during the current year.

THOMAS JEFFERSON ON EDUCATION—When sobered by experience, I hope our successors will turn their attention to the advantages of education. I mean of education on the broad scale and not that of the petty *academies*, as they call themselves, which are starting up in every neighborhood, and where one or two men, possessing Latin and sometimes Greek, a knowledge of the globes, and the first six books of Euclid, imagine and communicate this as the sum of science. They commit their pupils to the theater of the world with just taste enough of learning to be alienated from industrious pursuits, and not enough to do service in the ranks of science. We have some exceptions, indeed. I presented one to you lately, and we have some others. But the terms I use are general truths. I hope the necessity will, at length, be seen of establishing institutions here, as in Europe, where every branch of science, useful at this day, may be taught in its highest degree. Have you ever turned your thoughts to the plan of such an institution? I mean to a specification of the particular sciences of real use in human affairs, and how they might be so grouped as to require so many professors only as might bring them within the views of a just but enlightened economy.—*Writings, Vol. 6, page 356, Letter to John Adams, Monticello, July 5, 1814.*

Beauty in Education¹

FREDERICA BEARD

THE INBORN love of beauty in the human heart struggles for expression. The window of a tenement house with its box of greenery goes to prove that it exists and seeks to live. The gaudy colored prints on the wall of a Negro cabin testify to the same truth. Weak, crude, elemental as the expression is, it is surprising to find in places most unlikely a longing for the artistic. Such evidence suggests that the love of the beautiful is potentially in every human heart, though crushed it may be, by many forces, and often dying of starvation. Should not the hungry be fed and the opportunity for satisfaction be given before it is too late?

The response of a child to a beautiful effect is sometimes startling. It may be unconscious response but it is none the less true. A schoolroom decorated in soft and tasteful coloring with growing flowers here and there, and two or three fine pictures on the walls, has been found to have so controlling an influence that Poles and Russians of the street have grown increasingly polite and orderly in its atmosphere. Scientific observation has proved that color has an effect on the nervous organization; certain colors bringing rest and repose, while others tend to excitement and disquietude. Such results are, of course, most noticeable when sensitiveness is peculiarly acute, but they are just as much a fact when unrealized, and when the reaction is less keen. This is, however, only a part of the story as we consider the cause of a refining behavior. Beauty calls forth a response, and in its presence ugly roughness in a child retreats and gentleness of action takes its place.

A story told before is so apt an illustration of this truth that it will bear repetition. A little fellow from "The Black Hole" of Chicago was one of a group of kindergarten children to be taken one morning to the Art Institute. There they saw the Sistine Madonna among other pictures. The following Saturday found the child, with his somewhat older brother, standing at the door. "Please, Mum," said he to the attendant at the desk, "can we come in? I've brought Jim to see the picture that's so great." It was against the rules to

allow children to go to the rooms without adult company, but the pathetic picture and eager look before her caused the attendant to call an assistant to the desk and to go herself as escort, curious to see which was "the picture that's so great." The children tiptoed in and with hushed awe as if on "holy ground," the younger boy pointed to the Madonna and child that had made the great impression. Then they turned with absorbed interest to other pictures until the attendant had to send them away. The next Saturday and the next found them again at the Art Institute, and, because they were so orderly and quiet, even reverent in their actions, these little street urchins gained special permission to enter. Why did they come, and why did they behave thus? Was it not because they were hungry for the beautiful? One has only to go into any one of the magnificent railway stations of the country to note the effect of grandeur upon rough natures. Movements are more quiet than when outside the building and even voices are subdued.

If hunger for beauty and the effect of the beautiful were appreciated, greater attention would be paid to the arrangement and appearance of school rooms. Here is a factor in education that is too little recognized. If the silent influence of a picture were realized, care would be taken to place one, two, or three *good* pictures in a home or school as much as, or more, than other furnishings, and *some* pictures already there would be cast out. Perhaps this influence is not considered because it is silent and elusive; something that cannot be computed in exact terms, that can only be determined by close observation of a number of children. Indirect influence is greater than direct. Gradually, quietly, persistently the picture bears its message, sometimes doing what other expressions fail to do for

"We're made so that we love
First when we see them painted, things we
have passed
Perhaps a hundred times, nor cared to see;
And so they are better, painted—better to us,
Which is the same thing. Art was given for
that;
Leading our minds out."

A young girl stands before the portrait of Antigone or Cordelia; she has a vision of a possibility and, as she gazes on that face, an ideal grows and by and

by the ideal is woven into life. Another looks into the face of a beautiful Madonna and as she sees the beauty of motherhood, she longs to fulfill in herself all that it suggests. And the youth as he turns now and again to note the courage and nobility of "Sir Galahad" finds desire astir within himself. With a larger vision of the many ways in which the Divine life manifests itself we shall say with Emerson, "God is the All-fair. Truth and beauty and goodness are but different faces of the one all."

If beauty is to bring the desired effect, it must be adapted to the child's plane of development and must answer to his need. In both form and content it must correspond to his life, and so call forth a response. This does not mean that it should be lowered to a child's immediate whim and taste; if this were true, little beauty might remain! Superficial likings are not to be considered. The guide for selection is not to be what a child thinks he wants, but innate tendencies that will respond to certain stimuli and not at all to others must be reckoned with. These vary much at different ages.

An unwarranted conclusion has, however, sprung up from the theory of evolution, namely, that the individual and the race begin, both in expression and appreciation, with the inartistic and the ugly and gradually grow toward perfect art. Such an assumption arises from a limited notion of expression and appreciation. Decidedly inartistic are *some* of a child's expressions, and *some* of his appreciations tend toward the ugly rather than the beautiful. But under a broad, deep view the untruth of such a theory is evident. "The baby waves a good-by with a grace and beauty of arm and hand movement that the best trained actress cannot equal. A simple folksong is as perfect art as a Wagner opera. The Hymn to the Dawn in the early Vedic poems is as artistic as Milton's *Lycidas*. An early Greek myth may rival Goethe's *Faust* in the harmony and beauty of its artistic expression and interpretation of life." Thus human life on any plane may have some expression of beauty and still more, may it respond to such expression if between the two there is some sympathetic touch. To understand child nature and its development is essential in the use of art in education. An illustration will be suggestive. One of the old-time pictures may call forth an expression of wonder and delight on the face of a five-year-old which to his ten-year-old brother with

¹Reprinted from *The School-Arts-Magazine*.

AT THE meeting of the Department of Superintendence in Boston, in 1893, a most notable gathering was the Authors' and Publishers' Reception on February 23. Among the celebrities present was Dr. Oliver Wendell Holmes, who after a few remarks read the following verses, prepared for the occasion. His death occurred October 7, 1894.

Verses

Oliver Wendell Holmes

Teachers of teachers! Yours the task
Noblest that noble minds can ask.
High up Æonia's murmurous mount,
To watch, to guard the sacred fount
That feeds the streams below;
To guide the hurrying flood that fills
A thousand silvery rippling rills,
In ever-widening flow.

Rich is the harvest from the fields
That bounteous Nature kindly yields;
But fairer growths enrich the soil
Ploughed deep by thought's unwearied toil,
In Learning's broad domain.
And where the leaves, the flowers, the fruits,
Without your watering at the roots,
To fill each branching vein?

Welcome! the Author's firmest friends,
Your voice the surest godspeed lends.
Of you the growing mind demands
The patient care, the guiding hands
Through all the mists of morn.
You knowing well the future's need,
Your prescient wisdom sows the seed,
To flower in years unborn.

his keen materialistic appreciations will suggest only physical grotesqueness and appeal to his sense of humor, leading to irreverence.

Thousands of homes cannot give the uplifting influence that children need, either because of economic reasons or because of ignorance. The State must give what the home cannot supply. Beauty should, therefore, be added to the cleanliness, neatness, and convenience of school grounds and buildings. For homes that, for convenience, may be termed of the "middle class" there is opportunity as never before to get good works of art in inexpensive copies. One fine presentation is often better than two of poorer workmanship. In homes of culture and of wealth it may well be remembered that too much feed-

ing is as bad, or worse, than too little. The pitiable ugliness of poverty is less morally harmful than the gorgeous ugliness of extravagant wealth.

For the appreciation of what is beautiful, and a practical application of it, no better work can be done than that pursued in a few schools of the country today by the study of desirable house decorations in color and design. One group of eighth-grade pupils were given the opportunity of selecting between wall-paper samples, in accordance with the rules of color and form they had been taught, and the greatest interest was manifest in the choice of a well built house and of good furnishings. Care was taken that extremes necessitating extravagance should not be advocated. Two wall papers, one good

and the other bad, but of the same price, proved that it needed only discriminating taste to reject the coarse and loud and purchase the good. Imagination can easily picture the effect on the homes of the future. Incalculable good may be done by training a girl in color appreciation applied to dress. She has a natural love for gay plumage and the desire for personal adornment is legitimate; she is not to think of the bright and gay as ugly, but only undesirable when used in wrong quantities and relations. The right association of color, resulting in harmonious blending, is what she needs to realize.

Beauty in education by way of Nature has been so far only hinted at in this writing. It needs emphasis again and again and yet again. For to a small extent at least, it is possible to all, and to child-life Nature is nearer than art because it is simpler and more elemental.

To the children of the poor, Nature must be brought or special provision must be made to take them to it. Something has been gained by way of city parks and by natural objects in the school room, and something by way of "fresh air" expeditions. But the appeal of one child is but the cry of many: "I wish I could sit on the grass all day," not once but many times. "Children are even closer than we to the great Nature-Mother, and if they can have constant opportunity for contact with her beauty, it will build itself into their very spirits, giving a dignity and harmony difficult to gain in any other way.

A boy stood out in the fields one day. A hoe was in his hand, but he was not working. He was looking afar off. A sympathetic mother approached the dreamer and gently said, "What is it, son?" "Oh, Mother," responded the lad, "it's so beautiful! It makes me want so much."

The conscious realization thus expressed is, undoubtedly, exceptional, but Nature's appeal to aspiration is just as true to many another youth. "Had I but two coins," said Mahomet of old, "with one I would buy bread; with the other hyacinths, for hyacinths would feed my soul." The food of the soul has many names and is interpreted in many ways.

"A haze on the far horizon,
The infinite tender sky,
The ripe, rich tint of the cornfields,
And the wild geese sailing high,
And all over upland and lowland
The charm of the goldenrod,
Some of us call it Autumn
And others call it God."

GUIDE TO BOOKS

THE EDITORS of THE JOURNAL are eager to know what features of the *Guide to Books* are most useful to its readers. Do you find the Select List useful? Does the Comprehensive List aid you in keeping in touch with new educational material? Are the lists of books on special subjects, like the one on motion pictures in this number, valuable? If so what are some of the subjects on which you would like similar lists? Address your observations to *Guide to Books*, National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Select List

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

BRIM, ORVILLE G. Educational progress and the parents (Education bureau, Rural school leaflet 15). Wash., D. C., Supt. of Docs., Gov't Pr. Off., 1923. 8p. Paper, 5c.

Tells how the new tendencies and problems in education may be presented to school boards and patrons in order to give them, in every-day language, a clear and more practical idea of the purpose of education.

COBB, IRVIN SHREWSBURY. Snake doctor. N. Y., Doran, 1923. 343p. \$2.

Nine short stories, wise, humorous, and pathetic, in some of which appears the familiar character of "Old Judge Priest." The title story won the O. Henry Memorial first prize for 1922. Reprinted from various magazines.

DRINKWATER, JOHN, ed. The outline of literature. vol. 1. N. Y., Putnam, 1923. 309p. Illus. \$4.50.

Designed to give a "representative summary" of the great works of literature and to place them in historical perspective, this first volume of three fulfills its purpose admirably. Not intended for the practiced, critical reader, as the matter is necessarily condensed in form, but for one whose knowledge of literature is superficial and poorly organized. Each of the studies has been prepared by a specialist, although only one, "The story of the Bible," by E. W. Barnes, Canon of Westminster, appears signed. Contains a large number of reproductions of well-known paintings which add much to the attractiveness and interest of the book.

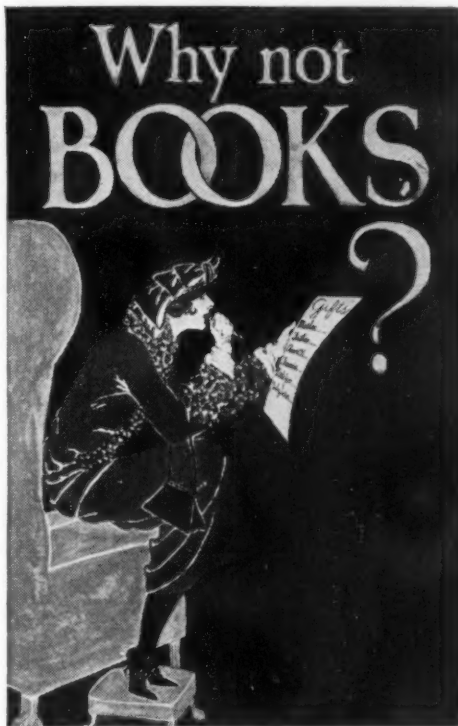
Contents: The first books in the world—Homer—The story of the Bible—The English Bible as literature—The sacred books of the East—Greek myth and the poets—Greece and Rome—The middle ages—The Renaissance.

FROST, HELEN, and CUBBERLEY, HAZEL J. Field hockey and soccer for women. N. Y., Scribner, 1923. 247p. Illus. \$2.

A practical and authoritative manual of two games which are rapidly gaining in popularity among American high-school and college girls. The principles of both games are clearly presented, and the book is well illustrated with photographs and diagrams so that it will be useful both to player and coach.

GOODSELL, WILLYSTINE. The education of women. N. Y., Macmillan, 1923. 378p. \$2.60.

A broad, open study of problems and tendencies. Discusses the percentage of marriages among college women, sex differentiation in education, "bringing out" the retiring or individualistic girl, cultural *vs.* vocational



education, and the questions of morals and health. Interestingly written, often presenting views of leading thinkers on the various phases of the subject. Chapter bibliographies and index. Appendix contains findings of a questionnaire on physical education in high schools and colleges in 1921.

LINK, HENRY CHARLES. Education and industry. N. Y., Macmillan, 1923. 265p. Illus. \$2.

A detailed discussion of the various phases of industrial education, for the employer and general reader. Considers the problems of the subnormal worker, the training of executives, foremen, and salesmen and describes the functioning of trade and vestibule schools, of industrial motion pictures and Americanization classes. Author is lecturer in industrial education at Columbia University. Goes over some of the ground covered by Kelly, *Training industrial workers*, but is more general.

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

Written to "give an insight into the teaching of the principles underlying the several acts of designing and making." Discusses the aesthetic and thought elements in the industrial arts, how designs and decorations are thought out, and methods of class procedure. Outlines in detail courses in wood-

work and bookmaking. Comprehensive and practical. Fully illustrated.

MASSON, THOMAS LANSING. That silver lining. Garden City, N. Y., Doubleday, 1923. 441p. \$2.

The well-known humorist has here turned physician of the mind and advocates the practice of work, faith, and self-forgetfulness as the surest means of getting on the road to happiness. He backs up his rules and formulas with illustrations from his personal experiences and from the lives and writings of thinkers and philosophers, and is happily free from sentimentality.

MUKERJI, DHAN GOPAL. Caste and outcast. N. Y., Dutton, 1923. 303p. \$3.

An absorbing narrative of East and West. The first is an intimate and charming account of the life of a Hindu boy of the Brahmin caste; his childhood, training, initiation into the priesthood, and the influence of religion on daily life in India. The second part tells of his life in America, an outcast, his college career at the University of California where he worked his way, his contact with socialists, spiritualists, and I. W. W.'s. Later he became a professor of comparative literature and a lecturer.

PHELPS, WILLIAM LYON. Some makers of American literature (Dartmouth alumni lectureships on the Guernsey Center Moore foundation). Bost., Marshall Jones, 1923. 187p. \$2.50.

Lectures delivered at Dartmouth College on American writers and thinkers, containing brief biographical notes and critical comments. Edwards, Franklin, Cooper, Webster, Lincoln, Hawthorne, Emerson, and Mark Twain are included. For the general reader. Appeared in *Ladies' Home Journal*.

PRESSEY, SIDNEY LEAVITT, and LUELLA C. Introduction to the use of standard tests. Yonkers, N. Y., World Bk. Co., 1922. 263p. \$1.80.

"An introductory manual in the use of tests." Part one discusses their nature, purpose, and use; part two contains tests in elementary and high-school subjects with instructions for giving them; part three is devoted to the measurement of mental ability, and part four to a general discussion of test construction and testing programs. Appendixes on finding the median and on feeble-mindedness. Bibliographies and glossary. More elementary and practical than McCall, *How to measure in education*, and Monroe, *Theory of educational measurements*.

SWIFT, FLETCHER HARPER. Federal aid to public schools (Education bureau, bulletin 1922, No. 47). Wash., D. C., Supt. of Docs., Gov't Pr. Off., 1923. 47p. Paper, 10c.

As a concise statement of just what the Federal Government has done in the past to encourage and promote public education through grants of lands and money, this report will be of great value to educators and students of government and public policy.

U. S. CHILDREN'S BUREAU. A brief manual of games for organized play, adopted from standard sources, by Martha Travilla Speakman (Publication 113). Wash., D. C., Supt. of Docs., Gov't Pr. Off., 1923. 39p. Illus. Paper, 5c.

Lists and gives directions for seventy games. Bibliography of reference books.

WANAMAKER, JOHN. Maxims of life and business. N. Y., Harper, 1923. 129p. \$1.

Sayings of the merchant genius, which, pieced together, make up his philosophy of

On Teaching

KATHARINE MERRILL
Belmont, Massachusetts

If all of teaching were but the dull giving
Forth again of words from the dead past;
Were stripped bare of association with the living;
Meant merely formulæ, dry lines, thoughts classed
With former ways of life now left behind
On the straight high road leading ever on
To those far open spaces where the mind
Sees Life and Education as but one;
Then were full half its savor gone. To teach
Is first to know that daily one has part
In building-up of personality,
Helping it forward, step by step, to reach
Full growth, and gain the understanding heart.—
Such teaching has strength and reality.

life. Arranged under headings of Business and success—Character-building—Human relations — Citizenship — Education — Life. Edited by Russell H. Conwell, a close friend.

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 for the various publishing houses represented.

ALABAMA STATE BOARD FOR VOCATIONAL EDUCATION. *Vocational education under the State and Federal acts 1922-1927*. Montgomery, Ala., Brown Pr. Co., 1922. 95p. Sent on payment of postage.

ALLEN, WILLIAM SIMS. *A study in Latin prognosis*. N. Y., Teachers Coll., Columbia Univ. 41p. Cloth, \$1.50; Paper, \$1.

AMERICAN BANKERS' ASSOCIATION. *School savings banking, including the standard method approved by the American Bankers' Association, savings bank division*. N. Y., Ronald, 1923. 174p. \$1.25.

AMSTER, ISIDOR. *Commercial law, including recent examination questions*. N. Y., Globe Bk. Co., 1923. 179p. 67c.

ANDREWS, BENJAMIN RICHARD. *Economics of the household; its administration and finance*. N. Y., Macmillan, 1923. 623p. \$3.25.

BARNES, INA G. *Rural school management*. N. Y., Macmillan, 1923. 303p. \$1.60.

BEARD, CHARLES A., and BAGLEY, WILLIAM C. *The history of the American people; rev. ed.* N. Y., Macmillan, 1923. 708p. \$1.60.

BEGEMAN, LOUIS. *Everyday physical science*. Illus. Cedar Falls, Iowa, Author. 242p. \$2.

BENNET, HENRY EASTMAN. *Psychology and self-development*. Boston, Ginn & Co., 1923. 296p. \$1.48.

BLACK, N. HENRY. *Laboratory experiments in practical physics; to accompany the revised edition of Black and Davis' "Practical Physics"*. N. Y., Macmillan, 1923. 241p. \$1.

BOK, EDWARD W. *A man from Maine*. Illus. N. Y., Scribner's, 1923. 278p. \$3.

BONSER, FREDERICK G., and MOSSMAN, LOIS COFFEY. *Industrial arts for elementary schools*. N. Y., Macmillan, 1923. 491p. \$2.40.

BORROWMAN, HELEN I. *Card text system of cookery for school and home use*. N. Y., Bruce Pub. Co., 1923. 151 cards. Cards only, \$1.20; Paper Container, \$1.45; Metal Container, \$2.

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

BRYANT, V. S. *Introduction to practical mathematics*. N. Y., Oxford, 1923. 99p. 85c.

BULLOCK, CHARLES JESSE. *The elements of economics; rev. ed.* Newark, N. J., Silver, Burdett, 1923. 406p. \$1.60.

CHAMBERLAIN, JAMES F. *How we are clothed; a geographical reader*. N. Y., Macmillan, 1923. 189p. 89c.

CHARNWOOD, LORD. *Theodore Roosevelt*. Boston, Atlantic Monthly Press, 1923. 232p. \$2.50.

COLVIN, CARL. *A state program in agricultural education for high schools*. Illus. Springfield, Ill., Schnepf & Barnes, 1922. 47p. No charge.

CORBETT, LEE CLEVELAND. *Intensive farming*. N. Y., Macmillan, 1923. 146p. \$1.

CRENSHAW, BOLLING H., and DERR, HOMER M. *Plane trigonometry*. Boston, Ginn & Co., 1923. 157p. \$1.40.

DARROW, FLOYD LANVERN. *Masters of science and invention*. N. Y., Harcourt, Brace, 1923. 350p. \$1.75.

DOHERTY, MARGARET. *Tentative list of educational subject headings; issued for criticism by field workers*. Columbus, Ohio, Ohio State Univ., 1923. Paper, \$1.

DOLCH, EDWARD WILLIAM. *Outlining for effective writing*. N. Y., Harper, 1923. 61p. 70c.

DRAPER, WILLIAM HENRY. *University extension*. N. Y., Macmillan, 1923. 155p. \$1.25.

DUPONT DE NEMOURS, PIERRE SAMUEL. *National education in the United States of*

America. Newark, Del., Univ. of Delaware Press. 161p. \$2.50.

ELSON, WILLIAM H., and others. *Junior high-school literature; bk. 3*. Illus. Chicago, Scott, Foresman Co. 592p. \$1.80.

ELY, RICHARD T., and WICKER, GEORGE R. *Elementary principles of economics; together with a short sketch of economic history; rev. ed.* N. Y., Macmillan, 1923. 532p. \$1.68.

FARIS, JOHN T. *Where our history was made*. Newark, N. J., Silver, Burdett, 1923. 326p. 96c.

FILFUS, NATHANIEL, and ROBINSON, NATHANIEL. *Graded exercises in bookkeeping and accounting; pts. 1 and 2*. 175 Fifth Ave., N. Y., Oxford Bk. Co., Inc., 1923. 304p. Pt. 1, \$1; Pt. 2, \$1.20.

FLEXNER, ABRAHAM. *A modern college and a modern school*. Garden City, N. Y., Doubleday, Page, 1923. 142p. \$1.

FOWLKES, JOHN GUY. *Evaluating school textbooks*. Newark, N. J., Silver, Burdett, 1923. 33p. Paper, 40c.

GLAZEBROOK, RICHARD. *A dictionary of applied physics; in 5 vols.; vol. 5, aeronautics, metallurgy—general index*. Illus. N. Y., Macmillan, 1923. 599p. \$15.

GLAZIER, RICHARD. *Historic textile fabrics; a short history of the tradition and development of pattern in woven and printed stuffs*. Illus. N. Y., Scribner, 120p. \$8.

GRIFFITH, COLEMAN R. *General introduction to psychology*. N. Y., Macmillan, 528p. \$2.50.

HART, ALBERT BUSHNELL. *We and our history; a biography of the American people*. 319p. \$1.80.

HARTMAN, GERTRUDE. *Home and community life; curriculum studies for the elementary school*. N. Y., Dutton, 1923. 200p. \$3.

HAWES, CHARLES BOARDMAN. *The dark frigate*. Illus. Boston, Atlantic Monthly Press, 1923. 247p. \$2.

HINES, HARLAN C., and JONES, R. G. *Public school publicity*. N. Y., Macmillan, 1923. 72p. Paper, 60c.

HOBSON, ERNEST WILLIAM. *The domain of natural science; the Gifford lectures delivered in the Univ. of Aberdeen in 1921 and 1922*. N. Y., Macmillan, 1923. 510p. \$6.50.

HODGMAN, CHARLES DAVID, and LANGE NORMAN ADOLPH. *Handbook of chemistry and physics; a ready-reference pocket book of chemical and physical data*. Cleveland, Ohio, Chemical Rubber Pub. Co., 1922. 801p. \$4.

HOLLINGWORTH, LETA S. *Special talents and defects; their significance for education*. N. Y., Macmillan, 1923. 216p. \$1.60.

HUGHAN, JESSIE WALLACE. *A study of international government*. N. Y., Crowell, 1923. 420p. \$2.75.

HULBERT, ARCHER BUTLER. *United States history*. Garden City, N. Y., Doubleday, Page, 1923. 656p. \$2.

JOSEY, CHARLES CONANT. *Race and national solidarity*. N. Y., Scribner, 236p. \$2.50.

LINVILLE, HENRY RICHARDSON. *The biology of man and other organisms*. Illus. N. Y., Harcourt, Brace, 1923. 507p. \$1.68.

LOUISIANA DEPARTMENT OF EDUCATION. *State course of study for high schools of Louisiana*. Baton Rouge, La., Ramires, Jones Pr. Co., 1923. 95p. Paper, Free.

McCALL, WILLIAM A. *How to experiment in education*. N. Y., Macmillan, 1923. 281p. \$2.60.

McFARLAND, J. HORACE. *The rose in America*. N. Y., Macmillan, 1923. 233p. \$3.

MIRICK, GEORGE A. *Progressive education*. Boston, Houghton Mifflin, 1923. 314p. \$1.90.

MISSISSIPPI STATE BOARD OF EDUCATION. *Course of study, public schools of Mississippi; grades 1 to 8*. Jackson, Miss., Tucker Pr. House, 1923. 400p. \$1.40.

MORGAN, DEWITT S. *Living and working together*. Illus. N. Y., Scribner, 1923. 311p. \$1.

MORRISON, H. C., and others. *Studies in secondary education—I. University High School*. Chicago, Dept. of Educ., Univ. of Chicago, 1923. 150p. \$1.50.

NEULEN, LEON N. *A guide to the study, sources, and materials of educational motion pictures*. (Pamphlet No. 1, January, 1923, National Child Welfare Assn., Inc.), 70 Fifth Ave., N. Y., National Child Welfare Association, 1923. Paper, 10c.

NEUMANN, HENRY. *Education for moral growth*. N. Y., Appleton, 1923. 383p. \$2.

NEW JERSEY STATE DEPT. OF PUBLIC INSTRUCTION. *Report of the survey of accounting and business systems of the school districts in New Jersey; completed by the commissioner of education, November, 1921*. Trenton, N. J., Author. 45p. Paper, 25c. for copies sent to persons outside of New Jersey.

NEW JERSEY STATE DEPT. OF PUBLIC INSTRUCTION. *School building survey for the State of New Jersey, 1922*. Trenton, N. J., Author, 1923. 128p. Paper, 50c. for copies sent to persons outside of New Jersey.

NEW YORK STATE UNIVERSITY, DIVISION OF VOCATIONAL AND EXTENSION EDUCATION. *High school departments of vocational agriculture*. Illus. (Univ. of State of N. Y. Bull. No. 770, Nov. 15, 1922.) Albany, N. Y., Univ. of State of N. Y., 1923. 34p. Paper.

PATTEE, FRED LEWIS. *The development of the American short story; an historical survey*. N. Y., Harper & Bros., 1923. 388p. \$2.50.

PETERSON, JOSEPH. *The comparative abilities of white and negro children*. Baltimore, Williams & Wilkins, 1923. 142p. \$2.25.

PIERSON, CLARA D. *Plow stories*. N. Y., Dutton, 1923. 179p. \$2.

PRATT INSTITUTE FREE LIBRARY. *Technical books of 1922; a selection compiled by Donald Hendry*. Brooklyn, N. Y., 1923. 27p. Paper, general sale, 10c. Single copies free to libraries.

PRICE, GEORGE MCCREADY. *The new geology*. Illus. Mountain View, Calif., Pacific Press Pub. Assn., 1923. 726p. \$3.50.

RACINE, SAMUEL FREDERICK. *Elementary accounting*. Seattle, Wash., Western Inst. of Accountancy, 277p. \$4.

ROBERTS, HENRY HOWARD. *The public speaker and what is required of him*. N. Y., Dutton, 1923. 190p. \$2.

ROBERTSON, D. H. *The control of industry*. N. Y., Harcourt, Brace & Co., 1923. 171p. \$1.

ROGERS, HERBERT WESLEY. *Some empirical tests in vocational selection*. N. Y., Columbia Univ., 1922. 48p. 75c.

SELVIDGE, R. W. *How to teach a trade*. Peoria, Ill., The Manual Arts Press, 1923. 111p. \$1.

When God Taught the Arts¹

EDITH E. McGEE

Norwood, Ohio

In the dim ages of creation's birth
God shaped full many a lovely mountain scene
With chiseled crags and cliffs, and in between
Carved sloping valleys with their pastures green;
Thus taught He sculpture to the new-born earth.

He tinged the sunset clouds with tints sublime;
Across the skies His mighty brush he drew,
Leaving a rainbow there of wondrous hue;
With tenderness divine He painted, too,
The gay moth's wings, the robin's eggs of blue;
Thus taught He mankind color and design.

He blessed with song a million tiny throats
Of warblers sweet to carol mid the trees;
He taught the wind its crooning melodies;
The young world thrilled with nature's symphonies,
And mankind caught the music of their notes.

But lo! He sent from heavenly courts above
Earth's model teacher, to transform the night
By teaching's Art into the dawning bright,
To lead His little children into light,
And show the waiting world that God is Love.

¹ This poem was inspired by the closing words of Dr. F. B. Dyer, of the Cincinnati Board of Education, at the Hamilton County Teachers' Institute held recently in Memorial Hall, Cincinnati.

SEWARD, A. F. *Character reading at a glance; or, phrenology made easy*. 3620 Rookery St., Chicago, A. F. Seward Co. 96p. Paper, \$1.

SHEFFIELD, ADA ELIOT. *Case-study possibilities; a forecast*. Boston, Research Bureau on Social Case-Work, 1922. 64p. 50c.

SNEDDEN, DAVID. *Sociological determination of objectives in education*. Philadelphia, Lippincott, 1921. 322p. \$2.50.

STENQUIST, JOHN L. *Measurements of mechanical ability*. Illus. N. Y., Teachers Coll., Columbia Univ. 100p. Cloth, \$1.75. Paper, \$1.25.

STRYKER, MABEL F. *Little dog Ready; how he lost himself in the big world*. N. Y., Holt, 1923. 124p. \$1.50.

SYMONDS, PERCIVAL MALLON. *Special disability in algebra*. N. Y., Teachers Coll., Columbia Univ. 88p. Cloth, \$1.60. Paper, \$1.25.

TAINTOR, SARAH AUGUST. *Training for secretarial practice; a textbook in secretarial theory and correspondence*. Illus. N. Y., McGraw-Hill. 298p. \$2.50.

TARKINGTON, BOOTH. *The fascinating stranger, and other stories*. Garden City, N. Y., Doubleday, Page, 1923. 402p. \$2.

TEXAS DEPARTMENT OF EDUCATION. *Outline course of study; summer normals, 1922*. (Bull. 146; May 1, 1922) Austin, Texas, Author, 1922. 110p. Free.

THOMAS, E. E. *In the North woods of Maine; the story of a winter in the wilderness fifty years ago*. Yonkers, N. Y., World Bk. Co., 1923. 109p. 88c.

TODD, DAVID. *Astronomy; the science of the heavenly bodies*. N. Y., Harper, 1922. 384p. \$3.

TRASK, JOHN WALTER, and CUZZORT, BELVA. *Essentials of physiology, hygiene and sanitation*. Illus. N. Y., D. C. Heath, 1923. 232p. 96c.

TURNER, EDWARD RAYMOND. *Europe 1450-1789*. Garden City, N. Y., Doubleday, Page. 888p. \$3.50.

VETTE, ELSIE. *Vitalizer of common school branches; an invaluable aid for pupils, students, and teachers*. Enid, Okla., Author, 1923. 112p. Paper, \$1.

WARD, CHARLES HENSHAW, and MOFFET, HAROLD YOUNG. *The junior highway to English; a textbook for the seventh and eighth years*. Chicago, Scott, Foresman, 1922. 331p. \$1.

— *Comma book, for use with the junior highway to English*. Chicago, Scott, Foresman, 1922. Paper, 15c.

WILLIAM, PRINCE OF SWEDEN. *Among pygmies and gorillas with the Swedish Zoological Expedition to Central Africa 1921*. Illus. N. Y., Dutton. 296p. \$8.

WILLIAMS, WILLIAM, and TRESSLER, J. C. *Composition and rhetoric by practice*. Illus. N. Y., Heath, 1923. 480p. \$1.64.

WILLIAMSON, CHARLES C. *Training for library service; a report prepared for the Carnegie Corp. of N. Y.* N. Y., Carnegie Corp., 1923. 165p. Distributed without charge to librarians and others interested in their training.

WOELLNER, FREDERIC P. *Education for citizenship in a democracy; a textbook for teachers in the elementary schools*. N. Y., Scribner, 1923. 260p. \$1.60.

WOOD, J. G. *The illustrated natural history*. N. Y., Dutton, 1923. 795p. \$9.

Teachers and Motion Pictures

HOW can teachers aid in solving the problems arising from the influence of the commercial moving pictures on children? The following suggestions were given by Miss Olive M. Jones, president of the National Education Association, before the National Council at San Francisco:

(1) Bring the moving picture to the school and make it a means of education rather than trifling amusement.

(2) Coöperate with the producers so that they will comprehend our point of view and not think us creatures of blind prejudices and possible ignorance.

(3) Educators write the best textbooks for the publications. Let teachers become the best writers of scenarios and themes for the film producers.

(4) Guide children as to the films they should see as we now do the places they should see and the literature they should read.

(5) Do not try to keep children away from moving pictures but train their taste in what to see and teach the producer what we, as teachers, think artistic and moral.

(6) Make use of the moving pictures the children see in your classroom exercises.

WORSNOP, B. L., and FLINT, H. T. *Advanced practical physics for students*. Illus. N. Y., Dutton, 640p. \$8.

YOUNG, KIMBALL. *Mental differences in certain immigrant groups; psychological tests of south Europeans in typical California schools with bearing on the educational policy and on the problems of racial contacts in this country*. (Univ. of Ore. pubs., vol. 1, no. 11. July, 1922.) Eugene, Oregon, Univ. of Oregon. 103p. Apply.

ZELENEY, ANTHONY, and ERICKSON, HENRY A. *A manual of physical measurements*. Illus. N. Y., McGraw-Hill. 305p. \$2.25.

Education Through Motion Pictures

INTEREST in motion pictures as an educational force is rapidly increasing. During 1922-23 a committee of the National Education Association coöperated with the Motion Picture Producers and Distributors of America to formulate statements of the needs and principles involved. The matter will be still further studied during the present year by a Committee on Visual Education under the chairmanship of Dr. Thomas E. Finegan, formerly State Commissioner of Education in Pennsylvania. The following list of books was prepared especially for THE JOURNAL by Miss Emily Miller, editor of *The Booklist* of the American Library Association. Teachers wishing additional material in books and magazines will be able to obtain it through local school and public librarians.

BOLLMAN, GLADYS, and HENRY. *Motion pictures for community needs*. N. Y., Holt, 1922. \$2.

Suggestions for the use of moving pictures by churches, clubs, schools, and other community organizations. Includes list of film exchanges, bibliography of books and periodicals on moving pictures, suggested musical accompaniments, suggested programs, mechanical and legal aspects of the presentation of pictures.

CLEMENT, INA. *Teaching citizenship via the movies* (Special report No. 2). N. Y., Municipal Reference Library, 1918. Paper, 10c.

A pamphlet discussing the importance of the work done by the movies in educating to patriotism, sanitation, safety first, prison reform, etc. It argues the need of a film library and gives a directory of agencies interested in educational films and a classified list of reviews of rentable films for this purpose.

DENCH, ERNEST A. *Motion picture education*. Cincinnati, Ohio, Standard Pub. Co., 1917. \$2.

"Shows in an interesting way how both the child and the adult may be educated by motion pictures."—*St. Louis Public Library*.

DUDLEY, WILLIAM HENRY. *Organization for visual instruction* (Education bureau, bulletin, 1921, No. 7). Wash., D. C., Supt. of Docs., Gov't Pr. Off., 1921. Paper, 5c.

A summary of what has been done in the extension division of the State University of Wisconsin, whose system has attracted Nation-wide attention. Will be of value to other educational boards interested in this method of instruction.

ELLIS, DON CARLOS, and THORNBOROUGH, LAURA. *Motion pictures in education*. N. Y., Crowell, 1923. \$2.50.

Tells what films are available for education purposes, how they should be used, and how to install and operate the equipment. Also examines at some length the history of the use of visual aids in education, and the advantages and disadvantages of using motion pictures in schools. A competent treatment of both the theoretical and practical sides of the subject.

LINDSAY, NICHOLAS VACHEL. *The art of the moving picture*. N. Y., Macmillan, 1922. \$2.

Real photoplay criticism, original and vivacious. Discusses the shortcomings of the screened classic, etc.

MC CONOUGH, E. M. *Motion pictures in religious and educational work*. N. Y., Federal Council of the Churches of Christ in America, 1915. 10c.

How motion pictures are being used to advantage by the church in mission work. Part two contains practical suggestions.

PERKINS, FRED W., and GEORGENS, G. R. *Motion pictures*. (Agriculture Department, circular 114), Wash., D. C., Supt. of Docs., Gov't Pr. Off., 1920. Paper, 5c.

Explains organization of the U. S. Department of Agriculture film service; advises how best to use and handle; gives glossary of terms and annotated list of films available on different subjects.

REYNOLDS, FREDERICK WILLIAM, and ANDERSON, CARL. *Motion pictures and motion-picture equipment*. (Education Bureau, bulletin 1919, No. 82), Wash., D. C., Supt. of Docs., Gov't Pr. Off., 1920. Paper, 5c.

A handbook on equipment, installation, handling, and repair for schools, colleges, and clubs. Has a nomenclature.

— Motion picture films of educational value in the possession of associations and commercial and manufacturing companies. (Education Bureau, extension leaflet 2, December, 1919). Wash., D. C., U. S. Bureau Education, 1920. Paper, free.

List gives names of firms, subjects of films, and number of reels.

WRIGLEY, M. JACKSON. *Film*; with a foreword by Sir Gilbert Parker, and an introduction by Walter A. Briscoe (Coptic series). N. Y., Wilson, 1922. \$1.50.

"A study of the educational value of moving pictures and of the possibilities which lie in the combined efforts of school, library, and moving pictures. It also studies the moral influence of the film, its use in commercial and library advertising, and concludes with a chapter on film production."—*Book Review Digest*.

THE LIBRARY and adult education—In

January, 1922, the Cleveland Public Library enlarged its school department by a division for night schools, the purpose being to find ways and means for the library to become so real to the students that they would continue its use beyond student days. Within a short time it was found, paradoxical as it may seem, that some night schools hold classes in day-time. Clearly the term "night schools" was a misnomer. A study showed that these day and night classes were composed of folk of eighteen years and over. In the effort to find a comprehensive term "adult education" was chosen.

The World Association for Adult Education, formed in 1919, was sufficient to justify the term. Moreover, the American Library Association had entered into definite relationship with the organization. The spirit of the movement was so beautifully expressed as to be irresistible:

"The purpose of the World Association for Adult Education is to dispel the melancholy belief that grown men and women have nothing left to learn, and to diffuse throughout all countries and in every section of society, the sense of wonder and curiosity and the gift of mutual sympathy and companionship which add so much to the meaning of life.

"It pursues this purpose by seeking to establish contact between all those, whoever or wherever they may be, who hold fast to the belief that the true purpose of education, for young and old, is the understanding and enjoyment of life, and that the uneducated man is not he who cannot read or write or count or spell, but he who walks unseeing and unhearing, unaccompanied and unhappy through the busy streets and glorious open spaces of life's infinite pilgrimage."

The division for night schools became the extension division for adult education. By December we were thinking in terms of adult elementary schools, adult high schools, and advanced schools for adults. Adult elementary education we have interpreted as: (a) the education of non-English speaking people whether educated in their own language or not; (b) the education of illiterate folk whether native or foreign born, white, or colored; (c) the education of native born, white or colored, who left school before completing the elementary grade. A further division of a and b into

beginners, intermediates, and advanced grades is important.

The divisions, adult high schools and advanced schools for adults, would seem sufficiently explanatory. While in these schools students may be native or foreign-born all have a working knowledge of English.

Invaluable as these terms have been to us in our work we hesitate to put them in print. Adult education is a living, growing thing. Why label it so soon with a terminology? Even now it is perhaps a mistake to include in adult elementary education educated immigrants, a group of people, by no means small, often highly educated, sometimes technically trained, who have studied at more than one foreign institute of learning. Not infrequently these same folk speak and think not only in their native language but in one or more others. What they long for is a common means of communication for the exchange and interchange of information and ideas. Is the acquiring of a new language really adult elementary education?

Some interesting problems arise in finding books for students in these different groups. Though there are several textbooks for adult immigrants they are entirely inadequate in content. Books of use to illiterate immigrants learning English are quite unsatisfactory in content for illiterate native-born. There is an excellent series for illiterate native-born in rural districts. Where is a series for illiterate native-born in industrial districts? For the large group of adult immigrants who have had some schooling in the home country, books, at the same time adult in content and simple in language, can scarcely be found. No matter what the cultural background of adult students, does a life experience count for nothing? A life experience of eighteen years or more, part of which has probably been spent in office, shop, or factory, providing a living for himself if not also for others. Must we continue to approach adult students of any group as though they were children?

From teachers in adult high schools come increasing requests for suitable books in English literature courses. There would seem to be a turning away from the historical course to one of appreciation of literature.

It is certain that adult students are reaching out, vaguely perhaps, toward an enrichment of life through education and would doubtless appreciate Lord Haldane, a leader in the adult education movement, when he said: "The object of adult education is to stimulate the discrimination, which will enable the adult student to distinguish quality and use it."—Annie P. Dingman, Head of the Extension Division for Adult Education, Cleveland Public Library, Cleveland, Ohio.

DEPARTMENT OF SUPERINTENDENCE, Chicago, February 23-28, 1924.

Program. The opening vesper service of the Department of Superintendence will be held in the Gold Room, Congress Hotel, Sunday afternoon, February 24, at four o'clock. At a preliminary meeting, Saturday evening, February 23, the National Society for the Study of Education will discuss vocational education and vocational guidance. The convention closes Thursday night. Acceptances already in the hands of President Payson Smith assure sessions of unusual ex-

Department of Superintendence

1924 Year Book—A Study of the Curriculum

I. General Goals and Objectives

The 1924 Yearbook Committee—Robinson G. Jones, Chairman.

II. The Child's Capacity for Education

Bird T. Baldwin, University of Iowa.

III. Machinery and Organization for Devising, Revising, and Supervising the Curriculum

H. B. Wilson, Berkeley, Calif., presenting the administrator's viewpoint. Advisory Committee: A. P. Meredith, Hartford, Conn., F. N. Freeman, Chicago, Ill., Jesse H. Newlon, Denver, Colo.

Worth McClure, Seattle, Wash., presenting the principal's viewpoint. Advisory Committee: W. T. Longshore, Kansas City, Mo., Mary McSkimmon, Brookline, Mass., Olive M. Jones, New York, N. Y.

Jeannette Jacobsen, Los Angeles, Calif., presenting the teacher's viewpoint. Advisory Committee: Vida Hammond, Portland, Oregon, Effie MacGregor, New York, N. Y., Julia E. Sullivan, Charlestown, Mass.

Florence M. Hale, Augusta, Maine, presenting the rural viewpoint. Advisory Committee: J. S. Hoffman, Flemington, N. J., Lee L. Driver, Harrisburg, Pa., J. M. Foote, Baton Rouge, La.

IV. A General Analysis of Present Elementary School Curriculum Practice

Division of Research, National Education Association, John K. Norton, Director.

Among those who will contribute to this section are the following: Frederick S. Camp, Hartford, Conn., William S. Gray, Chicago, Ill., James W. Gowans, Hutchinson, Kans., M. G. Clark, Sioux City, Iowa, Fred C. Ayer, Seattle, Wash., Ray Latham, Duluth, Minn., E. M. Sipple, Burlington, Iowa.

V. The Community

A. Requirements based on local needs; B. The Board of Education as the agency for meeting requirements and educating the public. (1) Duties, (2) Responsibilities, Payson Smith, State Commissioner of Education, Massachusetts.

VI. Attitude to be Adopted in Administering Legislative Requirements and Demands of Propagandists

NOTE: This chapter to include consideration of relationship to such organizations as Parent Teacher Association, American Legion, Rotary Club, Federation of Labor, Bar Association, and Chamber of Commerce. Details to be announced later.

VII. Agencies Now Working on Curriculum Problems and their Probable Contributions

A Review of work by Commonwealth Fund, Junior High School, J. M. Glass, Harrisburg, Pa.

Curriculum revision in Denver, A. L. Threlkeld, Denver, Colo.

Observance of special days and weeks, including a typical school day, showing interruptions, Agnes E. Doherty, St. Paul, Minn.

VIII. Probable Future Trend in Curriculum Development

Details to be announced later.

cellence. A new feature announced for Thursday morning will be eight or more group meetings dealing with topics of leading interest. Full program announcements will appear in the January and February issues of THE JOURNAL.

Special railroad rates—One and one half fare for the round trip; tickets on sale February 20-26, inclusive; good for return up to midnight, March 5. Identification certificates will be ready January 10.

Educational Research Exhibit—An instructive exhibit will be shown in the Congress Hotel by the Division of Research of the National Education Association and the 1924 Yearbook Committee of the Department of Superintendence. Valuable material has been collected from many sources in connection with the study of current curricular practice, which forms the subject matter of the yearbook. Representative courses of

study, charts showing plans of curricular organization, and illustrative material representing many lines of work carried on by bureaus of educational research throughout the country will be included. The exhibit will be of immediate practical interest to superintendents of schools and all educational officers.

The 1924 Yearbook—The outline of this volume appears in the box on this page. The list of contributors assures sound scholarship and progressive thinking in its preparation. It is to be distributed at Chicago only to paid-up members of the Department of Superintendence. Superintendents of schools and other school administrators will do well to mail check for dues to headquarters immediately and thus be assured a copy of the Yearbook for convention use. The annual register of members is included in the Yearbook.

NOTES and ANNOUNCEMENTS

THE WORK OF OVERHAULING the additional buildings purchased by the Association last spring and of connecting them with the main headquarters building is going forward rapidly. The additional floor space, which is badly needed, will be available early in 1924.

AMERICAN EDUCATION WEEK was celebrated widely and most effectively. The demands this year made upon headquarters for materials and help were greater than in all previous years combined.

THE DEPARTMENT OF SUPERINTENDENCE last year enrolled about 1650 members who paid the five-dollar annual dues. The Department of Elementary-School Principals enrolled about the same number of members on a two-dollar fee. Each department has a goal of 3000 members for 1924.

EDUCATION BILL—A delegation representing the National organizations that have indorsed the Education Bill was received at the White House by President Coolidge on Tuesday morning, November 13. Dr. George D. Strayer, chairman of the Legislative Commission of the National Education Association, speaking for the delegation, presented to the President the proposal to create a Department of Education with a Secretary in the President's Cabinet and to provide Federal aid for carrying out the provisions of the Education Bill. He pointed out to the President the advantages of giving education the same recognition as has been given to Agriculture, Commerce, and Labor, and emphasized that only through a Department of Education and with Federal aid could the Nation provide equal educational opportunity for every American child. Following Dr. Strayer, Mrs. F. P. Bagley, vice-chairman of the National Committee for a Department of Education, representing the lay organizations that have indorsed the Education Bill, spoke in behalf of the measure. The President showed a deep interest in the message brought by the delegation and in a brief speech assured them of his interest in education and of his desire to have the cooperation and advice of educational workers.

A PIONEER AMONG PUBLISHERS passed on with the death of Mr. Edward Payson Dutton, president and founder of E. P. Dutton and Company. Mr. Dutton was born January 4, 1831 and died September 6, 1923. He entered the publishing business in 1852 in Boston.

THE PLACE OF THE SCHOOL in democratic society is set forth in an unusually clear-cut, convincing, and stimulating manner in an article on "The Dissociated School" by Cornelia James Cannon in the *Atlantic Monthly* for November, 1923.

THE NATIONAL COMMERCIAL TEACHERS' FEDERATION will hold a meeting in Chicago,

December 26 to 29, with headquarters at Hotel Sherman. General meetings will be held Wednesday and Thursday evenings. Friday evening the annual banquet will be given. Shorthand and business round tables will be features of the Thursday and Friday morning sessions.

A BOND ISSUE of \$3,500,000 was carried by a vote of almost four to one at a popular election in Reading, Pennsylvania, early in November, according to a letter from Superintendent Landis Tanger. The election was preceded by publicity based on a survey

of the school district by the State Bureau of School Buildings under the direction of Dr. Hubert C. Eicher, of the Department of Public Instruction, Harrisburg.

THE EXECUTIVE COMMITTEE of the Iowa State Teachers Association at its recent meeting reelected Secretary Charles F. Pye for another term of three years.

A CENTENNIAL CELEBRATION of teacher training in the United States will be held in the Indiana State Normal School at Terre Haute, December 6-7, 1923. Many distinguished presidents of teachers' colleges and others will address the various meetings. The proceedings will be printed.

MR. R. J. BARR, who was superintendent of schools at Grand Island, Nebraska, for forty years and since July 1, 1922, superintendent emeritus, died of apoplexy at his home on October 6. Mr. Barr was nearly seventy-six years old.

A Schoolmaster's Christmas Wish

For 1923

DAVID FREDERICK AUNGST

Bernardsville, New Jersey

IF I WERE told that my Christmas wish were to come true, it would be for the boys and girls of America, and my wish would be this—

I wish that every American boy and girl would keep the spirit of Yuletide from year's end to year's end so that "peace on earth, good will toward men," may abide with them always.

I wish that the apologies and pretenses of things could be swept into oblivion so that life with its truth and beauty may be taught our American youth.

I wish that every girl and boy in America could sit at the feet of teachers consecrated to the unfolding of character and the outpouring of wisdom.

I wish that property rights would give way to children's rights everywhere and forever.

I wish that the youth of today would become the citizens of the morrow, ready to perform their tasks that this Nation may live according to the Almighty's plan.

I wish that education could quicken the life and conscience of the people as have the dragons of war.

I wish that every American child would dedicate his life to a worthy purpose.

I wish that our pupils would study for the intrinsic values of things, and for the rewards of life that count and are worth while.

I wish that examinations could be forever abolished from every American school, to be filed away in the archives of a forgotten past, there to mold and rot in perfect peace.

I wish that our children would speak a simple, beautiful language at all times.

I wish that every child could go to a schoolhouse—a Temple of Health, wherein mind and body may be nourished in ways they should grow.

I wish that the truism, "The schools are for the children," would guide and direct all men in offices of public trust.

I wish that the sweet ringing laughter of the children in our schools were as free as the birds of springtime.

I wish that the real blessings of liberty be with our children forevermore.

This is my Christmas wish for 1923. When next Christmas comes I may wish for more.

On to Washington

*National Education Association will Meet in
Washington, D. C., June 29-July 5, 1924*

REJOICING will come to the hearts of the Nation's seven hundred thousand teachers at the announcement that the next meeting of the National Education Association is to be in the Nation's Capital. The final arrangements have been completed. The announcement made at the State-wide luncheon given President Olive M. Jones in New York City on November 10 drew an enthusiasm typical of the approval that has been indicated by letters and telegrams from the country at large.

A Great Program—The location of the meetings in the heart of the Nation's Capital, within easy distance of a large number of great centers of population, gives vast resources of program talent for both main and departmental meetings. Teachers may plan to be in Washington from Sunday, June 29, to Saturday, July 5, 1924, with the assurance that they will have an opportunity to hear more outstanding leaders than have ever before assembled at any gathering.

Unexcelled Meeting Places—The new auditorium now being completed is one of the finest, most conveniently arranged, and thoroughly equipped to be found in the country. Auditorium and exhibit halls are well planned. The location is in the heart of the city. Public buildings that are marble palaces and many hotel ballrooms are available.

Abundant Hotel Accommodations—Washington is a city of fine hotels and apartment houses. It is accustomed to handling crowds. Even the large crowds brought by the Arms Conference and the burial of the Unknown Soldier were absorbed with little difficulty. Full announcement about the reservation of hotel accommodations will be made later. Since there will be no difficulty in accommodating guests, members may well await further notice before attempting to reserve rooms.

Special Rates—The passenger associations do not decide summer schedules at this time, but special tourist rates on the usual terms may be expected.

Opportunity to See the Association's Home—When the Association moved its headquarters to Washington in 1917 there was an active membership of less than eight thousand. There is now a membership of over 130,000—perhaps it will be over 200,000 before the meeting

next summer. A period in rented quarters was followed by the purchase of the beautiful home on Sixteenth Street. Still further expansion required the purchase of additional properties adjacent to the main building. These are now being remodeled and the entire plant is to be thoroughly overhauled. The members of the National Education Association are proud of this home which houses so many activities dear to their hearts. It will mean much to the Association for its members to visit its headquarters where the great work of professional organization is carried on.

A Challenge to Southern Teachers—

For the first time since it began its enlarged activities the Association is meeting within convenient travel distance of the re-awakening South. The educational renaissance that is felt throughout the Southern States will certainly be reflected by a large attendance of southern teachers.

The Summer School Belt—Perhaps

a quarter of the Nation's teachers were in summer courses during 1923. The number may be even larger during 1924. Many thousands of these teachers will pass through Washington on their way to summer schools which will not begin their work until Monday, July 7, following the meetings. A brief stopover will give access to the rich resources of the summer meetings at slight additional cost. Many local associations and school officers will begin at once to plan for special cars or special trains.

The Inspiration of Historic Scenes

and Shrines—Washington is young as centers of the world's civilization go. For less than a century and a half has it been the Capital of our expanding Republic, but during that brief period it has won such commanding influence that the eyes of the world literally focus upon the activities that center there, giving new meaning to shrines and historic scenes in which the region abounds. The meetings will be held in the heart of the city where every turn brings one face to face with history. The great attractions usually enumerated—the stately Washington Monument, the classic Lincoln Memorial, the majestic Capitol, the magnificent Library of Congress, the lovely White House, and historic Mt. Vernon—do not begin to tell the story. History is everywhere, commanding architecture

is nowhere in richer profusion, a wealth of art repays one's every interest. Historic Richmond is within two hours' ride. Three hours takes one to Philadelphia and Independence Square. New York is but a little farther and Boston may easily be included in the itinerary of those who come from a distance.

Wealth in the Great Out-of-doors—

Those who wish to combine life in the open with attendance at the meetings of the Association cannot begin to exhaust the scenic resources of the Eastern States in a summer. Whether they come by train or make use of the Capital's great automobile tourist camp, they will be within easy distance of many open-air garden spots of rare charm and beauty. Virginia, Maryland, Pennsylvania, New York, and New England are all within a day's ride. Wonderful boat trips may be had on the Potomac or the Hudson or the fascinating lakes of the Adirondacks.

The Glories of Fellowship—A quarter

of a century hence when many who are now on the firing line in education have retired to well-earned leisure to meditate upon the blessings of their lives, thousands of them will recall the great meeting in the Capital in 1924. They will think of the new impulse that its stirring program gave to the educational advance. They will recall the richness of the halls wherein they sat and the comfort of the hotels. They will see anew the beautiful building on Sixteenth Street that is the Association's home and the activity and animation that it housed. They will feel once more the thrill of living in surroundings that reek with history. They will picture anew the charm of Washington's glorious natural setting. Perhaps best of all, they will live again the fellowships of the meeting—the old acquaintances renewed and the new friendships made. Fellowship amid surroundings such as the National Capital affords is more than ordinary fellowship—it is inspired comradeship. It is rich in the stuff that men and women live by. To know it once should be the ambition of every American, more especially of every teacher whose influence touches unfolding American life. Let ON TO WASHINGTON be the slogan from now till July. Let there be such a crusade of teachers to the Nation's Capital that citizens throughout America will recognize the new spirit in education.

INDEX TO VOLUME XII

A crowning achievement (cartoon).....	297	— Best books of 1921.....	114	Clubs, Notes on teachers'.....	225
1922 in review (editorial).....	20	— Books on California.....	204	CODY, FRANK (quoted).....	323
A peace opportunity (editorial).....	412	— Education through motion pictures.....	428	— Safety education in Detroit.....	18
A project—The four S's (ALICE M. CAHILL).....	135	— Project method.....	113	Colorado, Cooperative research in western (HERSCHEL T. MANUEL).....	180
A protest.....	210	— Rural education, Selected booklist on.....	32	Coming curriculum (LAURA B. EVERETT).....	169
Abstracts of addresses—Oakland-San Francisco meetings.....	263	— Sixty reference books for grades one to nine.....	383	Commerce and education (editorial).....	100
Active membership for life.....	254	Book of knowledge (HOWARD R. DRIGGS).....	248	Commissioners of education, Salaries of State superintendents and (table).....	270
ADAMS, JOHN. Education in England.....	374	Book postage and popular education (ALFRED L. SPENSER).....	218	Committee to cooperate with the motion picture producers.....	309
Addresses, Abstracts of—Oakland-San Francisco meetings.....	263	Books for Christmas (editorial).....	412	Competition, Interscholastic (CHARLES H. KEENE).....	303
Administrative element, The—Our National Association.....	355	Books, Guide to (see Guide to books).....		Compton's pictured encyclopedia.....	114
Administrative women in education (MRS. MARY D. BRADFORD).....	9	Books on California.....	204	Conduct, Education for world (WILLIAM B. OWEN).....	259
Adults, Educating (editorial).....	368	BOONE, RICHARD G., and CHAMBERLAIN, ARTHUR H. Education in California—1922.....	228	Conference on Education, World.....	191, 239
Affiliation and enrolment (see Enrolment and affiliation).....		BORAAS, JULIUS. Education for efficient thought-life.....	128	Conference on Education, World (JAMES F. HOSIC).....	295
AGNEW, WALTER D. Teacher councils fifty years ago.....	52	BORGHESI, PRINCESS SANTA. Women in education.....	266	Congressional Library.....	183
Agriculture, Federal leadership in (HENRY C. WALLACE).....	271	Both are still watching.....	245	Conservation of talent (LEWIS M. TERMAN).....	264
ALLTUCKER, MARGARET M. Scientific school counseling.....	418	Boxer indemnity (editorial).....	102	Constitution adopted at San Francisco—World Federation of Education Associations.....	304
ALMACK, JOHN C. Class size and efficiency.....	197	Boxer indemnity (CHUNG-SHU KWEI).....	139	Control, School (J. G. MASTERS).....	399
Ambridge voted, How.....	367	Boy scouts, Boys who are (JAMES E. WEST).....	45	COOLIDGE, CALVIN (quoted).....	411
America must play her part (SAMUEL GOMPERS).....	372	BOYER, WARREN E. The Denver scenic gateway.....	125	COOLIDGE's proclamation, American Education Week.....	347
America, The schools must save (R. E. L. SANER).....	395	Boys who are boy scouts (JAMES E. WEST).....	45	Cooperative research in western Colorado (HERSCHEL T. MANUEL).....	180
American book production, 1922 (table).....	158	BRADFORD, MRS. MARY D. Administrative women in education.....	9	Coordination of research agencies.....	311
American education, Financing (GEORGE D. STRAYER).....	352	BRUCE, HAROLD L. The literary traditions of California.....	231	CORBETT, ELLEN L. Three weeks at Cambridge Corporation, The psychological (RUDOLPH PINTNER).....	224
American education, Ideals in (HERBERT HOOVER).....	79	BRUNER, HERBERT B. What the schools do in relation to what they cost.....	154	Correlation of geography, science, and civics, Ethical (HENRY NEWMANN).....	359
American Education Week.....	216, 292	BRYAN, ELMER BURRITT. Christian education.....	153	Cost and the fiscal administration of schools (GEORGE D. STRAYER).....	153
American Education Week, How Beaver City observed.....	294	BUNKER, FRANK F. The Pan-Pacific Union and education.....	263	Cost of education, Dr. Pritchett and the (W. CARSON RYAN, JR.).....	195
American Education Week, How Portsmouth, New Hampshire, observed.....	306	BURROUGHS, JULIAN. My father—John Burroughs.....	133	Could I live my teaching life over (I. G. WILSON).....	401
American Education Week—President Coolidge's proclamation.....	347	Business, How Seattle trains for (F. L. CASIDY).....	386	Council of Teachers of English, National (J. W. SEARSON).....	268
American ideal, An.....	22	Business methods applied to education (WALTER R. SIDERS).....	154	Counsel of Kindergarten Supervisors and Training Teachers (tentative program).....	74
American Legion.....	312	CAHILL, ALICE M. The four S's—A project.....	135	Counseling, Scientific school (MARGARET M. ALLTUCKER).....	418
American School Citizenship League.....	311	CALDWELL, OTIS W. Principles and types of curricular development.....	156	Country schools, Home reading for (JOSEPH L. WHEELER).....	91
American School Citizenship League (FANNIE FERN ANDREWS).....	217	California—1922, Education in (RICHARD G. BOONE and ARTHUR H. CHAMBERLAIN).....	228	COVE, W. G. (quoted).....	41, 43
American school program from the standpoint of the city (WILLIAM L. ETTINGER).....	265	California, Books on.....	204	— Impressions of America.....	11
American school program from the standpoint of the Nation (ELLWOOD P. CUBBERLEY).....	265	California, Juvenile research in (J. HAROLD WILLIAMS).....	143	Creed, My—poem (RICHARD K. PIEZ).....	260
American school program from the standpoint of the rural school (FLORENCE M. HALE).....	265	California, Oakland (ROSCOE D. WYATT).....	221	CROMWELL, SEYMOUR L. (quoted).....	22
American University Union (R. H. SIMPSON).....	47	California State teachers' colleges—1921-22—Salary schedules (table).....	162	Crusaders, Educational.....	238, 280, 324, 370
America's summer school army (RAYMOND WALTERS).....	197	California, The literary traditions of (HAROLD L. BRUCE).....	231	CUBBERLEY, ELLWOOD P. A new profession.....	355
An interplanetary test (LAURA BELLE EVERETT).....	269	Cambridge, Three weeks at (ELLEN L. CORBETT).....	1	— The American school program from the standpoint of the Nation.....	265
An opportune conference (editorial).....	232	Campaign against illiteracy, Mexico's.....	379	CULMSEE, CARLTON. The close of school (poem).....	244
ANDREWS, FANNIE FERN. The American School Citizenship League.....	317	Capital, Washington the (editorial).....	368	Culture and professionalism in education (JOHN DEWEY).....	397
Announcements, Notes and (see Notes and announcements).....		Capitol, The.....	55	Curriculum—By whom and how made (ERNEST HORN).....	156
Annual meeting—Program.....	249	CARRIER, BLANCHE. Inspiration (poem).....	168	Curriculum, The coming (LAURA B. EVERETT).....	169
Annual report, Secretary's.....	313	— Of a seventh-grade boy (poem).....	146	CURTIS, HENRY S. Fresh air or gymnasium.....	416
Antioch plan, The (HORACE B. ENGLISH).....	402	— Prayer (poem).....	168	Czechoslovakia, Education in (EM. LIPPERT).....	141
Art appreciation, Teaching (WILLIAM B. FAVILLE).....	82	— To a deficient child (poem).....	187		
Association, Our National.....	287	— To a first-grade child (poem).....	168	DAVIS, JAMES J. Serving the wage earner and the Nation.....	405
— Its far-reaching field service.....	393	CASSIDY, F. L. How Seattle trains for business.....	386	Decalog of health (NICHOLAS T. MCNEIL).....	353
— The administrative element.....	355	CHAMBERLAIN, ARTHUR H., and BOONE, RICHARD G. Education in California—1922.....	288	Defenders of education (editorial).....	277
— What membership means and how it is built and recorded.....	301	CHAPMAN, ARTHUR. Out where the west begins (poem).....	131	Democracy, Education for (NEWTON D. BAKER).....	123
Association, Portland Grade Teachers' (JULIA A. SPOONER).....	361	Character education.....	309	Denver bond election, The (R. A. PUFFER).....	14
Associations—1923-24, Our State.....	371	CHASE, AMANDA MATTHEWS. Close not the door (poem).....	327	Denver scenic gateway (WARREN E. BOYER).....	125
Attitude of mind, The scientific (MARY R. BARNETTE).....	138	Chicago's public-school classes for crippled children (PETER A. MORTENSON).....	153	Department of Deans of Women (tentative program).....	37, 73
Auditorium (picture).....	243	Chief State school officers.....	163, 165	Department of education, Secretary FALL's argument for a (editorial).....	103
Bad boy, She never knew a (FRED C. KELLEY).....	343	Child labor in the United States (OWEN R. LOVEJOY).....	325	Department of Elementary School Principals (tentative program).....	37, 73
BAGLEY, WILLIAM C. Do good schools pay?.....	211	Christian education (ELMER BURRITT BRYAN).....	153	Department of Rural Education (tentative program).....	36, 73
BAILY, HENRY TURNER. Leisure time.....	156	Christmas, Books for (editorial).....	412	Department of Superintendence (tentative program).....	35, 71
BAKER, NEWTON D. Education for democracy.....	123	Cincinnati, Ohio—Salary schedules (table).....	171	Department of Vocational Education and Practical Arts (tentative program).....	36, 74
BARNETTE, MARY R. The scientific attitude of mind.....	138	Citizenship through education (WILL C. WOOD).....	265	Detroit, Safety education in (FRANK CODY).....	18
Bay region, San Francisco and the.....	5	City training school section (tentative program).....	74	DEWEY, JOHN. Culture and professionalism in education.....	397
BEARD, FREDERICA. Beauty in education.....	423	Civics, Ethical correlation of geography, science, and (HENRY NEWMANN).....	359	DICKSON, VIRGIL E. The test controversy.....	176
Beauty in education (FREDERICA BEARD).....	423	Class size and efficiency (JOHN C. ALMACK).....	107	DINGMAN, ANNIE P. Library and adult education.....	428
BENGTSON, AMALIA. Keeping the curriculum alive.....	156	Classification, Better (ELSIE H. MARTENS).....	174	Do good schools pay? (WILLIAM C. BAGLEY).....	211
Benjamin Franklin at seventeen (JOHN CLYDE OSWALD).....	10	Classroom, Fresh from the.....	277, 323, 369, 413	DR. FINEGAN selected for important work.....	345
Best books of 1921 (booklist).....	114	Classroom teacher opinion.....	340	DR. PRITCHETT and the cost of education (W. CARSON RYAN, JR.).....	195
Best children's book—1923.....	335	Classroom teacher, To the (IDA CHRISTINE IVERSEN).....	293	DORSEY, SUSAN M. The place of the junior college in public education.....	265
Better citizens—Better salaries.....	206	Classroom teachers at summer meeting.....	293	Dormitories for secondary schools (EDITH A. LATHROP).....	57
Better classification (EDITH H. MARTENS).....	174	Cleveland.....	62	Downey, MARY ELIZABETH. What a county library will do for North Dakota.....	94
Better salaries—Better citizens.....	206	Cleveland, Ohio—Salary schedules (table).....	184	DRIGGS, HOWARD R. Longitude and latitude of the new curriculum.....	149
BINZEL, ALMA L. Education for parenthood.....	263	Cleveland, Outstanding achievements at (J. W. SEARSON).....	151	— The book of knowledge.....	248
Board of education, The State (THOMAS C. McCracken).....	185	Cleveland's educational enterprises (CLYDE R. MILLER).....	33	DYKEMA, PETER W. There's music in the air.....	400
Booklists: See also Guide to books.....	73			Earth's noblest monument.....	115

Economy is wise spending (EDITH MCCLURE PATTERSON).....	420	Education Week, President COOLIDGE's proclamation.....	347	HALE, FLORENCE M. The American school program from the standpoint of the rural school.....	265
Editorial council.....	310	Education, World Conference on.....	191, 239	HARDING, President (editorial).....	276
Editorial council for 1923-24.....	344	Education, World Conference on (JAMES F. HOSIC).....	295	HARDING, WARREN G. (quoted).....	189, 364
Editorials: 1922 in review.....	20	Educational achievements—1922.....	41	HARTWELL, E. C. What may be done to improve the quality of teachers.....	155
A peace opportunity.....	412	Educational crusaders.....	238, 280, 324, 370	Hawaii's public-school program.....	170
Adults, Educating.....	368	Educational progress in 1922 (A. E. WINSHIP).....	153	HAWKINS, CHAUNCEY J. The teacher's ideal.....	372
An opportune conference.....	232	Educational research and the American school program (CHARLES H. JUDD).....	264	Health aspect of the world's children (RAY L. WILBUR).....	266
Books for Christmas.....	412	Educational research, Teamwork in.....	160	Health, Decalog of (NICHOLAS T. MCNEIL).....	353
Boxer indemnity.....	102	Efficiency, Class size and (JOHN C. ALMACK).....	107	Health problems.....	310
Capital, Washington the.....	368	Elementary education, Progress in the supervision of (IDE G. SARGEANT).....	80	Helping teacher at work (RACHEL ANNE FULLER).....	181
Commerce and education.....	100	Elementary education, The new era in (LEONARD POWER).....	137	High-school better films committee is suggested.....	200
Defenders of education.....	277	Elementary school principal's contribution to public education (I. G. SARGEANT).....	155	High-school recreations.....	190
Department of education, Secretary FALL'S argument for a.....	103	Emulating Mrs. Partington (editorial).....	144	History, Teaching (H. G. WELLS).....	267
Economizing on the kids.....	166	England, Education in (JOHN ADAMS).....	374	HOLMES, OLIVER WENDELL. Verses (poem).....	414
Educating adults.....	368	ENGLEMAN, J. O. Is education too costly?—Mooseheart—More than a school.....	192	Home reading for country schools (JOSEPH L. WHEELER).....	91
Educating adults and commerce.....	100	ENGLISH, HORACE B. The Antioch plan.....	402	HOOPER, HERBERT. Ideals in American education.....	79
Educating and commerce.....	100	English, National Council of Teachers of (J. W. SEARSON).....	268	Hope of the nations (M. SAWAYANAGI).....	266
Educating and respect for law.....	102	Enrolment and affiliation.....	27, 65, 103, 146, 190, 246, 278, 414	HORN, ERNEST. The curriculum—By whom and how made.....	156
Educating bill.....	322	Equal salaries for equal service (JULIA E. SULLIVAN).....	373	HOSIC, JAMES F. World Conference on Education.....	295
Educating bill, Status of the.....	412	Ethical correlation of geography, science, and civics (HENRY NEWMANN).....	359	Hotel Oakland (picture).....	242
Educating, Defenders of.....	277	Ethics for teachers.....	166	Hotels—Oakland-San Francisco.....	209
Emulating Mrs. Partington.....	144	Ethics, Training teachers in (editorial).....	100	How Ambridge voted.....	367
Ethics, Training teachers in.....	100	ETTINGER, WILLIAM L. The American school program from the standpoint of the city.....	265	How Beaver City observed American Education Week.....	294
Fallacies of management.....	61	Europe and the World Conference on Education (CHARLES H. WILLIAMS).....	98	How modern business may aid in reconstructing the curriculum (CHARLES H. JUDD).....	156
Fight to the finish.....	144	EVERETT, E. A., and L. B. Mrs. Snaffy and queerulums.....	363	How one school banks (BLANCHE G. WILLIAMS).....	381
Film problem, The.....	60	EVERETT, E. A. Mrs. Snaffy and the Gary system.....	341	How Portsmouth, New Hampshire, observed American education week.....	306
Final campaign.....	189	EVERETT, LAURA BELLE. An interplanetary test—The coming curriculum.....	269, 169	How Seattle trains for business (F. L. CASSIDY).....	386
Financial security.....	323	Executive committee and board of trustees.....	312	HOYT, EDITH E. The parent-teacher association in Wisconsin.....	105
Future of our Association.....	20	Exterminating tuberculosis (J. A. MYERS).....	49	Human element in curriculum making (WILLIAM MCANDREW).....	156
Goodwill day, World.....	276	Facing the facts.....	118	Ideal, The teacher's (CHAUNCEY J. HAWKINS).....	372
Harding, President.....	276	Fallacies of management (editorial).....	61	Ideals in American education (HERBERT HOOPER).....	79
Investing in leadership.....	368	Famous roll call.....	116	Ideals of the American public school (HARRISON S. ROBINSON).....	263
Law, Education and respect for.....	102	FAVILLE, WILLIAM B. Teaching art appreciation.....	82	Ideals of the National Education Association and plans for 1923-24 (OLIVE M. JONES).....	255
Leadership, Investing in.....	368	Federal leadership in agriculture (HENRY C. WALLACE).....	271	Illiteracy.....	310
Library awakening.....	232	Field, In the (see In the field).....		Illiteracy, Mexico's campaign against.....	379
New school year.....	277	Field service—Our National Association.....	393	Immigrant, Teaching the (READ LEWIS).....	81
Oakland-San Francisco.....	145	Fight to the finish (editorial).....	144	Impressions of America (W. G. COVE).....	111
Opportunities in educational legislation.....	21	Film problem, The (editorial).....	60	In other journals.....	104
Opportunity, A peace.....	412	Final campaign (editorial).....	189	In the field.....	39, 77, 121, 300
Our tower of strength.....	322	Finances of the Association.....	312	India and the world (HEMENDRA K. RAKHIT).....	266
Peace opportunity, A.....	412	Financial security (editorial).....	323	Intelligent leadership by professional organization.....	53
Pennsylvania's misfortune.....	277	Financing American education (GEORGE D. STRAYER).....	352	Interplanetary test, An (LAURA BELLE EVERETT).....	269
President Harding.....	276	Financing of the American schools (GEORGE D. STRAYER).....	264	Interscholastic competition (CHARLES H. KEENE).....	303
Professional obligation.....	188	FINLEY, ELIZABETH R. The torch (poem).....		Investing a vacation.....	219
Rising costs of education.....	188	Reverse of title page.....		Investing in leadership (editorial).....	368
San Francisco-Oakland.....	145	Firing line, On the.....	161	Is education too costly? (J. O. ENGLEMAN).....	192
Secretary Fall's argument for a department of education.....	103	First aid, Freshman (GERTRUDE KLEIN).....	376	Is the general public interested in education?.....	389
Shall child labor be abolished.....	60	FISHER, H. A. L. Education and genius.....	415	Its far-reaching field service—Our National Association.....	393
State versus federal control.....	233	FIVE-FOOT shelf to educate toilers.....	198	IVERSEN, IDA CHRISTINE. To the classroom teacher.....	293
Status of the education bill.....	412	FORD, HENRY. Repetitive labour.....	288	JAMES MADISON on education.....	396
Training teachers in ethics.....	100	Foreign relations.....	312	JAMIESON, MARGUERITE. Trenton Teachers' Council.....	172
United front, The.....	276	Four S's—A project (ALICE M. CAHILL).....	135	Japan, The schools of.....	316
Washington schools.....	322	Franklin at seventeen, Benjamin (JOHN CLYDE OSWALD).....	10	Jefferson on education, Thomas.....	422
Washington the capital.....	368	Franklin school library, Detroit, Michigan (picture).....	385	Joint congressional committee (picture).....	102
World goodwill day.....	276	Fresh air or gymnasium (HENRY S. CURTIS).....	416	JONES, OLIVE M. Principal's multiple functioning.....	155
Educating adults (editorial).....	368	Fresh from the classroom.....	277, 323, 369, 413	— Ideals of the National Education Association and plans for 1923-24.....	255
Educating and commerce (editorial).....	100	Freshman first aid (GERTRUDE KLEIN).....	376	JUDD, CHARLES H. Education and the movies.....	193
Educating and genius (H. A. L. FISHER).....	415	FULLER, RACHEL ANNE. The helping teacher at work.....	181	— Educational research and the American school program.....	264
Educating and respect for law (editorial).....	102	Future of our Association (editorial).....	20	— How modern business may aid in reconstructing the curriculum.....	156
Educating and the movies (CHARLES H. JUDD).....	193	GAMBS, JOHN S. Louis Pasteur.....	15	Junior-college movement (G. F. WINFIELD).....	182
Educating and world progress (AUGUSTUS O. THOMAS).....	261	Gary system, Mrs. Snaffy and the (ELIZABETH A. EVERETT).....	341	Junior Red Cross (H. N. MACCRACKEN).....	97
Educating associations, Growth of (table).....	90	General public interested in education? Is the.....	389	Juvenile research in California (J. HAROLD WILLIAMS).....	143
Educating, Beauty in (FREDERICA BEARD).....	423	Genius, Education and (H. A. L. FISHER).....	415	Kansas during the last five years, Education in (G. W. TROUT).....	130
Educating bill (editorial).....	322	Geography, science, and civics, Ethical correlation of (HENRY NEWMANN).....	359	KEENE, CHARLES H. Interscholastic competition.....	303
Educating bill (GEORGE D. STRAYER).....	308	Germany, Post-war education in.....	12	— What one State department of public instruction is contributing to the physical welfare of pupils.....	155
Educating bill, Nevada for the.....	189	Glimpses of the National parks (STEPHEN T. MATHER).....	85	Keeping the curriculum alive (AMALIA BENGTSOHN).....	156
Educating bill, Status of the (editorial).....	412	GOMPERS, SAMUEL. America must play her part.....	372	KELLEY, FRED C. She never knew a bad boy.....	343
Educating, Culture and professionalism in (JOHN DEWEY).....	297	Good schools pay? Do (WILLIAM C. BAGLEY).....	211	KELLEY, JAMES H. The Pennsylvania survey.....	199
Educating, Defenders of (editorial).....	277	Gratitude (ALBERT S. LEHR).....	378	KLEIN, GERTRUDE. Freshman first aid.....	376
Educating, Dr. Pritchett and the cost of (W. CARSON RYAN, JR.).....	195	Greetings from the president of the National Education Association.....	281	KLEMMER, E. J. Teacher recruiting.....	220
Educating, Financing American (G. D. STRAYER).....	352	Growth of education associations (table).....	90	Know America—The Capitol.....	55
Educating for democracy (NEWTON D. BAKER).....	123	GUEST, EDGAR A. A patriotic wish (poem).....	396	— The Congressional Library.....	183
Educating for efficient thought-life (JULIUS BORAS).....	128	Guide to books.....	29	— The White House.....	95
Educating for parenthood (ALMA L. BINZEL).....	263	67, 111, 157, 201, 247, 289, 335, 383, 425		Knowledge, The book of (HOWARD R. DRIGGS).....	24
Educating for world conduct (WILLIAM B. OWEN).....	259	Gymnasium, Fresh air or (HENRY S. CURTIS).....	416		
Educating in California—1922 (RICHARD G. BOONE and ARTHUR H. CHAMBERLAIN).....	228				
Educating in Czechoslovakia (EM. LIPPETT).....	141				
Educating in England (JOHN ADAMS).....	374				
Educating in Kansas during the last five years (G. W. TROUT).....	130				
Educating in Tennessee.....	117				
Educating? Is the general public interested in.....	389				
Educating, James Madison on.....	396				
Educating, Libraries in.....	94				
Educating, Notable service in.....	101, 145				
Educating pays.....	198				
Educating, President Harding on.....	4				
Educating problems, Rural.....	315				
Educating, Rising costs of (editorial).....	188				
Educating, The library and adult (ANNIE P. DINGMAN).....	428				
Educating, The new era in elementary (LEONARD POWER).....	137				
Educating, The State board of (THOMAS G. MCCRACKEN).....	185				
Educating, the road to peace.....	392				
Educating, Thomas Jefferson on.....	422				
Educating through motion pictures (booklist).....	428				
Educating too costly? Is (J. O. ENGLEMAN).....	192				
Educating Week, American—Nation called to observe.....	364				

KOHN, LAURA UNDERHILL. The parent-teacher movement.....	411	Neglected opportunity.....	378	Country of books.....	92
KWEI, CHUNG-SHU. The Boxer indemnity.....	139	NELSON, LOWRY. Education (poem).....	382	Education (LOWRY NELSON).....	382
Labor in the United States, Child (OWEN R. LOVEJOY).....	325	Nevada for the education bill.....	189	In other lives (H. B. SMITH).....	83
LAKE, CHARES H. Stabilizing factor in education.....	153	New data on school savings (LEO DAY WOODWORTH).....	234	Inspiration (BLANCHE CARRIER).....	168
LANGE, ALEXIS F. (quoted).....	376	New era in elementary education (LEONARD POWER).....	137	Keep me from petty thought (A. EVELYN NEWMAN).....	26
Largest orphanage, The (MABEL S. C. SMITH).....	365	New, HARRY S. Our efficient postal service.....	317	My creed (RICHARD K. PIEZ).....	230
LATHROP, EDITH A. Dormitories for secondary schools.....	57	New profession, A (E. P. CUBBERLEY).....	355	Of a seventh grade boy (BLANCHE CARRIER).....	146
Law, Education and respect for (editorial).....	102	New property purchased (picture).....	3	Old professor (MARIE DRENNEN).....	275
Leadership in agriculture, Federal (HENRY C. WALLACE).....	271	New school year (editorial).....	277	On teaching (KATHERINE MERRILL).....	416
Leadership, Investing in (editorial).....	368	New York State, Rural school survey of (GEORGE A. WORKS).....	16	Out where the West begins (ARTHUR CHAPMAN).....	131
LEHR, ALBERT SIDNEY. Gratitude.....	378	New York's membership campaign.....	210	Parting (MILLIE RUTH TURNER).....	275
Leisure time (HENRY TURNER BAILEY).....	156	NEWMANN, HENRY (quoted).....	303	Prayer (BLANCHE CARRIER).....	168
Let's put our stake on the youngsters (editorial).....	213	— Ethical correlation of geography, science, and civics.....	359	Teacher (W. H. MCCREARY).....	106
LEWIS, READ. Teaching the immigrant.....	81	NEWSON, MARY J. Youth eternal.....	349	The potter (M. LOUISE MIZEN).....	159
Libraries in education.....	94	Next battle.....	236	The torch (ELIZABETH R. FINLEY).....	159
Library and adult education (ANNIE P. DINGMAN).....	428	North Dakota, What a county library will do for (MARY ELIZABETH DOWNEY).....	94	Reverse of title page.....	page
Library awakening (editorial).....	232	Northwest, The Pacific (EDMOND S. MEANY).....	177	To a deficient child (BLANCHE CARRIER).....	187
Library, The school.....	338	Notable service in education.....	101, 145, 379	To a first-grade child (BLANCHE CARRIER).....	168
Life memberships for prizes.....	333	Notes and announcements.....	37, 76, 120, 164, 208, 253, 299, 345, 390, 429	Your house of happiness (B. Y. WILLIAMS).....	46
Life membership in the National Education Association.....	254	Notes on teachers' clubs.....	225	Up from the pit (KATHERINE W. WEEKS).....	288
Light of the world (cartoon).....	296	Oakland, California (ROSCOE D. WYATT).....	221	Verses (OLIVER WENDELL HOLMES).....	414
LINCOLN, ABRAHAM (quoted).....	364	Oakland, Resolutions adopted at.....	257	When God taught the arts (EDITH E. MCGEE).....	417
LIPPERT, EM. Education in Czechoslovakia.....	141	Oakland-San Francisco.....	161	Wiser way, The (J. L. PICKARD).....	388
Literary traditions of California (HAROLD L. BRUCE).....	231	Oakland-San Francisco (editorial).....	145	Wish, A patriotic (EDGAR A. GUEST).....	396
Longitude and latitude of the new curriculum—chart (HOWARD R. DRIGGS).....	149	Oakland-San Francisco meeting—Program.....	249	Poppies for memorial day (WILLIAM B. OWEN).....	206
Los Angeles trains for production (ALCYON ROBINSON).....	227	Oakland-San Francisco meetings—Abstracts of addresses.....	263	Popular education, Book postage and (ALFRED L. SPENSER).....	218
LOVEJOY, OWEN R. Child labor in the United States.....	325	Oakland-San Francisco meetings—Summaries of reports.....	309	Portland Grade Teachers' Association (JULIA A. SPOONER).....	361
MCANDREW, WILLIAM. Human element in curriculum making.....	156	Oakland-San Francisco—Minutes of the annual meeting.....	281	Portraits: ABERCROMBIE, JOHN W.....	163
MCCLURE, WORTH. Seattle Principals' Association.....	421	Officers of the National Education Association—1923-24.....	279, 339	ALLAN, HAROLD A.....	61
MACCRACKEN, H. N. The Junior Red Cross.....	97	On the firing line.....	161	ALLTUCKER, MARGARET M.....	298
MACCRACKEN, THOMAS C. The State board of education.....	185	Opinion, Classroom teacher.....	340	BAKER, NEWTON D.....	123
MCCREARY, W. H. The teacher.....	106	Opportunities in educational legislation (editorial).....	21	BALLARD, N. H.....	163
MACFADDEN, BERNARR. More wages for teachers.....	262	Opportunity, A neglected.....	378	BALLOU, FRANK W.....	163
MCGEE, EDITH E. When God taught the arts (poem).....	417	Opportunity, A peace (editorial).....	412	BEVERIDGE, JOHN H.....	35
MCMILL, NICHOLAS T. Decalog of health.....	353	Orphanage, The largest (MABEL S. C. SMITH).....	365	BEWLEY, LUTHER B.....	165
MANUEL, HERSCHEL T. Cooperative research in western Colorado.....	180	O'RYAN, JOHN F. Teachers and world peace.....	167	BINZEL, ALMA L.....	285
MARTENS, ELSIE. Better classification.....	174	OSWALD, JOHN CLYDE. Benjamin Franklin at seventeen.....	10	BLAIR, FRANCIS G.....	163
MASTERS, J. G. School control.....	399	Our efficient postal service (HARRY S. NEW).....	317	BOND, W. F.....	163
MATHER, STEPHEN T. Glimpses of the National parks.....	85	Our new president, Message from.....	255	BORAH, SENATOR WILLIAM E.....	322
MEANY, EDMOND S. The Pacific northwest.....	177	Our State associations—1923-24.....	371	BORCHSE, PRINCESS SANTA.....	282
Meetings, Tentative schedule of.....	209	Our tower of strength (editorial).....	322	BRADFORD, MARY C.....	163
Memberships for prizes, Life.....	333	Our National Association.....	287	BURRIS, BENJAMIN J.....	163
MERRILL, KATHARINE. On teaching (poem).....	416	— Its far-reaching field service.....	393	BURROUGHS, JOHN.....	133, 134
Message from our new president.....	255	— The administrative element.....	355	BUTTERFIELD, E. W.....	165
Mexico's campaign against illiteracy.....	379	— What membership means and how it is built and recorded.....	301	CADA, FR.....	142
MILLER, CLYDE R. Cleveland's educational enterprises.....	33	Outstanding achievements at Cleveland (J. W. SEARSON).....	151	CALLAHAN, JOHN C.....	165
Milwaukee, Wisconsin—Salary schedules (table).....	187	OWEN, WILLIAM B. A program for the National Education Association.....	147	CAMPBELL, W. W.....	329
Minutes of the annual meeting—Oakland-San Francisco.....	281	— Education for world conduct.....	259	CAWTHON, W. S.....	163
Mission of the teacher.....	203	— Poppies for memorial day.....	206	CHURCHILL, J. A.....	165
Mississippi Education Association, The (W. N. TAYLOR).....	2	OWSLEY, ALVIN M. What constitutes American citizenship.....	153	COLVIN, GEORGE W.....	163
MIZEN, M. LOUISE. The potter (poem).....	159	Pacific northwest (EDMOND S. MEANY).....	177	COLVIN, STEPHEN S.....	379
Mooseheart—More than a school (J. O. ENGLEMAN).....	305	Pan-Pacific Union and education (FRANK F. BUNKER).....	263	COOK, ALBERT S.....	163
More wages for teachers (BERNARR MACFADDEN).....	262	Parent power (MRS. A. H. REEVE).....	264	COOLIDGE, CALVIN.....	276
MORTENSON, PETER A. Chicago's public-school classes for crippled children.....	153	Parent-teacher movement (LAURA UNDERHILL KOHN).....	411	COURTIS, S. A.....	73
Motion pictures, Education through—booklist.....	428	Parent-teacher association in Wisconsin (EDITH E. HOYT).....	105	CUBBERLEY, E. P.....	328
Movement, The junior-college (C. F. WINFIELD).....	182	Parkman, Francis.....	83	DAVIS, JAMES J.....	405
Movement, The school and the play (MABEL TRAVIS WOOD).....	357	Pasteur, Louis (JOHN S. GAMBES).....	15	DEMPSY, CLARENCE H.....	165
Movies, Education and the (CHARLES H. JUDD).....	193	Patriotic wish, A—poem (EDGAR A. GUEST).....	396	DENNIS, L. H.....	73
Mrs. Snaffy and queericultums (E. A. EVERETT and L. B. EVERETT).....	363	PATTERSON, EDITH MCCLURE. Economy is wise spending.....	420	DEWEY, JOHN.....	397
Mrs. Snaffy and the Gary system (ELIZABETH A. EVERETT).....	341	— Thrift education.....	263	DOBBS, ELLA V.....	72
Music in the air, There's (PETER W. DYKEMA).....	400	PAYNE, E. GEORGE. World book.....	291	DORSEY, SUSAN M.....	283
My father—John Burroughs (JULIAN BURROUGHS).....	133	Peace, Education the road to.....	392	DOUDNA, E. G.....	64
MYERS, J. A. Exterminating tuberculosis.....	49	Peace opportunity, A. (editorial).....	412	DOWLING, H. G.....	64
Nation called to observe Education Week.....	364	Peace, Teachers and world (JOHN F. O'RYAN).....	167	DRITNA, FR.....	142
National Association, Our.....	287	Pennsylvania survey (JAMES H. KELLEY).....	199	ECKLES, ISABEL L.....	165
— Its far-reaching field service.....	393	Pennsylvania's misfortune (editorial).....	277	ENRIGHT, JOHN.....	165
— The administrative element.....	355	Pensions.....	311	ERLANDSON, RAY S.....	61
— What membership means and how it is built and recorded.....	301	Per cent of municipal funds devoted to schools—1910 and 1920 (table).....	391, 246	ETTINGER, WILLIAM L.....	283
National Council of Education.....	36	Philadelphia school survey.....	70	FINAGAN, THOMAS E.....	165, 329
National Council of Teachers of English (J. W. SEARSON).....	268	PICKARD, J. L. The wiser way (poem).....	388	FINLEY, JOHN H.....	366
National Education Association, A program for the (WILLIAM B. OWEN).....	147	PIEZ, RICHARD K. My creed (poem).....	260	FORD, GEORGE M.....	165
National Education Association, Greetings from the president of the.....	281	PINTNER, RUDOLPH. The psychological corporation.....	224	FRANCIS, MAY E.....	163
National Education Association—Officers 1923-24.....	279, 339	Place and value of extra-curricular activities in the high school (H. E. WINNER).....	156	FRANKLIN, BENJAMIN.....	10
National parks, Glimpses of the (STEPHEN T. MATHER).....	85	Place of the junior college in public education (SUSAN M. DORSEY).....	265	GRAVES, FRANK P.....	165
		Plan, The Antioch (HORACE B. ENGLISH).....	402	GWINN, J. M.....	73
		Plans for 1923-24, Ideals of the National Education Association and.....	255	HARNED, P. L.....	165
		Plans for the summer meetings.....	205	HARRIS, T. H.....	163
		Play movement, The school and the (MABEL TRAVIS WOOD).....	357	HART, HARRIS.....	165
		Poems: A patriotic wish (EDGAR A. GUEST).....	396	HEATWOLE, C. J.....	64
		— Beautiful youth (LOUISE BURTON WOODWARD).....	196	HENDERSON, LESTER D.....	163
		— Close not the door (AMANDA MATHEWS CHASE).....	327	HILL, A. B.....	163
		— Close of school (CARLTON COLMSEE).....	244	HOLLISTER, H. A.....	72
				HOLLOWAY, H. V.....	163
				HOOVER, HERBERT.....	79
				HOPE, J. H.....	165
				HORN, ERNEST.....	72
				HOSIC, JAMES F.....	285
				HUNTING, W. J.....	165
				HUYKE, JUAN B.....	165
				IVERSEN, IDA CHRISTINE.....	340
				JOHNSON, THOMAS E.....	163
				JONES, OLIVE M.....	255
				JUDD, CHARLES H.....	282
				KADNER, OTAKAR.....	142
				LEE, CHARLES A.....	163
				LOFTING, HUGH.....	335
				LOVEJOY, OWEN R.....	325
				MACCAUGHEY, VAUGHAN.....	163, 283
				MACLEAN, GEORGE E.....	47
				MCCLURE, WORTH.....	72
				MCCONNELL, J. M.....	163
				MCILVARY, FRANK D.....	421
				MANN, HORACE.....	170
				MARRS, S. M. N.....	165
				MATZEN, JOHN M.....	165

MEREDITH, A. B.	163	Safety education in Detroit (FRANK CODY)	18	Status of the education bill (editorial)	412
MILAY, J. W.	163	Salary schedules—Bayonne, New Jersey (table)	108	STRAYER, GEORGE D. Cost and the fiscal administration of schools	153
MORTON, KATHERINE A.	165	— California State teachers' colleges—1921-22 (table)	162	— Financing American education	352
NASH, M. A.	165	— Cleveland, Ohio (table)	184	— The education bill	308
NEW, HARRY S.	317	— Cincinnati, Ohio (table)	171	— The financing of the American schools	264
NIELSON, MINNIE J.	165	— Harrisburg, Pennsylvania (table)	48	SULLIVAN, JULIA E. Equal salaries for equal service	373
O'RYAN, JOHN F.	167	— Milwaukee, Wisconsin (table)	187	Summer meeting, Classroom teachers at	293
OWEN, WILLIAM B.	249	— Rochester, N. Y. (table)	360	Summer meetings, Plans for the	205
PAGE, THOMAS NELSON	58	— San Francisco, California (table)	140	Summer school army, America's (RAYMOND WALTERS)	197
PARKMAN, FRANCIS	84	— Teacher-training institutions, 1921-22 (table)	8	Superintendence, Department of (see Department of Superintendence)	
PASTEUR, LOUIS	15	— Washington, D. C. (table)	38	Supervision of elementary education, Progress in the (IDE G. SARGEANT)	80
PATTERSON, EDITH MCCLURE	285	Salary trends during 1923, Teachers'	307		
POTTER, MARY R.	72	Salaries for equal service, Equal (JULIA E. SULLIVAN)	373		
PRESTON, JOSEPHINE C.	165	Salaries of State superintendents and commissioners of education (table)	270		
RANGER, WALTER E.	165	SANER, ROBERT E. L. The schools must save America	395	Tables: American book production, 1922	158
REEVE, MRS. A. H.	411	San Francisco and the Bay Region	5	— Commissioners of education, Salaries of State superintendents and	270
REIGEL, VERNON M.	165	San Francisco, California—Salary schedules (table)	140	— Growth of education associations	90
RUSSELL, JAMES E.	145	San Francisco-Oakland	161	— Per cent of municipal funds devoted to schools—1910 and 1920	246, 391
RUSSUM, ELIZABETH	163	San Francisco-Oakland (editorial)	145	— Salary schedules—Bayonne, New Jersey	108
RYNEARSON, EDWARD	72	San Francisco-Oakland meetings—Abstracts of addresses	263	— Salary schedules—California State teachers' colleges—1921-22	162
SANER, ROBERT E. L.	395	San Francisco-Oakland meetings—Summaries of reports	309	— Salary schedules—Cincinnati, Ohio	171
SARGENT, C. G.	73	SAPIRO, AARON. Economic background of rural education	154	— Salary schedules—Cleveland, Ohio	184
SEERLEY, HOMER H.	101	SARGEANT, IDE G. Elementary school principal's contribution to public education	155	— Salary schedules—Harrisburg, Pennsylvania	48
SHAW, FRED L.	165	— Progress in the supervision of elementary education	80	— Salary schedules—Milwaukee, Wisconsin	187
SMITH, PAYSON	163	Savings deposits—1923, School (LEO DAY WOODWORTH)	380	— Salary schedules—Rochester, N. Y.	360
SULLIVAN, JULIA E.	329	Savings, New data on school (LEO DAY WOODWORTH)	234	— Salary schedules—San Francisco, California	140
TERMAN, LEWIS M.	328	SAWAYANAGI, M. The hope of the nations	266	— Salary schedules—Teacher-training institutions, 1921-22	8
THEISEN, W. W.	73	Scenic gateway, The Denver (WARREN E. BOYER)	125	— Salary schedules—Washington, D. C.	38
THOMAS, AUGUSTUS O.	163, 261	School and the play movement (MABEL TRAVIS WOOD)	357	— Salaries of State superintendents and commissioners of education	270
THOMAS, R. H.	173	School-building progress	24, 110, 233	— School-building progress	230
TROUT, G. W.	130	School business, Public (R. H. THOMAS)	173	— Size of class and efficiency indexes in ten cities	109
TRUMPER, MAY	165	School control (J. G. MASTERS)	399	— State revenues and school revenues—Indiana	8
WALLACE, HENRY C.	271	School counseling, Scientific (MARGARET M. ALLTUCKER)	418	— State superintendents and commissioners of education, Salaries of	270
WEST, JAMES E.	45	School is for, What the	258	Tax problems in relation to the financing of public education (ROBERT MURRAY HAIG)	154
WILBUR, RAY LYMAN	328	School library	338	TAYLOR, W. N. The Mississippi Education Association	2
WITHERS, JOHN W.	73	School savings deposits—1923 (LEO DAY WOODWORTH)	380	Teacher at work, The helping (RACHEL ANNE FULLER)	181
WOOD, WILL C.	163, 282	School savings, New data on (LEO DAY WOODWORTH)	234	Teacher councils fifty years ago (WALTER D. AGNEW)	52
WORK, HUBERT	188	School, The close of—poem (CARLTON CULMSEE)	244	Teacher movement, Parent (LAURA UNDERHILL KOHN)	411
Postal service, Our efficient (HARRY S. NEW)	317	Schools must save America (ROBERT E. L. SANER)	395	Teacher opinion, Classroom	340
Post-war education in Germany	12	Schools of Japan	316	Teacher recruiting (E. J. KLEMM)	220
POWER, LEONARD. The new era in elementary education	137	Scientific attitude of mind (MARY R. BARNETTE)	138	Teachers and motion pictures	428
President Harding (editorial)	276	Scientific school counseling (MARGARET M. ALLTUCKER)	418	Teachers' Association, Portland Grade (JULIA A. SPOONER)	361
President Harding on education	4	Science, and civics, Ethical correlation of geography (HENRY NEWMANN)	359	Teachers at summer meeting, Classroom	293
President, Message from our new	255	SEARSON, J. W. National Council of Teachers of English	268	Teachers' clubs, Notes on	225
Presidents of allied organizations	72, 73	— Outstanding achievements at Cleveland	151	Teachers' Council, Trenton (MARGUERITE JAMIESON)	172
Principles and types of curricular development (OTIS W. CALDWELL)	156	Seattle Principals' Association (WORTH MCCLURE)	421	Teachers, Ethics for	166
Pritchett and the cost of education, Dr. (W. CARSON RYAN, JR.)	195	Seattle trains for business, How (F. L. CASIDY)	386	Teacher's ideal, The (CHAUNCEY J. HAWKINS)	372
Principals' Association, Seattle (WORTH MCCLURE)	421	Secondary schools, Dormitories for (EDITH A. LATHROP)	57	Teachers, More wages for (BERNARR MACFADDEN)	262
Principal's multiple functioning (OLIVE M. JONES)	155	Secretary's annual report	313	Teachers of English, National Council of (J. W. SEARSON)	268
Prizes, Life membership for	333	Secretary Fall's argument for a department of education (editorial)	103	Teachers' salary trends during 1923	307
Problems, Rural education	315	Serving the wage earner and the Nation (JAMES J. DAVIS)	405	Teaching art appreciation (WILLIAM B. FAVILLE)	82
Production, Los Angeles trains for (ALCYON ROBINSON)	227	Shall child labor be abolished? (editorial)	60	Teaching history (H. G. WELLS)	267
Professional obligation (editorial)	188	She never knew a bad boy (FRED C. KELLY)	343	Teaching life over, Could I live my (I. G. WILSON)	401
Professional organizations, Intelligent leadership by	53	SHELDON, EDWARD AUSTIN (picture)	332	Teamwork in educational research	160
Professional standards for classroom teachers (JESSIE A. SKINNER)	25	SIDERS, WALTER R. Business methods applied to education	154	Tentative programs of departments and allied organizations	250
Professionalism in education, Culture and (JOHN DEWEY)	397	SIMPSON, R. R. The American University Union	47	Tentative schedule of meetings	209
Program for the National Education Association (WILLIAM B. OWEN)	147	Sixty reference books for grades one to nine	383	Tenure	310
Progress, Education and world (AUGUSTUS O. THOMAS)	261	Size of class and efficiency indexes in ten cities (table)	109	TERMAN, LEWIS M. The conservation of talent	264
Progress in the supervision of elementary education (IDE G. SARGEANT)	80	SKINNER, JESSIE A. Professional standards for classroom teachers	25	Test, An interplanetary (LAURA BELLE EVERETT)	269
Progress, School-building (table)	233	SMITH, H. B. In other lives (poem)	83	Test controversy (VIRGIL E. DICKSON)	176
Project method (booklist)	113	SMITH, MABEL S. C. The largest orphanage	365	The most expensive economy any community can indulge in (cartoon)	180
Psychological corporation (RUDOLPH PINTNER)	224	Snaffly and queercurculums, Mrs. (E. A. EVERETT and L. B. EVERETT)	363	"There's music in the air" (PETER W. DYKEMA)	400
Public school business (R. H. THOMAS)	173	Sower (cartoon)	330	Third representative assembly	327
PUFFER, R. A. The Denver bond election	14	Speakers at Oakland-San Francisco	282	THOMAS, AUGUSTUS O. Education and world progress	261
Pupils, Transportation of	417	SPENSER, ALFRED L. Book postage and popular education	218	Thomas Jefferson on education	422
QUEERICULUMS, MRS. SNAFFY and (E. A. EVERETT and L. B. EVERETT)	363	SPOONER, JULIA A. Portland Grade Teachers' Association	361	Thomas Nelson Page	59
RAKHIT, HEMENDRA K. India and the world	266	Stabilizing factor in education (CHARLES H. LAKE)	153	THOMAS, R. H. Public school business	173
Recruiting, Teacher (E. J. KLEMM)	220	State associations—1923-24	371	Thought-life, Education for (JULIUS BORAAS)	128
Red Cross, The Junior (H. N. MacCRACKEN)	97	State board of education (THOMAS C. McCracken)	185	Three weeks at Cambridge (ELLEN L. CORBETT)	1
REIDER, WARD G. What our States read and why	377	State legislatures, With the	117, 162, 198, 241	Thrift education	311
REVE, MRS. A. H. Parent power	264	State revenues and school revenues—Indiana (table)	8	Thrift education (EDITH MCCLURE PATTERSON)	263
Reference books for grades one to nine, Sixty	383	State superintendents and commissioners of education, Salaries of (table)	270	TIGERT, JOHN J. Reorganization of education in the United States Government	154
Reorganization of education in the United States government (JOHN J. TIGERT)	154	State versus Federal control (editorial)	233	To a classroom teacher (IDA CHRISTINE IVERSEN)	293
Reorganization of elementary education	309			Traditions of California, The literary (HAROLD L. BRUCE)	231
Repetitive labor (HENRY FORD)	288			Training teachers in ethics (editorial)	100
Representative assembly, The third	327			Transportation of pupils	417
Resolutions adopted at Oakland	257			Trenton Teachers' Council (MARGUERITE JAMIESON)	172
Resolutions of the Department of Superintendence—Cleveland	152			Trout, G. W. Education in Kansas during the last five years	130
Response to address of welcome (A. E. WINSHIP)	263				
Rising costs of education (editorial)	188				
Road to peace, Education the	392				
ROBINSON, ALCYON. Los Angeles trains for production	227				
ROBINSON, HARRISON S. The ideals of the American public school	263				
Rochester, N. Y. Salary schedules (table)	360				
ROOSEVELT, THEODORE (quoted)	23, 364				
Rural education problems	315				
Rural education, Selected booklist on	32				
Rural school survey of New York State (GEORGE A. WORKS)	16				
RYAN, W. CARSON. Dr. Pritchett and the cost of education	195				

Michigan Girl Wins Safety Contest

THEODORA POOLE, thirteen-year-old school girl of Lansing, Michigan, has triumphed over more than 400,000 pupils in the second National safety essay contest conducted by the Highway Education Board, Washington, D. C. As a reward, she will receive a gold watch and a trip to the Capital, this fall. A wonderful opportunity it will be—an experience that will color her coming life! All her expenses will be paid, for she and her chaperon will be the guests of the National Automobile Chamber of Commerce, which gives the prizes, and of the Highway Education Board.

The committee which decided the winner was appointed by United States Commissioner of Education, Dr. J. J. Tigert. It consisted of Mrs. A. H. Reeve, president of the National Congress of Mothers and Parent-Teacher Associations, Philadelphia; Richard J. Walsh, editor, *Collier's Weekly*, New York City; and James E. West, Chief Scout Executive, Boy Scouts of America, New York City.

Second honors were won by Edwina Hull, Frontier, Wyoming, whose prize is a gold loving cup. Lester E. Rolland, Thief River Falls, Minnesota, won third honors, a silver loving cup. These pupils had previously received gold medals and fifteen-dollar checks for having submitted the best essays written within their respective States.

In the third annual contest, \$6500 will be divided into 485 prizes to be given for the best essays by pupils and lessons by teachers dealing with the formation of safety habits.

Miss Poole's essay follows:

My Share in Making the Highways Safe—In a game each person has his part to play. Let us think of the task of making a nation safe as a game in which each has his place to fill and his bit to do.

One might suppose we children have very little to do with the safety of our Nation, but we are the coming generation and in our time shall uphold better and safer highways.

As in a game, there are rules to follow. These things we must do:

Always observe traffic before crossing a street.

When walking on a road keep to the left to meet on-coming vehicles.

Learn automobile signals to know what a motorist means to do.

When alighting from a street car stand until sure of a safe way to the curb.

Help those in need.

Keep close to the curb when riding a bicycle, and give correct signals when turning.

Thus we shall spread our safety interest and information.

Now come the things we must not do, rules just as important if we are to play the safety game.

Don't hurry! Most accidents are caused by the desire to save a few seconds.

Never play in the streets nor dash before moving vehicles.

Never jay-walk.

Never steal rides.

Never make a blind dash across a thoroughfare.

Never stand in the street while waiting for a car—you are safer on the curb. One cannot always stand on his rights.

A child's part in this Safety Game is to keep from being "tagged" by an automobile. In the many automobile accidents in which the driver is blameless, a pitifully large number of children are victims.

Then there are always drivers who consider that responsibility ceases with the tooting of the horn. Since we stand less firmly than a telephone pole we had better be out of their way.

Our Code is a Code of Honor. Nobody can make us play fair. Our schools foster athletics to encourage clean effort. More important than ordinary athletics is the game in which we save the sorrow of accidents and loss of life. If I could feel that by joining this Safety Team I had saved one little child, I would consider my effort better spent than if I had won highest honors in athletics.

These things children can do. It is because of the splendid foresight of our elders that we are having these things laid before us while we are of an age when it is easy to learn. Much time, money, and thought are being spent to teach us safer ways. And if we become men and women who think safety and act sanely we shall have a nation of happier and safer people.

ALWAYS BE CAREFUL



THEODORA POOLE

WASHINGTON, GEORGE (quoted).....	364
Washington Herald editorial page.....	364
Washington schools (editorial).....	322
Washington the capital (editorial).....	368
Way to peace.....	179
WEEKS, KATHERINE W. Up from the pit (poem).....	388
WEET, HERBERT S. What the schools do in relation to what they cost.....	154
WELLS, H. G. Teaching history.....	267
WEST, JAMES E. Boys who are boy scouts.....	45
Western Colorado, Coöperative research in (HERSCHEL T. MANUEL).....	180
What a county library will do for North Dakota (MARY ELIZABETH DOWNEY).....	94
What constitutes American citizenship (ALVIN M. OWSLEY).....	153
What may be done to improve the quality of teachers (E. C. HARTWELL).....	155
What membership means and how it is built and recorded—Our National Association.....	301
What one State department of public instruction is contributing to the physical welfare of pupils (CHARLES H. KEENE).....	155
What our States read and why (WARD G. REEDER).....	377
What the school is for.....	258
What the schools do in relation to what they cost (HERBERT B. BRUNER).....	154
What the schools do in relation to what they cost (HERBERT S. WEET).....	154
WHEELER, JOSEPH L. Home reading for country schools.....	91
White House—Know America.....	95
WILBUR, RAY L. Health aspects of the world's children.....	266
WILLIAMS, BLANCHE G. How one school banks (poem).....	381
WILLIAMS, B. Y. Your house of happiness (poem).....	46
WILLIAMS, CHARLES H. Europe and the World Conference on Education.....	98
WILLIAMS, J. HAROLD. Juvenile research in California.....	143
WILSON, I. G. Could I live my teaching life over.....	401
WILSON, WOODROW (quoted).....	364
WINFIELD, G. F. The junior-college movement.....	182
WINNER, H. E. Place and value of extra-curricular activities in the high school.....	156
WINSHIP, A. E. Educational progress in 1922 — Response to address of welcome.....	153
Wise spending, Economy is (EDITH McCLURE PATTERSON).....	263
With the State legislatures..... 117, 162, 198,	241
Women in education (PRINCESS SANTA BORGHESI).....	266
WOOD, MABEL TRAVIS. The school and the play movement.....	357
WOOD, WILL C. Citizenship through education.....	265
WOODWORTH, LEO DAY. New data on school savings.....	234
— School savings deposits—1923.....	380
WOODWARD, LOUISE BURTON. Beautiful youth (poem).....	196
WORKS, GEORGE A. Rural school survey of New York State.....	16
World book (E. GEORGE PAYNE).....	291
World conduct, Education for (WILLIAM B. OWEN).....	259
World Conference on Education..... 191, 239	
World Conference on Education (JAMES F. HOSIC).....	295
World Conference on Education, Europe and the (CHARLES H. WILLIAMS).....	98
World Federation of Education Associations.....	304
World goodwill day (editorial).....	276
World peace, Teachers and (JOHN F. O'RYAN).....	167
World progress, Education and (AUGUSTUS O. THOMAS).....	261
World's path upward (cartoon).....	331
WYATT, ROSCOE D. Oakland, California.....	221
Youth eternal (MARY J. NEWSON).....	349

ROBERT EDWARD LEE ON EDUCATION—So greatly have those interests (educational) been disturbed at the South, and so much does its future condition depend upon the rising generation, that I consider the proper education of its youth one of the most important objects now to be attained, and one from which the greatest benefits may be expected. Nothing will compensate us for the depression of the standard of our moral and intellectual culture, and each State should take the most energetic measures to revive the schools and colleges, and, if possible to increase the facilities for instruction and to elevate the standard of learning.—*Recollections and Letters of General Robert E. Lee.*

Tuberculosis, Exterminating (J. A. MYERS).....	49
TURNER, MILLE RUTH. Parting (poem).....	275
United front, The (editorial).....	276
United States, Child labor in the (OWEN R. LOVEJOY).....	325
Vacation, Investing a.....	219
Vocational versus liberal (The American School)	54

Wage earner and the Nation, Serving the (JAMES J. DAVIS).....	405
Wages for teachers, More (BERNARR MACFADDEN).....	262
WALLACE, HENRY C. Federal leadership in agriculture.....	271
WALTERS, RAYMOND. America's summer school army.....	197

THE ILLINOIS EXAMINATION

ABILITY AND ACHIEVEMENT

In every school class the pupils vary in ability to do school work. Some pupils work to the limit of their ability; others do not.

The Illinois Examination is (1) a series of seven tests by which to determine the ability of each pupil to do school work; combined with this is (2) a series of tests in the fundamental operations of arithmetic; and (3) a series of tests in silent reading, determining the rate of reading and the comprehension of each paragraph read.

By the Illinois Examination each pupil is graded on a standard scale, first for his actual ability to do school work as compared with other pupils; and second, for his present achievements in arithmetic and in power to read understandingly measured by standard scales of achievement for his grade and age. All of this information is recorded for each pupil on a summary sheet of the class, and retained by the teacher. This record indicates the instruction needs for each pupil.

Order Illinois Examination I for the pupils to be tested in grades III, IV and V. Order Illinois Examination II for the pupils to be tested in grades VI, VII and VIII. The price is \$4.00 net per 100 copies. Four summary sheets and class record sheets, and two Teacher's Handbooks are sent free with each 100 tests. For less than 100 the price is 5c per copy and record sheets cost 1c each and the handbook 15 cents.

	No. copies
Illinois Examinations Sample Set 25c.	
\$4.00 per 100	
Illinois Examination I, grades 3, 4, 5	
Illinois Examination II, grades 6, 7, 8	
Form 1, should be ordered for first testing.	
Form 2, should be ordered for second testing.	
Teacher's Handbook, separate, by mail, 15c	
Each Test of the Illinois Examination is also printed separately.	
TESTS FOR MEASURING GENERAL INTELLIGENCE	
Illinois General Intelligence Scale	
Sample set 20c; \$2.00 per hundred	
Form 1, should be ordered for first testing	
Form 2, should be ordered for second testing	
Pressey Primary Classification Test (Form A) grades 1 and 2	
Sample set 10c; \$1.50 per hundred copies	
Pressey Intermediate Classification Test	
Sample set 10c; \$1.25 per 100 copies	
Pressey Intermediate Verifying Test	
Sample set 10c; \$1.25 per 100 copies	
Pressey Senior Classification Test	
Sample set 10c; \$1.25 per 100 copies	
Pressey Senior Verifying Test	
Sample set 10c; \$1.25 per 100 copies	
Whipple's Group Test for Grammar Grades V to VIII. Sample set 30c; \$7.00 per 100	
Holley Picture Completion Test for Primary Grades	
Sample set 10c; \$1.25 per C.	
Kingsbury Primary Group Intelligence, grades 1 to 3	
Sample set 10c; \$2.50 per C.	

Orders Filled Promptly

Public School Publishing Co.
Bloomington, Ill.

What Can Moving Pictures In Your School Do For You?

LET'S consider moving pictures in the school from your personal point of view. It isn't customary, we know, but the teacher surely has a vital interest in any equipment for school use. How will it affect you?

First, moving pictures will make it possible for you to start a real cultural and social center in your community. Their judicious use in educational entertainments will bring the adults as well as the children and make you the natural leader in a broader civic development.

Second, moving pictures will increase your own effectiveness as a teacher. There is no longer any question about the uniformity and the lasting character of the impressions made by pictures. Suitable films are now available on many subjects. They will make your time more productive of results.

To realize these advantages, you require first, the projection equipment. It is sufficient here to point out that the Acme S. V. E. is the ideal school projector because the same machine is easily available both for entertainment and class-room use; it is both a moving picture projector and a stereopticon; and it has the exclusive gold glass shutter, making it possible to stop anywhere on a film and show a still picture. We can go into these details with you fully at the proper time, also into the matter of film supply, financing your equipment, etc.

All we want to know now, however, is that you appreciate the advantages to you of having moving pictures in your school. Send the coupon below. It carries no obligation and will be kept strictly confidential.



ACME MOTION PICTURE PROJECTOR COMPANY

806 West Washington Blvd.

CHICAGO



Gentlemen:

I would like to see moving pictures in my school. Without obligation to me, you may send me more detailed information looking to the accomplishment of that purpose.

Name.....

Address.....

School.....

PEDAGOGICALLY GRADED HANDWRITING TEXTBOOKS, plus the all year free professional services of a large corps of expert penmanship visiting instructors, who cover in their work the United States, plus free normal extension courses conducted by expert instructors in Practical Penmanship in the offices of The A. N. Palmer Company, have made

PALMER METHOD PENMANSHIP

a great power in educational work in all institutions of learning and in business and social life. THE PALMER METHOD PLAN cuts the chirographic corners and offers a simple, fascinating way to a style of penmanship which embodies LEGIBILITY, COMMERCIAL RAPIDITY, EASE and ENDURANCE.

If you are not familiar with the always successful

PALMER METHOD PLAN

write to our nearest office for detailed information.

30 Irving Place
New York, N. Y.

THE A. N. PALMER COMPANY
2128 Calumet Ave., Chicago, Ill.

Pittock Bldg.
Portland, Ore.

THE FISK TEACHERS' AGENCIES

120 Boylston Street, Boston
225 Fifth Avenue, New York
402 Dillaye Bldg., Syracuse
549 Union Trust Bldg., Pittsburgh

1420 Chestnut St., Philadelphia
809 Title Bldg., Birmingham
28 E. Jackson Blvd., Chicago
1020 McGee St., Kansas City

509 Journal Bldg., Portland
2161 Shattuck Ave., Berkeley
510 Spring St., Los Angeles
11 Leader Lane, Toronto

Send for Circular and Registration Form.

**ACTIVE MEMBERSHIP
FOR LIFE**

IN THE

**NATIONAL
EDUCATION ASSOCIATION**

A MOVEMENT is under way to add \$100,000 to the Permanent Fund of the National Education Association by securing 1000 active members for life as soon as possible. We already have 56 members.

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

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

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

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

**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**

1201 Sixteenth Street N. W., Washington, D. C.

\$75.00

-----1923.

I hereby promise to pay to the National Education Association of the United States for value received Seventy-five Dollars; Twenty-five Dollars to be paid one year from date; Twenty-five Dollars to be paid two years from date; and Twenty-five Dollars to be paid three years from date. In default of payment I agree to the forfeiture of payments previously made and to the cancellation of said membership for life.

Name-----

Address-----

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

(Name of bank)

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

Name-----

(Signed)

Address-----

LIFE MEMBERS FOR 1922-23

Abbott, Amanda, Grafton, W. Va.
Anderson, Marie, Specialist in School Organization, Chicago, Ill.
Aydelotte, Frank, President, Swarthmore College, Swarthmore, Pa.
Bagley, William Chandler, Teachers College, New York City.
Bedell, R. B., City Superintendent of Schools, Ashland, Nebraska.
Bednar, Christine, Principal, Sherwood School, Chicago, Ill.
Bingham, Robert W., President and Publisher, Courier Journal, The Louisville Times, Louisville, Ky.
Brewer, John M., 22 Gray Gardens, Cambridge 38, Mass.
Burke, Marguerette R., Public Schools, Omaha, Nebr.
Canine, E. N., Superintendent of Schools, East Chicago, Ind.
Carlson, Philip E., Principal, Roosevelt High School, Minneapolis, Minn.
Carpenter, Estelle, Director of Music, San Francisco, Calif.
Chapman, Ira T., Superintendent of Schools, New Brunswick, N. J.
Clark, M. G., Superintendent of Schools, Sioux City, Iowa.
Clerk, Frederick E., Superintendent of Schools, Winchester, Va.
Cook, William Adelbert, Department of Education, Vermillion, S. Dak.
Cort, Ambrose, Principal, William J. Morrison School, New York City.
Crabtree, J. W., Secretary, National Education Association, Washington, D. C.
Cromwell, Agnes, New York City.
Dillingham, James D., Principal, Newtown High School, Elmhurst, Long Island, New York.
du Pont, Pierre Samuel, President, du Pont Powder Plant, Wilmington, Del.
English, Harry, Secretary, Board of Examiners, Washington, D. C.
Eutslar, George W., Principal, Meriwether Lewis School, Ivy, Va.
Finlayson, John D., Fairmont College, Wichita, Kans.
Haas, Francis B., Bureau of Administration, Department of Public Instruction, Harrisburg, Pa.
Hart, Nellie C., Elementary School, New York City.
Hewett, Elizabeth, Public Schools, Omaha, Nebr.
Hines, Linnaeus Neal, President, Indiana State Normal School, Terre Haute, Ind.
Hosman, Everett M., Secretary, Nebraska State Teachers Association, Lincoln, Nebr.
Iversen, Ida Christine, Primary Teacher, Los Angeles, Calif.
Johnson, Thomas E., State Superintendent of Public Instruction, Lansing, Mich.
Jones, Olive M., Principal of Public School No. 120, New York City.

Kelley, James Herbert, Secretary, Pennsylvania State Education Association, Harrisburg, Pa.
Krout, Charles A., Superintendent of Schools, Tiffin, Ohio.
Laramy, Robert E., Superintendent of Schools, Altoona, Pa.
Leland, Abby Porter, Principal, Public School No. 1, Bronx, New York City.
Lindborg, Arthur E., Assistant Director of Education, St. Croix, V. I.
MacCracken, John Henry, President, Lafayette College, Easton, Pa.
McCormick, Elizabeth R., Principal, Franklin School, Superior, Wis.
Magill, Hugh Stewart, International Sunday School Council of Religious Education, Chicago, Ill.
Morgan, Joy E., Managing Editor, Journal of the National Education Association, Washington, D. C.
Murakami, Kanryo, 1881 Pine St., San Francisco, Calif.
Muir, James N., Superintendent of Schools, Bethlehem, Pa.
Newlon, Jesse H., Superintendent of Schools, Denver, Colo.
Nichols, Walter H., Principal, Palo Alto Union High School, Palo Alto, Calif.
Oberholtzer, E. E., Superintendent of Schools, Tulsa, Okla.
Patterson, Mrs. Edith McClure, Home Economics Division, General Federation of Women's Clubs, Dayton, Ohio.
Root, Rosamond, 509 West 121st Street, Apt. 502, New York City.
Rote, Orville W., Supt. District No. 6, Littleton, Colorado.
Sealey, R. M., State Inspector of High Schools, Tallahassee, Fla.
Seerley, Homer Horatio, President, Iowa State Teachers' College, Cedar Falls, Iowa.
Sims, John Francis, State Normal School, Stevens Point, Wis.
Smith, Henry Lester, Dean, School of Education, Indiana University, Bloomington, Ind.
Strayer, Mrs. George D., Teachers College, Columbia University, New York City.
Swan, Natalie, New York City.
Thalman, Joseph Luther, Principal, Proviso Township High School, Maywood, Ill.
Thalman, John W., Superintendent of Schools, St. Joseph, Mo.
Walters, Roland J. D., Superintendent of Schools, Rocky Ford, Colo.
Webber, Elmer H., Superintendent of Schools, Mapleton, Maine.
Wilson, Harry Bruce, Superintendent of Schools, Berkeley, Calif.
Williston, Edith Holmes, Department of Modern Languages, Providence Technical High School, Providence, R. I.
Woodward, Annie Carleton, High School, Somerville, Mass.
York, Lewis E., Superintendent of Schools, Massillon, Ohio.

