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Our National Association 1
Educational Progress During 1923 3
Building Personality 7
Annotation, Denotation, and Connotation 8
Education's Fight for Recognition 9
Testing Physical Fitness 13
How the Department of Commerce Works 15
Editorial 22
Fresh from the Classroom 23
Ben Franklin in Your School 24
Enrolment and Affiliation 25
The Ideals of the American Public School 27
Washington: The Nation's Capital 29
Elementary Education in Sweden 31
In Other Journals 32
New York Honors President Jones 33
World Peace Through Education 34
The Library in Education 35
Guide to Books 36
Department of Superintendence—Program 39
Will Your School be Represented at Chicago? 41
Where to Get What 42
Notes and Announcements 43
Washington Hotels 44
Directory of Advertisers A-18

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Our National Association

The Classroom Element

THE POWER of the National Education Association to carry forward the torch of universal public education depends upon its all-inclusiveness. America is divided more or less into class groups. Public education knows no class groups. America has diverse races. Public education is no respecter of races. America has many religions. Public education ministers equally to them all. Our economic and social life have been many times divided and subdivided by the specializing processes of our time. In the eyes of the great basic public school and public library every member of our varied society is equal—a liability if not grounded in the stabilizing elements of our common culture; an incalculable asset if his life is well-rooted in this common culture and quickened by the spark of inspiration into larger initiative and originality.

Education is therefore the basis of our social pyramid, and the individual teachers may be thought of as the foundation stones upon which the vast structure is erected. If the individual teacher is sound in life and training and ideals, every life that touches his is thereby sounder. If the individual teacher is soft and weak, the whole structure is thereby weakened. It is fitting then that those who seek to improve education endeavor to reach the rank and file of teachers. They know that the social standing of the teacher is of high importance. Large appreciation of teaching by the general public is needed to attract the best young men and women into the profession. They know that training is necessary. The frontiers of childhood must be held by safe guides equipped with the keenest tools that the science of education can supply. They know that tenure is important. Fear and uncertainty must not drain off energy that should go to the vital work of teaching. They know that pensions are important. Teachers must give themselves wholly to their work during the active years with full assurance that society will not neglect them in old age or force them to remain on the firing line when the time for retirement has come.

A generation ago the rank and file of teachers did not see these things as they do now. Even those who were looked to for leadership often lacked the vision. Professional organizations were small.

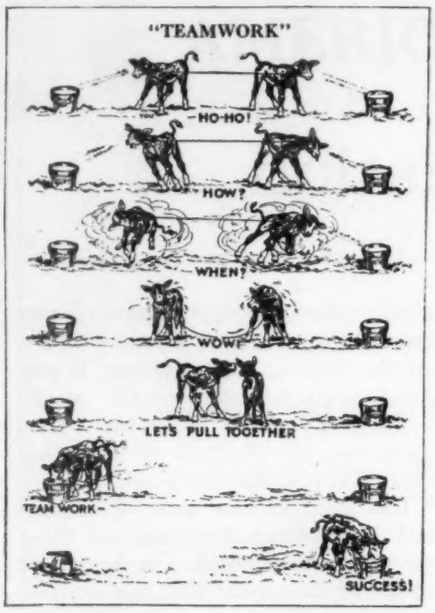
OVER half a million children are in school part time for lack of room in school buildings. In many other respects millions of children are denied an equal chance for lack of public support. Thousands of teachers are pushed against the wall, struggling at low salaries and under unfavorable conditions. The individual teacher working alone can do little to remedy this situation, but many teachers pulling shoulder to shoulder in local, State, and National associations can secure the adoption of remedial measures. There never was a greater challenge to the 700,000 teachers of the Nation than now.

They worked under many limitations. The philosophy of teaching and educational administration that are bearing fruit in our day were then in their infancy. It is not surprising that the rank and file had not then been awakened to their professional duties and opportunities. The spirit of democracy and the appetite for service, which are now such powerful forces in the lives of increasing numbers of men and women, were then less prevalent and compelling. People were more inclined to work alone. They had not then sensed, as now, the joy and the infinite resources of common action guided by high motives. How rapidly the leaven of this new spirit in our life will lift educational workers to higher planes of professional coöperation we cannot know, but the force of the movement is suggested by membership growth in the National Education Association from fewer than ten thousand to more than 130,000 in less than five years.

This great increase must of necessity have been among the rank and file—the classroom element. It is to that branch of the service that this article—the fifth in the series on Our National Association—is given. Its point of view has been gleaned from many letters from teachers working in all sections of the country and in all branches of the service. Let it be said at the start that the Association's greatest service to the individual teacher will always be service shared in common by all other branches of the profession. While we consider the peculiar problems of special groups, let us bear in mind that the importance of the group is not measured by its size or field of activity, but by its service to childhood and to the profession.

When the Association seeks greater recognition of education by the public, every teacher profits. When it labors for improved training, securer tenure, higher salaries, sound pension systems, and more adequate financial support, the Association is rendering a service to the individual teacher. Services of this type during the last five years have been so substantial that were they adequately appreciated, every one of the Nation's seven hundred thousand teachers would be eager to enlist in the ranks of professional organization. The Association would be able to use for other purposes the money it now spends in seeking members. Members would seek the Association, determined to make their contribution and thus to share the common burdens and opportunities of its invaluable work.

Of the special services which the Association renders the classroom element as such, perhaps the greatest is the work of the Department of Classroom Teachers, which is leading in the movement to improve the professional status of the



teacher. Tremendous energy would come to the profession if teachers everywhere could live a vigorous professional life—if there could be frequent professional and social contacts with fellow teachers; if there could be continuous consideration by teachers in every school and every community of the vital problems that spring from the day's work; if there could be more initiative and surer leadership among teachers by teachers. All of these things the Department of Classroom Teachers is helping to bring about.

It was organized in July, 1913, and reorganized under a new constitution at Boston, in July, 1922. Membership is open to all teachers who are members of the National Education Association. It holds annual meetings at the time of the Association's meetings in July of each year. It recognizes the worth of all other organizations of classroom teachers and seeks to coöperate with them. It brings to the National Association the counsel of a select group of teachers who have demonstrated their devotion and capacity in the field of professional work.

The Department has announced the following aims: (1) To secure higher qualifications for teachers, (2) to assist administrators in school problems, (3) to improve economic and social conditions among teachers, (4) to promote, encourage, and assist local and State organizations of classroom teachers, (5) to maintain unity among all who are enlisted in educational service.

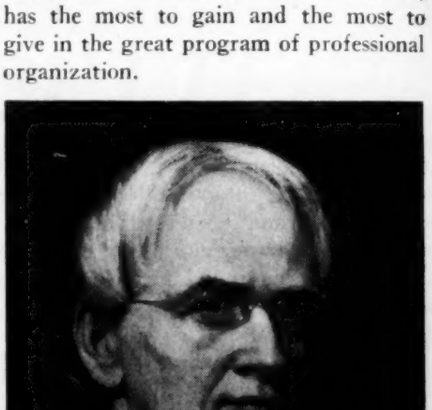
The Department of Classroom Teachers is represented at Association headquarters by Miss Agnes S. Winn, director of the Division of Elementary School Service. Miss Winn came to headquarters on February 15, 1922, after winning wide recognition as a worker in classroom teachers' organizations and as a student of their problems. Her work since that time is well known by those who have been reached by her extensive correspondence, who have read her writings, or who have seen her work at the Association's annual meetings. In addition to her duties as advisory officer of the Department of Classroom Teachers, Miss Winn represents other departments and committees at headquarters, assists and advises in various other branches of work, and replies to numerous calls from the field for special help.

The professional movement among classroom teachers is still young. It has tremendous possibilities among every group of teachers. The very fact of great numbers suggests the opportunity before the elementary-school group. The rapid growth of secondary schools, the fact that secondary school teachers work with a selected group of youth, and the additional fact that specialization increases in this field—all these constitute a challenge to teachers in secondary schools to make their influence felt in professional organization and to develop greater unity among themselves.

Teachers in normal schools and teachers' colleges are naturally interested in professional organization. They are the builders of the profession. The things they believe in and work for have large influence with students soon to be teachers. There comes to such workers a natural following. It is fine for the profession as well as for the men and women in the schools from which the profession springs, if this following can continue when students become practising teachers. It is thus that influence is multiplied and put out at interest. A young student was one day heard to remark that the best advice his favorite teacher in normal school had given him was to join local, State, and National organizations at the very beginning of his teaching career and to support them and work in them and for them consistently. Now teacher and former teacher meet each year in professional gatherings to share common enthusiasms and experiences. Such opportunity to give sound advice and such fellowship are among the glories of work in teacher-training institutions where material rewards are still far from adequate.

College and university teachers, library workers who are truly teachers, and teachers in professional schools of every type also have a common opportunity in the National Education Association. The college teacher is working near the top of our educational pyramid and needs contact and sympathy with those who are laying the foundations. The library worker builds where the teacher leaves off. The teacher in the professional school—even the worker in the field of research—needs to be tied by bonds of professional organization to the great body of educational workers whose common task is to maintain the intellectual level of the whole people as high as possible in order that there may be health, efficiency, prosperity, and appreciation of the finer and more important things of life.

Our National Association is a common tie that binds us, inspires us, gives unity to our enterprises, makes our efforts count, enriches life with significance, lifts us to higher planes of enthusiasm and endeavor, and renders us true apostles of the Great Teacher who proclaimed the Gospel of Service. The classroom element, being the closest to growing life and being the most numerous element in the educational structure, has the most to gain and the most to give in the great program of professional organization.



HORACE MANN, pioneer defender of public education in America, is an inspiration to those who must do battle now in behalf of the same cause. This picture was painted by J. Harvey Young and presented to the Salem (Massachusetts) Normal School by the class of July, 1861.

Educational Progress During 1923

THE JOURNAL'S annual survey of educational progress is of unusual interest this year because of the strong movement for tax reduction at any price. Letters were sent to three people in each of the States asking for a brief statement—the State superintendent of public instruction, the secretary of the State education association, and the State Director of the National Education Association. The following replies are full of encouragement for the new year. They are also rich in suggestions for programs for State associations.

Alabama—(1) The formulation and presentation to the Legislature of a unified building and maintenance program covering all phases of education. Though defeated, the projection of this program represented a forward step in the realization of an educational ideal. (2) The successful resistance of a reactionary element in the legislature that would have destroyed the educational machinery of our State.—John W. Abercrombie, State superintendent of education, Montgomery.

Alabama's gain in such items of educational progress as length of term and attendance has been more than twice as great as the gains in purchasing power of school funds. Birmingham's bonus to all teachers attending meeting of National Education Association in San Francisco and taking a six weeks summer course in a university, has proved of more than local significance.—C. B. Glenn, superintendent of schools, Birmingham, and N. E. A. State director.

Arizona—Improvement through higher requirements for certificates, permanency of good salaries for teachers, and coöperation of parent-teachers association.—C. O. Case, State superintendent of public instruction, Phœnix.

Arkansas—The passage of a severance-tax act and a gross income-tax act with the revenues from both these acts to be placed in the common school fund. Through these acts, the State has assumed a greater responsibility for the education of the children of the State.—A. B. Hill, State superintendent of public instruction, Little Rock, and Mr. H. L. Lambert, business manager of the Arkansas Educational Association, Little Rock.

California—The extension of school advantages in rural districts through rural supervision and improvement of teachers in the service is our chief advance for the year. Over ninety per cent of our teachers have normal school or college training, but this is not in itself sufficient to enable them to meet the special problems of the rural school. Rural supervision has increased the efficiency of the rural school by helping and improving the rural teachers.—Will C. Wood, State superintendent of public instruction, Sacramento.

The overwhelming defeat in the State legislature of the Dozier Bill, which if passed would have removed every vestige of tenure for teachers from the State law.—William P. Dunlevy, N. E. A. State director, San Diego.

In face of unprecedented growth in school attendance, antagonistic and reactionary forces and inadequate budget provisions, standards have been maintained and our educational program vindicated through supreme court decisions entirely in the interest of the schools. There has developed a solidarity of purpose amongst teachers and appreciative understanding on part of the people never before known.—Arthur H. Chamberlain, secretary, California Council of Education, San Francisco.

Colorado—Raising teachers' standards through the new certification law, which ultimately will mean a trained teacher in every schoolroom; and greater unification of the educational forces through growing professional organizations.—H. B. Smith, N. E. A. State director, and secretary, Colorado Education Association, Denver.

Connecticut—The inauguration of a State-wide system of certification of teachers establishing minimum standards of academic and professional work.—A. B. Meredith, commissioner of education, Hartford.

Many cities and towns have erected new school buildings to take up the shortage that has existed since the war. The schools were larger in 1923 than in any previous year and in most of the cities and towns of the State additional educational facilities are planned to meet the demand. The school year 1922-23 was notable as the first under the new law for the certification of teachers. No new teachers may be employed unless certified by the State authorities. An entirely new normal school plant is being built at New Britain to replace the present insufficient accommodations. All the cities and large towns have continued to advance the salaries of the teachers on the schedule adopted in the past three or four years.—Edward B. Sellew, superintendent of schools, Middletown.

Delaware—The maintenance of the principle of a uniform system of taxation upon real and personal property for the whole State as a unit, and the payment by the State for the entire cost of transportation of pupils to graded or consolidated schools.—H. V. Holloway, State superintendent of public instruction and N. E. A. State director, Dover.

Progressive building program planned and started. Marked increase in average attendance in rural schools. Active interest in State educational association to secure larger appropriation from legislature for public schools.—W. K. Yerger, secretary, Delaware State Teachers Association, Wilmington.

District of Columbia—The preparation of comprehensive courses of study for junior high schools including provision for the standardization of time allotments, programs, departmental teaching, supervised study, and extracurricular activities.—Frank W. Ballou, superintendent of schools, Washington, D. C.

The beginning of a comprehensive plan for putting into effect a coördinated, unifying system of schools on the 6-3-3 basis.—Harry English, N. E. A. State director, head of the Department of Mathematics, High Schools, Washington, D. C.

Preparation for extending the junior high school organization in the scholastic year 1923-24 by providing special courses for teachers in the graded schools, by erecting two new buildings and providing for the conversion of two other buildings, with the result that the new school year opened with six junior high schools in operation—four white and two colored.—Adelaide Davis, secretary, District of Columbia Education Association, Washington, D. C.

Florida—The large increase in enrolment of the Florida Education Association, the employment of a full-time secretary, and the establishment of the *Journal of the Florida Education Association*.—W. S. Cawthon, State superintendent of public instruction, Tallahassee, and Agnes Ballard, N. E. A. State director, county superintendent of schools, West Palm Beach.

The uniting of teachers and citizens to secure a State survey to be followed with legislation. The increased millage for school purposes and the publication

of an educational journal.—O. I. Woodley, secretary, Florida Educational Association, Winter Park.

Georgia—Decision of Supreme Court (Hanks versus D'Arcy) makes it possible for the first time to support uniform system of schools and give equal educational opportunity. State-wide survey in progress.—N. M. Ballard, State superintendent of schools, Atlanta.

Had compulsory county-wide local tax for schools from one to five mills since 1920. Independent city systems might be exempt if not under county board of education. Hence rural schools suffered as most of the property was in independent districts. Now decision of the State Supreme Court declares that the county commissioners have full authority to levy a tax of any amount for educational purposes over the whole county to be used by county board of education as it sees fit. Our rural schools can now get what money they need.—Kyle T. Alfriend, N. E. A. State director and secretary, Georgia Educational Association, Forsyth.

Idaho—The improvement of rural education by changing the plan of the rural supervisors from the individual school visits to group meetings with demonstration schools in one and two-room systems. Two group meetings are held in each county.—Elizabeth L. Russum, State superintendent of public instruction and N. E. A. State director, Boise.

Illinois—Progress in the rehabilitation of our teaching force and physical plant since the close of the war. A successful fight in our last general assembly against the forces of reaction. We did not get much progressive legislation, but we held our own in all but two minor matters.—F. G. Blair, State superintendent of public instruction, Springfield.

Schools have held their own in spite of attacks on school budgets to lessen taxes.—Sarah L. Thomas, N. E. A. State director, Rockford.

The preservation of the progressive school legislation enacted in the last six years in the face of a wave of reaction that produced several dangerous bills in the legislature. The increase of the school-building tax-rate in Chicago from seventy-five cents to one dollar on the dollar of assessed valuation by a vote of the people at a time of sweeping reaction against high taxes.—R. C. Moore, secretary, Illinois State Teachers' Association, Carlinville.

Indiana—The enactment of a teacher-training and licensing law, which does away with the practise of licensing teachers by written examinations. It provides for six different kinds of elementary teachers' licenses based upon special training and experience. It raises the standard of beginning grade teachers from twelve weeks beyond the high school to one year's consecutive training and requires them to continue in training until the minimum standard, two years of normal work, has been met, at which time the applicant may exchange her provisional certificate for a life certificate. It provides for first, second, and third-grade certificates for county and city superintendents. All licenses are issued by the State Board of Education.—Benjamin J. Burris, State superintendent of public instruction, Indianapolis; H. L. Smith, dean, School of Education, Indiana University, Bloomington; and Charles O. Williams, secretary, Indiana State Teachers' Association.

Iowa—The passage of the Physical Education Bill by the Fortieth General Assembly.—May E. Francis, State superintendent of public instruction, Des Moines.

In spite of economic depression the ranting of demagogues and political attacks upon some of the better features of our school laws, no backward steps have been taken. The mobilization of the teaching force of the State in an aggressive effort to secure a financially sound retirement system is the outstanding event of the field of teachers' organizations. "Hold the fort" is the watchword of the hour.—Charles F. Pye, secretary, Iowa State Teachers Association, Des Moines.

Kansas—(1) The enactment of an eight months' minimum term law, (2) abolishment of county high schools and creating in their stead community high schools, (3) giving certain third-class cities a superintendent, (4) creation of a State commission for the blind.—J. W. Miley, State superintendent of public instruction, Topeka.

Kansas has raised standards of certification of teachers, moved forward in financial support, improved high-school laws, given much attention to rural-school improvement, increased membership in State association, and extended Smith-Hughes service.—M. E. Pearson, N. E. A. State director, superintendent of schools, Kansas City.

The adding of nearly a thousand new members to the Kansas State Teachers' Association and the growing harmony among the school leaders of the State under the administration of State Superintendent J. W. Miley.—F. L. Pinet, secretary, Kansas State Teachers Association, Topeka.

Kentucky—More than 8000 of Kentucky's 14,000 teachers in school during the summer of 1923 demonstrated that better salaries will mean better qualified teachers. The establishment of supervised administration promises to do more for better administration of rural schools than anything that we have done.—George W. Colvin, State superintendent of public instruction, Frankfort, and R. E. Williams, N. E. A. State director and secretary, Kentucky Education Association, Louisville.

Louisiana—The organization in the State Department of Education and the parish departments of education and by principals of schools to supervise sympathetically and in a businesslike manner classroom instruction. The result of this supervision is improved school work.—T. H. Harris, State superintendent of education, Baton Rouge.

The establishment by the State of a school for the feeble-minded on the outskirts of Alexandria where pupils are taught that which they are best fitted to do; said institution is self-supporting.—Loretta R. Doerr, N. E. A. State director, New Orleans.

The marked improvement in classroom instruction. This has been accomplished by the State and parish school officials centering their effort specifically on this definite phase of education.—P. H. Griffith, secretary, Louisiana Public School Teachers Association, Baton Rouge, La.

Maine—The passage of the Teachers Retirement Act which provides that teachers in service the first of July, 1924, may take their choice of a gratuitous pension of $300 or a contributory act. Members of the State department and of the normal schools may retire after twenty-five years on one half the average salary of the past five years.—Augustus O. Thomas, commissioner of education, Augusta, and Adelbert W. Gordon, secretary, Maine Teachers' Association, Augusta.

The progress made in school consolidation through the standardization of conditions of conveyance; supervision of noon hour; school housing facilities; and professional qualifications of teachers. Great interest has been shown by the teachers in professional advancement. One fourth of the entire teaching force was in summer schools. Very nearly

a sufficient number of teachers were in training to care for the annual turnover.—Josiah W. Taylor, N. E. A. State director, State agent for secondary education, Augusta.

Maryland—Supervisor in each county for every fifty rural or town teachers. Four hundred per cent increase in normal school students. One half of normal school graduates placed in one and two-teacher schools at higher minimum salary. Educational opportunity in poorer counties increased through equalization fund.—Albert S. Cook, State superintendent of schools, Baltimore.

The State-wide test of the public-school children of Maryland from the second to the eighth grades inclusive in reading and arithmetic.—Hugh W. Caldwell, secretary, Maryland State Teachers' Association, Elkton.

Massachusetts—Special emphasis has been placed upon health service in the public schools through a series of nine regional conferences covering the State for the purpose of coördinating the administration of compulsory laws for medical inspection, physical education, and school nurse service. Ninety-nine per cent of the pupils in the public schools have the services of a trained nurse.—Payson Smith, commissioner of education, Boston.

The defeat of the Mayors' bill, so-called, which might have led to a reduction of teachers' salaries and a divided control of school finances.—Ernst Makechnie, secretary, Massachusetts Teachers Federation, Boston.

Michigan—The real progress made toward securing a genuine equalization and distribution of public funds in this State. Our bill did not pass but it would have been passed had it not been for a political situation which arose in the last days of the session.—T. E. Johnson, State superintendent of public instruction, Lansing, and N. E. A. State director.

The consolidation of the Upper Peninsula Educational Association with the Michigan State Teachers' Association and the launching of the *Michigan Educational Journal*, which are preparatory steps for a more thorough coöperation with the State Department of Public Instruction in the advancement of the progress of education and in procuring a square deal for the boys and girls of our State.—E. T. Cameron, secretary, Michigan State Teachers Association, Lansing.

Minnesota—The enactment of the law providing for physical and health education in all public schools. The law is accompanied by a sufficient appropriation to employ a director and properly launch the project. The introduction of the work is well under way.—J. M. McConnell, commissioner of education, St. Paul.

Passage of law requiring the teaching of physical and health education in the public schools. Minimum length of school year fixed at seven months. Reorganization and preparation of course of study by committees working under direction of State department of education.—W. H. Shephard, North High School, N. E. A. State director, Minneapolis.

The preparation and publication by the State Department of Education, under the direction of the commissioner, of an elementary course of study adapted to the entire elementary public-school system in the State as a progressive, permanent basis and outline of study and training.—C. G. Schulz, secretary, Minnesota Education Association, St. Paul.

Mississippi—The reëlection of the State superintendent of education with an overwhelming majority in a campaign in which a large amount of money was used to fight him, by those who believe there is a teacher trust and that we are spending too much money for education in general.—W. F. Bond, State superintendent of public instruction, Jackson.

The overwhelming reëlection of State Superintendent W. F. Bond under whose leadership Mississippi has made great educational progress. Ninety-five per cent of teaching profession supported Mr. Bond against an opponent who charged that the Mississippi Education Association was a giant trust not working for the best interests of the children—Joseph E. Gibson, N. E. A. State director, superintendent of schools, Macomb.

The development of standard accredited high schools accompanied by the erection of a large number of high-school buildings and the purchase of equipment for same. Our high-school development for 1923 has exceeded such development for any two previous years.—W. N. Taylor, secretary Mississippi Education Association, Jackson.

Missouri—Closer supervision of the high schools and rural schools which is possible by having additional help, so that we now have six high school and six rural school supervisors in the State department, devoting their time to supervision work.—Charles A. Lee, State superintendent of public schools, Jefferson.

Increased appropriations for schools, including State educational institutions, increased interest in professional improvement as indicated by attendance at university, and State teachers' colleges.—E. M. Carter, secretary, Missouri State Teachers Association, Columbia.

Montana—Legislation raising minimum qualifications of teachers to four years of high school and twelve quarter credits of professional training after September 1, 1924.—May Trumper, State superintendent of public instruction, Helena.

A definite stand has been taken for higher qualifications for teachers requiring a minimum high-school graduation plus twelve weeks of special training. The people of the State are beginning to appreciate the necessity of increased revenue for the public schools.—D. S. Williams, secretary, Montana State Teachers Association, Glasgow.

Nebraska—The adjournment of the legislature without enacting any of the threatened legislation designed to cripple the public schools.—C. Ray Gates, N. E. A. State director, superintendent of city schools, Grand Island.

The abolishment of teachers' emergency certificates, with a consequent impetus for better-trained teachers and an awakening of professional consciousness, which has brought about a better understanding of the relationship between the schools and the community. The opening of Omaha's technical high school has given a new vision to secondary education in the Middle West.—Everett M. Hosman, secretary, Nebraska State Teachers Association, Lincoln.

Nevada — Temporary certificates abolished. Teachers' salaries and school support have been slightly bettered. A movement for a representative assembly within the Nevada State Education Association. Increased interest was shown in membership in the National Education Association. Every teacher in the Fifth District Institute enrolled in both National and State associations.—W. J. Hunting, State superintendent of public instruction, Carson City.

The teachers of Nevada offered a resolution to permit the use of the Bible in schools of the State under certain conditions.—Karl W. Mitchell, secretary, Nevada State Educational Association, Winnemucca.

New Hampshire—In six years the number of regular students in our nor-

mal schools has increased as follows: 1918, 240; 1919, 290; 1920, 342; 1921, 357; 1922, 466; and in 1923, 608. In 1933, we expect to have a trained teacher for every New Hampshire school.—E. W. Butterfield, State commissioner of education, Concord.

New Jersey—The recognition of a common core in secondary education—namely, health, language, and civics.—John Enright, State commissioner of education, Trenton.

Expanded school-building program; State-wide application of intelligence and achievement tests; rural-school consolidation; increasing amount of socialized recitation work and project teaching.—Charles B. Dyke, secretary, New Jersey State Teachers Association, Trenton.

New Mexico—Great improvement in rural schools as a result of: (1) The adoption of new certification rules, raising the qualifications of teachers; (2) repeal of law allowing county superintendents to issue temporary certificates.—Isabel Lancaster Eckles, State superintendent of public instruction, Santa Fe.

New York—New emphasis on professional growth *in service*. One teacher in every five attended summer session courses. Larger State appropriations for training rural teachers. Better rural supervision. State and local expenditures for public education approximately $200,000,000.—George M. Wiley, assistant commissioner for elementary education, Albany.

The election of a New York City principal to the presidency of the National Education Association and the defeat through united professional effort of an attempt in the legislature to place the Board of Examiners of New York City under the control of a non-professional Board of Education by giving the latter Board the power to appoint a chairman of the Board of Examiners with large powers. The teachers of the State are still hoping to extend financial independence of boards of education to the larger towns and cities.—Ambrose Cort, N. E. A. State director for New York, New York City.

North Carolina—The codification of the school law; the increased expenditure for public education to $23,000,000 in 1923; the $5,000,000 bond issue for rural school buildings and the attendance of 12,000 teachers in the six to twelve weeks' summer schools. The North Carolina Education Association, now divided into six sections, holds sectional meetings with as large an attendance at each sectional meeting as was formerly had at the one general meeting.—A. T. Allen, State superintendent of public instruction, Raleigh, and Robert H. Wright, N. E. A. State director for North Carolina, Greenville.

North Dakota—The enactment of the children's code commission laws by the last legislature. Twenty child-welfare bills were passed. There has been remarkable increase in the number of standardized rural schools. Good results have followed the intensive drive against illiteracy made possible through a legislative appropriation.—Minnie J. Nielson, State superintendent of public instruction, Bismarck.

Ohio—Legislative authorization for the application of a selective process in determining admission to institutions which train elementary teachers, and a departmental regulation that all high-school teachers without degrees must secure additional training each year until the deficiency is removed, as a condition of continuing in service.—Vernon M. Riegel, State director of education, Columbus.

A request to the State Tax Commission for a survey of more than six hundred school districts to ascertain whether property is on the tax duplicate at a reasonable value, so that the State director of education may know what financial aid to extend to these districts; physical education is now being taught in all public schools of Ohio; supervisors of special subjects are being employed by many county boards of education.—F. E. Reynolds, secretary-treasurer, Ohio State Teachers Association, Columbus.

Oklahoma—Standardization of rural schools through the model-school-score-card plan; definite progress toward the eradication of illiteracy; adoption of an amendment to the constitution providing for $15 per child in average daily attendance, as State aid annually for the support of the public schools.—M. A. Nash, State superintendent of public instruction, Oklahoma City.

(1) State-wide aid for rural schools by legislative action through State Superintendent M. A. Nash. (2) State-wide movement in curriculum making for the rural schools. (3) The program for improvement of teachers in service and an adequate single salary schedule in the Oklahoma City public schools. (4) Vitalization of patrons' clubs and the State-wide Parent-Teacher Association.—A. C. Parsons, N. E. A. State director, Oklahoma City.

The eradication of illiteracy in Oklahoma. There are twenty-five States in the Union which have more illiterates than Oklahoma. However, it is inexcusable that Oklahoma still has 56,864 illiterates. This matter is being attacked vigorously by the State Department of Education, the American Legion, the Parent-Teachers' Association, and the Oklahoma Education Association.—C. M. Howell, secretary, Oklahoma Education Association, Oklahoma City.

Oregon—The improvement in service of teachers through a monthly increase for men teachers of fourteen dollars and for women teachers of nine dollars; the equalizing of educational opportunity in rural sections through consolidation of school districts; establishment of union high schools and the adoption by three counties of the county unit for taxation and administration.—J. A. Churchill, State superintendent of public instruction, Salem, and George W. Hug, N. E. A. State director for Oregon, Salem.

Pennsylvania — The appropriation of eight million dollars more for the public schools than was ever appropriated for any biennium and the distribution of this appropriation so that the poorer districts might receive a large proportion in order to equalize educational advantages throughout the Commonwealth.—J. George Becht, State superintendent of public instruction, Harrisburg.

The Legislature of 1923 not only appropriated $30,000,000 to balance the biennial appropriation of 1921, but also voted an additional $8,000,000 to keep our State program of education intact and to extend its provisions by giving additional State support to our less wealthy districts. State aid to these districts was increased from 50 to 75 per cent of the minimum salaries of teachers.—James H. Kelley, executive secretary, Pennsylvania State Education Association, Harrisburg.

Porto Rico—The improvement of rural education through the creation of 300 consolidated schools; the introduction of the teaching industries in some of our graded schools; the widening of educational facilities through the newly created branch of extension work and examination, particularly designed for those beyond school age, who wish to improve themselves by systematic study at home.—Juan B. Huyke, commissioner of education, San Juan.

(*The rest of these reports will appear in the February* JOURNAL.)

Building Personality

CAROLINE T. STEWART

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WE have heard a great deal about personality of late, and some of us would like to know just what the agitation in regard to it means. Personality is defined by some as a sort of combination of character, of professional attitude and of temperament—that is, as a composite of positive moral qualities, such as truthfulness, loyalty, and salutary influence on others; of willingness to coöperate, to take suggestions, and to carry a fair share of the load; and finally of those attitudes of disposition which we call cheerful or pessimistic, helpful or fault-finding, red-blooded or anemic, and so on.

Next to religion, the important thing for a teacher is character, or personality, but a teacher can have most, if not all, of the good qualities listed above, added to scholarly attainments, and still, academically speaking, fail as a teacher, for, satisfied with his own personality, he may neither have a good method nor call forth in his teaching the personality of his pupils.

We will dispose of the former point, that of method, quickly. As some one has said, the day of acquisition of method by a long process of trial and failure is past. Those who go out to teach any subject should be trained for the work in a good teachers' college taught by competent teachers.

And now the other point, the appeal to personality. As Christianity gradually permeates an entire nation, changing it from materialism to idealism, so the appeal to personality will by degrees transform an entire class. The mountain boy from the Ozarks with the pathetic expression in his eyes which seems to speak of hard knocks all round, thinks you are "knocking" him again when, on handing back his paper, you say, "You are improving; you worked hard over that." An incredulous look comes over his face, when you add, "I mean it, I am serious in what I said." A load seems to fall from him and as he takes his seat he says, "I worked over an hour and a half over that." The eyes of that boy now take on an expression that you understand; one of growing self-confidence and of firm resolve to put forth his best efforts in that study.

In this particular class the teacher was careful from the start to appreciate effort, to give no negative criticisms, to answer kindly all questions, to grant all reasonable requests, and to hurt no one's feelings. She was aware that she had in her class thirty or more distinctive personalities. Far from dreading exhibitions of these personalities, wishing the end of the hour might come, and heaving a sigh of relief every Friday, she as far as possible thrust her own personality into the background and sympathetically listened to the members of her class.

At first it was not all a bed of roses, because of the presence of several of the well-known, time-honored personalities. The girl with the habitual chip on her shoulder was there. One of her first queries was, "Does the word 'good' written on a paper mean anything, or is it just handed out indiscriminately?" The teacher listened respectfully and answered respectfully, "Yes, it means something. Here are several other papers with 'good' on them, and you see they have very few mistakes. Here is another with a few more mistakes, but the paper shows considerable improvement over the previous ones handed in by that same student." The grouchy girl was satisfied; the chip in time fell off, and, being one of the brightest members of the class, she was soon working hard and progressing.

The sorority plague was there too, but she soon began working. Even the big square-shouldered boy who loves the out-of-doors forgot his restiveness, or kept it in the background; and the student next him, a hero-worshipper, worked in imitation.

The boy of illegible handwriting who habitually enters the classroom from three to five minutes or more late, was there. He was not scolded. He was told how the teacher herself had once been a very bad penman, and how she reformed because an English professor refused to read her themes. Acting on the suggestion, he started some reforms in his penmanship, but for a time continued to be tardy. Finally, after those sitting near him in class had scored him roundly and asked him why he always came late, he decided to get to class on time, and he did. Student sentiment cured him. A day or so after this decision, however, he handed in a paper with only four sentences out of twelve. In this instance student sentiment could not operate, for only the teacher would see. The latter returned the paper the following day with the comment, "Do you wish to finish this exercise?" appealing to his own personality, for, as Abraham Lincoln said, you can lead a horse to water, but you can't make it drink. As a matter of fact, he never did finish that exercise, thus proving to himself that he was not going to be "bossed" or pushed, but he never handed in another exercise unfinished.

The popular boy was there, too—skeptical and full of his own importance—but he was dealt with courteously, so that after the first few days he of his own accord stopped putting his feet up on a level with his knees, cast aside the reclining posture, ceased being absent every two or three days, and stopped talking in an undertone, or even a whisper, to his neighbor. We suspect that he had formed the habit of doing all these things out of blind protest against materialism, and that some day he will be one of those business successes of whom we shall say a word later. He was not industriously inclined, but he was intelligent, and he could write an almost perfect paper if his personality were not interfered with.

In the same class was the type of student called by some teachers a "bonehead." For two weeks he did not answer a question, and he wore a vacant expression of constant bewilderment. He was seeing the word "good" on his neighbor's paper all this time. Finally, one day his paper came back with "good" on it. His lower jaw dropped; his arms fell; he stared at his neighbor and all around as if he could not believe his senses. Since then he has answered a number of questions and has received "good" on his papers several times.

Another member of the class, a good mathematician and athlete, concluding that he could not master a language, did not study his lessons at all. He was called on regularly, was reprimanded in no way, and received none of the ill-treatment he evidently expected. The teacher was not at all impatient, for it was a matter clearly outside the realm of her personality. She had to accept respectfully what came, and could not compel more to be given than was offered. Seeing that his independence was respected and his right to form his own judgments, he at last decided to

yield the point and study, since it was clearly to his own interest.

Gradually the class papers came in with corrections better and better made. The teacher did not correct the sentences on the board all at one lap, so to speak, with a running commentary of her own. She faced the class and asked whether there were any mistakes in the sentence under discussion. Thus competition arose in seeing who could detect mistakes most quickly. Questions as to whys and wherefores and as to varying constructions were listened to respectfully and answered, and of their own accord the pupils weeded out the mistakes on their papers diligently.

The teacher soon noticed in the class a growing sentiment of, shall we say, disgrace, when a paper came back without the word "good" on it; the owners of such papers did not hide them, but very soberly showed them to their neighbor, and together they quietly figured out how it happened. After that the teacher, wherever possible, wrote on each paper before returning it, if not "good," at least, "corrections good" or "improvement." In return, she received such communications as these: "Pardon use of pencil in the last three sentences. *Ma plume est sèche"*; from another student—the one who loves the outdoors—when he made a larger number of mistakes than usual, "I did this after midnight last night. I had to or not at all"; and from still another, "I didn't have these," referring to three sentences copied from the board.

It goes without saying that after the work on the board, the subsequent looking over of the already carefully corrected papers is a pleasure.

After using what we have here called the personality method, one understands the conspicuous business successes of men who in their school days were academic failures. They were all the time of superior ability, and, as said before, their chaotic attitude in school was, we think, a blind protest against academic methods.

Some of the good results noted from the application of the personality method are the following—absences do not occur except from illness; the honor system is in force, coming in silently, to stay; tardiness does not occur except for some good reason; all exercises come in on time, neat and in entirety; all the members of the class are the teacher's friends instead of so many potential enemies; interest is secured; lessons are better prepared; reciting, even by timid ones, is willingly and better done.

The present writer need hardly say that she is not in favor of sectioning classes on the basis of ability, nor of placing a limitation upon registration, because she regards both procedures as at the opposite pole from the personality method. She believes that everyone can be reached; that at any rate the attempt to do so should be made, and that all methods are meaningless and sometimes harmful which do not take into account, first of all, personality. Those teachers who do not yet employ the personality method are not to be reached by threatened dismissal, but, in turn, by the personality appeal.

The writer is aware that the "personality method" operates only indirectly to correct objectionable character traits in pupils. Students under this system will be exemplary in conduct because they are not antagonized. However, when they go out into life they will be antagonized, and they may fall by the wayside unless kindly warning has been given to them while in school. That is the province of the teacher's course, of the course in sociology, in civics, in philanthropy, and also of the various deans who come in contact with offenders reported to them. To be most effective, they too will have to let live, and to adhere to the constructive method of personal appeal. Self-control is much more than restraint under antagonizing circumstances; it is positive, constructive action guided by intelligent decisions.

In conclusion, the appeal to, or the *calling forth of personality* is the main thing in teaching. After that ranks method. Both are vital for efficiency, in teaching, but in our search after a best method, we should not forget that any method will fail of the best it may accomplish if it disregards the personality of the student.

Annotation, Denotation, and Connotation

O Annotation, how many facts are collected in your name!

LAURA B. EVERETT

THE Annotatory Compendium of Children's Poetry,[1] edited and annotated by Archibald Baldwin Winfield, Bv. D., is a monumental example of what can be done in explanation and comment. Every teacher who has used editions of school books prepared by those who have never taught children, will feel acquainted at once with Doctor Winfield's work. He has performed his labor fully and faithfully. Not one syllable that could lend itself to annotation has escaped his careful scrutiny.

A few of the notes that accompany a familiar poem of Stevenson's will give one an example of the thoroughness of Doctor Winfield's work:

> The friendly cow all red and white,
> I love with all my heart.

The friendly cow. Notice Stevenson's sympathetic treatment of animal life.

Cow. This word may mean chimney-cap; a wedge; a brake. Here the author refers to the large milk-giving animal from which most nations secure milk and butter-products. Notice Stevenson's preference for Anglo-Saxon terms. He uses (Old English *cu, cou,*) the Saxon word *cow* in preference to the familiar and more childish form, *Bossy,* which, however, is from the Latin (*bos*).

Friendly; the antonym for *friend* is *antagonist.* Give synonyms for *friend* and *antagonist.*

All red and white. See Blenstein's *Psychology of Color,* volume vii, pp. 653-715.

I love with all my heart. Do people love with hearts? In what sense is this a physiological fallacy?

She gives me cream. (*Cream,* a thick oily light-yellow substance, composed chiefly of fatty globules.) In what sense does the cow give cream? In what form does cream appear? Comment on the time element. May cream be called a by-product of milk? Define *by-product.*

With all her might. Might denotes energy or intensity of purpose, feeling, or action. In this case, which?

To eat with apple tart. Apple, a word of unknown origin, the fleshy pome of a rosaceous tree, of the family *Malaceae.* The Hebrew name for apple was *tappuach.* Discuss the apple in literature. What was inscribed on the apple thrown by Eris, goddess of discord?

Tart. Origin and meaning of the word? Is it linguistically related to *tortilla?* Was the queen of hearts who made some tarts an historical character?

Cream . . . to eat with apple tart. Would this be a hygienic combination? Give the approximate number of calories in an individual apple tart.

Supplementary reading—*Cadmus and the Cow; The Cow of Super-Lunar Activities.*

[1] Published by Gog, Magog, and Company.

Education's Fight for Recognition

THE UNITED STATES is unique among the civilized nations of the world in that it fails to recognize education as one of the fundamental interests of the *Nation*.

When the President of the United States calls his Cabinet together for conference and advice, agriculture is so recognized. The one concern of the Secretary of Agriculture is the advancement of the Nation's agricultural efficiency. Congress, in 1923, authorized appropriations for the use of the Department of Agriculture to the amount of $145,500,000. The 1923 Digest of Appropriations lists in detail the specific purposes for which this sum was voted by Congress. The following are representative: Over a half million was appropriated "for investigating the disease of hog cholera and for its control or eradication by such means as may be necessary—either independently or in coöperation with farmers' associations, State or county authorities." Six hundred thousand dollars was voted "for the payment of *indemnities* on account of cattle slaughtered in connection with the eradication of tuberculosis from animals." Over a half million was provided "for investigating the food habits of North American birds and other animals in relation to agriculture, horticulture, and forestry" and for similar investigations.

In the President's Cabinet, Commerce is recognized as a paramount National interest. The Secretary of Commerce speaks for the business interests of the Nation. Congress, in 1923, appropriated twenty-one million dollars for the work of this department. Nearly a half million dollars was provided "to investigate and report on domestic as well as foreign problems relating to production, distribution, and marketing." Nearly a million dollars was appropriated for the "collection of statistics" including "semi-monthly reports of cotton production"—and "quarterly reports of tobacco." "For protecting the sponge fisheries," $549,000 was provided.

When the President's Cabinet meets, one member is present whose sole interest is the welfare of labor. Nearly nine million dollars was provided for the work of the Department of Labor by Congress in 1923. There was an appropriation of $225,000 "to foster, promote, and develop the welfare of the wage earners of the United States." The sum of $242,000 was appropriated for the maintenance of a bureau to collect statistics of peculiar significance to the wage earners of the Nation.

THE world now struggles to regain its balance—to preserve the institutions that make life rich and secure. "The race is between education and catastrophe." The heroic work of the teacher stands out. The great army of teachers begins to feel the thrill of common service that stirred the fighting forces of the war. The organized teachers are meeting the challenge of the times. Supported by other large groups of citizens they have placed before Congress the Education Bill. It would transform the Nation's attitude toward education, vitally affecting the life and work of every teacher and every child. The Bill has been widely discussed. It has been widely misrepresented. No teacher can afford not to be familiar with its provisions and the reasons for its passage. Do you know the facts? This article tells the story briefly. Write your Senator or Representative, Washington, D. C., for a copy of the Bill and further information.

Why is the Federal Government so generous in making appropriations for the advancement of the Nation's agricultural interests, in assisting in the solution of the great problems of modern business and industry, and in guarding the welfare of labor—while at the same time the most niggardly appropriations are made for investigations which would profoundly influence public-school practice in the direction of greater efficiency? Is it because the people of the Nation fail to appreciate the crucial part played by the public school in a democracy? Those who know the sentiment of the Nation would not accept this explanation.

The answer is found in the organization of our Federal Government. Commerce and industry have a voice in the Nation's government. A Herbert Hoover constantly keeps the welfare and the problems of the Nation's great business interests before the President and his Cabinet. When the Secretary of Commerce discusses the Nation's business interests, the Nation listens. His prestige and ability command the attention of Congress. His recommendations for legislation designed to advance industry are not lightly passed by. A Wallace and a Davis similarly stand ever ready to speak for Agriculture and for Labor.

Education has no such representation. Education is submerged in the Department of the Interior, which includes a diversity of national interests. Of the 1923 appropriation of $328,000,000 for the Department of the Interior, $161,990 was for the use of the U. S. Bureau of Education as such—or less than one twentieth of one per cent. This figure is roughly representative of the percentage of the time and thought that education may expect to receive from Secretaries of the Interior. Is it not too much to expect that any Secretary of the Interior, selected because of his touch with a miscellany of great questions, such as the reclamation service, the industry of mining, and Indian affairs, will be in close touch with the vital problems of education?

Only a Department of Education with a Secretary in the President's Cabinet can expect to command the resources and respect that will lift education to the rightful place among the Nation's primary interests. It is too much to expect that the people of the Nation, that the Congress of the United States, or that the 800,000 teachers of the Nation will be satisfied with a submerged bureau enjoying a smaller appropriation than is made available for the use of the offices of some of our State superintendents of schools.

Why is education a primary National interest? Why does education deserve to rank with Agriculture, Commerce, and Labor? Education directly concerns all of our 110,000,000 people. Each year 25,000,000 children come under the direct influence of our 275,000 public schools. Close to $1,5000,000 is being expended yearly for the maintenance of these schools. These schools

The Education Bill Would

1. **Create a Department of Education with a Secretary in the President's Cabinet.**
2. **Create a National Council of one hundred representative educators and laymen.**
3. **Encourage the States, by Federal aid, to meet five educational needs of National importance:**
   1. **The removal of illiteracy;**
   2. **The Americanization of the foreign-born;**
   3. **The promotion of physical education;**
   4. **The training of teachers;**
   5. **The equalization of educational opportunities.**

affect every phase of our increasingly complex civilization. The results of good schools or of poor schools are not confined to the localities in which schools exist. The ignorance that results in hookworm in Alabama makes raw cotton more expensive in Massachusetts. Tuberculosis in Massachusetts adds to the cost of an Iowa farmer's overalls. The negro illiteracy of the South almost overnight becomes the problem of Pennsylvania. We are all affected, we are all poorer, when any of our population is physically or educationally below par.

It is for the public interest that tubercular hogs should be destroyed and that the owners of such hogs should be indemnified from Federal funds. But is the eradication of tubercular hogs of less *National* concern than the prevention of illiteracy among thousands of our native-born citizens? Is a half million dollar Federal appropriation "for investigating the disease of hog cholera and for its control or eradication by such means as may be necessary" more of a National function than the appropriation of a similar amount to a Department of Education to "conduct studies in the field of education?" Is the provision of "quarterly reports" on tobacco production more of a National function than the provision of adequate school statistics for the guidance of local school boards in their expenditure of a billion and a half of school money each year?

Public education is today a more important National interest than forest supervision, concrete highways, fish propagation, game preserves, or the control of cattle tick or bovine tuberculosis. All of these we accept today as proper National functions. We generally accept the principle of an equalization of advantages and burdens throughout wide areas by ordering common railway rates; common charges for electric light and power, water, gas, and telephone services; common costs for health and agricultural services and common postal rates. It costs the same to send a letter from Key West to Seattle as from Minneapolis to St. Paul. If rural residents paid the actual cost of the rural mail service, the cost of this service in many country districts would be prohibitive. It is only by a pooling of costs on a large scale, as expressed in common service rates, that common and universal services can be provided. These new services have come recently, after better ideas as to equalization have come to prevail. We accept an equalization of costs for them as perfectly proper. Education began much earlier, in the days of little things and local effort, and we often fail today to see that the same principle of equalization should apply.

These fundamental facts are recognized in the Education Bill. In one of its first sections, it provides for the establishment of a Department of Education with a Secretary of Education in the President's Cabinet. Thus, education would be given the recognition which its primary importance in our democracy justifies.

The Education Bill also creates a National Council on Education, an agency through which the best educational thought of the Nation could be pooled. In the National Council each year would be brought together the following citizens to consider "subjects relating to the promotion and development of education": 1. The State superintendents or commissioners of the forty-eight States; 2. Twenty-five persons not educators interested in the results of education from the standpoint of the public; 3. Twenty-five educators representing different phases of education.

This National Council on Education would be a tremendous force for better schools. To this body the Secretary of Education would present the results of the investigations of the Department of Education. Experience would be pooled. The mission of the public school in a democracy would receive careful thought. The results of this great annual conference on education would be carried back to the States by the State superintendents to be adopted by the local school boards in their direction of the schools—in making these schools better meet their local, State, and National purposes.

The Education Bill would further recognize the primary importance of

President Harding on Education

From the very beginning public education has been left mainly in the hands of the States. So far as schooling youth is concerned the policy has been justified, because no responsibility can be so effective as that of the local community alive to its task. I believe in the coöperation of the National authority to stimulate, encourage, and broaden the work of the local authorities. But it is the especial obligation of the Federal Government to devise means and effectively assist in the education of the newcomer from foreign lands, so that the level of American education may be made the highest that is humanly possible.—Message to Congress, December 8, 1922.

education by authorizing substantial appropriations of Federal money to encourage the States to correct five outstanding educational deficiencies of National significance. This principle of Federal aid is not new. Education is receiving Federal aid now and has since the very beginning of our history. In 1785 Congress set aside lot No. 16 in every township "for the maintenance of public schools." Since then Congress has repeatedly granted land and money for the encouragement of education.

The Education Bill would extend this principle by authorizing further Federal appropriations to be used by the States in the solution of five specific educational problems fundamental to worthy citizenship both in the States and in the Nation.

The first of these problems is illiteracy. *5,000,000* illiterates were enumerated in the 1920 census. The majority of them—over 3,000,000—were *native-born Americans*. These 5,000,000 according to the census "should be understood as representing only those persons who have had no schooling whatever." In the draft *one man in every four* could not write a letter home or read a newspaper in English. Such a condition in a democracy is a menace. Economically it costs us nearly a billion annually according to an estimate made by Franklin K. Lane. Illiteracy and ignorance constitute a National problem and can be met successfully only by a National approach. This the bill recognizes by authorizing annually an appropriation, so long as the illiteracy problem continues, not to exceed $7,500,000 from the Federal Treasury to be apportioned among the several States for use in stamping out illiteracy.

The second great National need recognized by the bill is the education of our enormous alien population. *8,000,000 of our 14,000,000* foreign-born citizens come from countries in which from 25 to 80 per cent of the population is illiterate. Millions of these people are illiterate or unable to speak English. The lack of facilities for adult education makes it impossible for many of these people to take the first step toward becoming intelligent citizens. To aid in correcting this condition, the bill authorizes an annual maximum appropriation of $7,500,000 from the Federal Treasury for the use of the States in Americanizing our foreign-born adult population.

A third object of the bill is the promotion of physical education. *1,340,623 men, one in every six examined* during the World War, were rejected for physical deficiencies. These men were supposedly in the prime of life, under 32 years of age. The great majority of their defects were *preventable*. "The economic loss to the Nation from *preventable* disease and death is $1,800,000,000 yearly" according to the report of Herbert Hoover's Committee on Waste in Industry.

The bill would strike straight at the menace of physical degeneration by authorizing the appropriation each year of not more than $20,000,000 for use of the States in promoting physical education.

A fourth section of the bill further recognizes that the classroom taught by an untrained and an inexperienced teacher is a menace in a democracy. In the United States in 1923, 50,000 teachers with practically no experience and with no training beyond common school were attempting to prepare 1,000,000 children for citizenship in the world's greatest democracy—unskilled labor for work requiring great skill. Children cannot be prepared for successful citizenship in our present complex democracy by immature, untrained teachers.

This is no new problem. It existed before the war. The war exaggerated the condition, but little has been done that is fundamentally corrective. The great majority of our teachers still possess less than the minimum amount of training ordinarily recognized as necessary for successful teaching by other civilized nations. By annually appropriating a maximum of $15,000,000 to aid the

Is Education Submerged?

Some Appropriations for the Department of the Interior, 1923

Bureau of pensions	$254,246,362.67
Reclamation service	14,800,021.01
Construction and maintenance of Alaska railroad	4,510,210.00
Protection and survey of public lands and timber	1,175,000.00
Investigating mine accidents	378,000.00
Support of Indians in Arizona	185,000.00
BUREAU OF EDUCATION	161,990.00

These figures are from the Treasury Department's Digest of Appropriations, 1923. The figures given for the Bureau of Education do not include appropriations made for "education of natives in Alaska," nor similar outside work. It also does not include a sum of approximately $50,000 for printing and supplies, which is available, but not specifically appropriated for Bureau use.

National Educational Liabilities

1,340,625 men rejected as unfit for military service.

$1,800,000,000 yearly economic loss "from preventable disease and death."

5,000,000 confessed illiterates. $825,000,000 yearly economic loss due to illiteracy.

1,060,858 child workers between the ages of 10 and 15—1920 census.

Three out of every five teachers with less training than is generally required for teaching by advanced nations.

1,437,000 children between the ages of 7 and 13 not attending "any kind of educational institution."—1920 census.

Should Education Have a Spokesman in the President's Cabinet?

Some Federal Appropriations, 1923

$510,000 for the investigation and control of hog cholera.
$600,000 for payment of indemnities to owner of animals slaughtered in connection with eradication of tuberculosis in animals.
$350,000 for location and destruction of barberry bushes.
$360,000 for purchase and distribution of valuable seeds.
$671,401 for prevention of manufacture and sale of adulterated foods.
$600,000 for preventing spread of moths.
$502,240 for investigating food habits of North American birds and other animals.
$536,000 for enforcement of United States Grain Standard Act.
$800,000 for printing and binding, Department of Agriculture.
$547,840 for suppressing spread of pink Boll Weevil.
$379,100 for field investigations for promotion of Commerce.
$450,000 for investigation relating to production, distribution, and marketing.
$895,000 for securing information for semi-monthly reports on cotton production and quarterly reports on tobacco production.
$175,000 testing structural material.
$4,200,000 Lighthouse Service.
$165,000 for protecting seal and salmon fisheries in Alaska.
$1,175,000 for protection and survey of public lands and timber.
$378,000 for investigating mine accidents.
$241,960 for collection of statistics by Bureau of Labor Statistics.
$1,190,000 for promotion of welfare and hygiene of maternity and infancy.
$225,000 to promote and develop the welfare of wage earners.
$161,990 FOR SALARIES AND EDUCATIONAL INVESTIGATIONS OF UNITED STATES BUREAU OF EDUCATION.

States in the training of teachers the bill would strike at one of our outstanding educational weak spots. Nothing could do more to elevate the teaching profession to a place of respect throughout the Nation than by allowing none but qualified teachers to undertake the skilled task of instructing the Nation's children.

Finally, the bill aims to reduce the glaring educational inequalities that mock the Nation's ideal—an equal chance for all. *Millions of American children are now being denied any educational opportunity.* 1,437,000 children from 7 to 13 years of age were listed by the last census as not attending "any kind of educational institution." Over 1,000,000 child workers were enumerated, counting only those from 10 to 15 years of age. Millions of other children are being given such meager school opportunities that they may be expected to reach maturity in ignorance, lacking even the fundamental tools—reading and writing—by which information may be acquired.

Such educational inequalities weaken the whole Nation. The intelligent citizen's vote may be nullified by that of the ignorant. The denial of school opportunities to millions of American children is a matter that deserves National attention. This the bill recognizes by authorizing the yearly appropriation of not over $50,000,000 to encourage the States to equalize educational opportunities. This money would be used by the States for the partial payment of teachers' salaries, for providing better instruction, lengthened terms, and otherwise providing educational opportunities for all children.

The accomplishment of these five great purposes would infinitely strengthen our schools. They can be most effectively accomplished through Federal aid and encouragement. None of the provisions of the bill would result in Federal control of education. The bill provides in the most specific terms for the continuance of State and local control of the schools. Section 13 states, "That all the educational facilities encouraged by the provisions of this act and accepted by a State shall be organized, supervised, and administered exclusively by the legally constituted State and local educational authorities of said State, and the Secretary of Education shall exercise no authority in relation thereto; and this act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems."

The bill also provides that all Federal funds apportioned to a State under the act "shall be distributed and administered in accordance with the *laws of said State*—and the State and local educational authorities of said State shall determine the courses of study, plans, and methods for carrying out the purposes" for which the Federal money is provided.

CORRECTING A WRONG IMPRESSION.—Then the next lesson Mr. Taxpayer needs to learn is that taxation is not a curse—that it is merely a system of buying collectively, as a community or as a State, those things we need but could not buy singly. Most people have a wrong impression of taxes. They seem to think there is some mysterious person hidden behind the door of the treasurer's office who squanders the taxpayers' money. He should learn that we are paying taxes to ourselves, and with the money we buy collectively more than we could buy singly. With this money we buy our local and State governments; we buy our roads and pay for their upkeep; we buy our schools; we buy protection against the lawless; we buy protection against fire; we in the cities buy our conveniences and comforts in the way of water works, sewer systems, electric lights, and a score of other things we could not buy singly. Taxes, wisely administered, constitute our most profitable investment, and not an expense. Suppose we had no government, no roads, no schools, no protection against thieves or fire or disease—what would our property be worth? Who would want our lands and our houses at any price?—*The Ohio Teacher.*

Testing Physical Fitness[1]

SINCE January, 1918, more than 36,500 bronze badges have been awarded to boys and girls by the Playground and Recreation Association of America. Artistic in design, but with little intrinsic worth, they are proudly displayed because earned by preparation and effort and signifying that their possessor has attained a definite standard of physical development. The great increase in the number of badges distributed by the Playground and Recreation Association of America during the last year testifies to an expanding interest in National physical fitness.

Tests aiding campaign for National physical fitness—Schools, playgrounds, and recreation departments have been adopting physical tests as a practical answer to "What shall we do about our problem of National physical unfitness?" The World War draft disclosed that 33 per cent of our young men were physically unfit for military service. Painstaking surveys have recently shown that 50 per cent of our school children have physical defects which impede normal development. Restricted modern conditions of living and modern inventions, such as the automobile and the motion picture, are tending to check muscular activity and the spirit of spontaneous play. Only by building habits of exercise and of healthful living in the children of today can we work out our future physical salvation.

The tests have proved a valuable incentive in arousing boys' and girls' interest in their own physical fitness. The time of the presentation of the badges offers an excellent opportunity for emphasizing loyalty and civic duty and may well be made a part of a community celebration or festival.

Value in rural schools—Schools with no departments of physical education have found the badge tests particularly valuable. They give boys and girls in isolated sections opportunity to measure their physical development by definite standards. Preparation for passing the tests may, under the supervision of the rural teacher, form the basis of a program of organized play and exercise. The Playground and Recreation Association of America will furnish free of charge a bulletin (No. 889) suggesting games and other activities helpful in training for the tests.

Rural school children have been found less free from physical defects than city school children, some of the agricultural States showing the poorest record in the draft. Outdoor life and muscular labor do not insure physical fitness for the farm boy or girl, as they often overstimulate one or two sets of muscles at the expense of general development. Thus the badge tests, presenting the ideal of all-round physical development through both work and play, serve an important missionary purpose in country districts. The tests were given last spring at field days in a number of rural counties, boys and girls from the various schools having prepared for them under the direction of their teachers.

Tests for boys—Physical educators generally agree that "climbing, jumping, running, and throwing should be considered the four fundamental activities to be included in any physical efficiency test." Accordingly, all four of these activities are represented in each of the three tests. Certain options are permitted, to make the tests adaptable to varied local conditions and to allow choice of those activities which most interest the boys.

To pass any of the tests a boy must qualify at one time in each of the four events. It has been found that boys twelve years old should be able to qualify for the badge under the first test. The second test is suitable for elementary school boys of thirteen years or over, and the third test for high-school boys. No age, height, or weight limits are set, however. The tests for boys are as follows:

First test—(1) Pull-up (Chinning), 4 times, *or* Rope Climb (using both hands and legs), 12 feet. (2) Standing Broad Jump, 5 feet 9 inches. (3) Sixty Yard Dash, 9 seconds, *or* Fifty Yard Dash, 8 seconds. (4) Baseball Throw (accuracy), 3 strikes out of 6 throws at 40 feet, *or* Baseball Throw (distance) 130 feet.

Second test—(1) Pull-up (Chinning), 6 times, *or* Rope Climb (using both hands and legs), 16 feet. (2) Standing Broad Jump, 6 feet 6 inches, *or* Running Broad Jump, 12 feet. (3) Sixty Yard Dash, 8 seconds, *or* One Hundred Yard Dash, 13 2-5 seconds. (4) Baseball Throw (accuracy), 3 strikes out of 5 throws at 45 feet, *or* Baseball Throw (distance) 195 feet.

Third test—(1) Pull-up (Chinning), 9 times, *or* Rope Climb (using hands only), 16 feet. (2) Running High Jump, 4 feet 4 inches, *or* Running Broad Jump, 14 feet. (3) Two Hundred Twenty Yard Dash, 28 seconds, *or* 100 Yard Dash, 12 3-5 seconds. (4) Baseball Throw (accuracy), 3 strikes out of 5 throws at 50 feet, *or* Baseball Throw (distance), 220 feet, *or* 8 lb. Shot Put, 28 feet.

Tests for girls—In supplying sets of standards in physical attainment for girls, the athletic badge tests fill an enormous need. The lack of an athletic tradition for girls and the absence of definite scientific knowledge of the effect of athletics upon girls causes physical educators to differ sharply on the question, "To what extent shall our girls and women indulge in athletics?"

The Athletic Badge Tests

What They Do

Provide a minimum physical standard for all America.

Combat the evils of the star system in athletics.

Arouse school and community interest in physical fitness.

Build up a sorely needed athletic tradition for girls.

Promote immediate understanding and comradeship between boys and girls who, wearing the badges, may meet in any part of America.

Rules

Any responsible adult may give the tests.

There are no height, weight, or age limits.

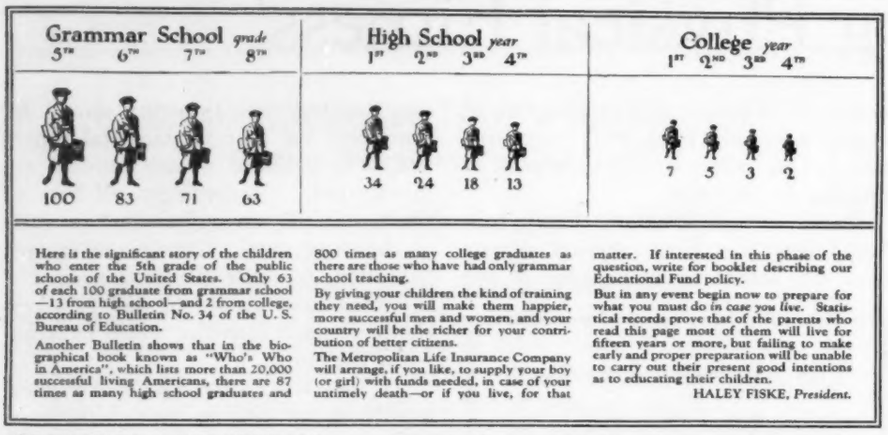
No boy or girl may earn more than one badge in each of the three tests, nor may he or she compete for another badge until six months have elapsed.

It is not necessary to have earned a badge of a lower class in order to qualify for a badge of a higher class.

To win a badge it is necessary to qualify at one time in all four events in any one test.

If a boy or girl fails in a test he or she may practice and try it again later.

[1] Prepared for THE JOURNAL by Mabel Travis Wood, Playground and Recreation Association of America, 315 Fourth Avenue, New York City, to which teachers may write for additional information.



BUSINESS CONCERNS are increasingly recognizing the necessity of education. It enables men and women to work effectively and thus to produce more. It also enables them to buy more. This illustration appears in the advertisements of a life insurance company.

This proved a mooted topic at the Tenth National Recreation Congress, which met at Springfield, Illinois, October 8-12.

It is generally agreed that the element of exploitation which has been entering girls' athletics is dangerous. The ideal should be to promote poise, beauty, and bodily control in every girl. This the badge tests aim to bring about by establishing a series of minimum athletic standards which place no undue strain upon the growing girl but are sound tests of her muscular development and general physical stamina.

The girls', as well as the boys', tests of the Playground and Recreation Association of America have been recently revised, and now meet with the approval of leading educators, as Dr. Jesse Williams, associate professor of physical education at Teachers College, Columbia University.

The girls' tests as they now stand offer a variety of choices in each of the four events making up one test.

First test—(1) Balancing (1 deep knee bend), 24 feet, 2 trials. (2) Potato Race, 22 seconds, *or* All-up Indian Club Race, 30 seconds, *or* Fifty Yard Dash, 8 seconds. (3) Basket-ball Throw (distance), 35 feet, *or* 12-inch Indoor Baseball Throw (accuracy), 2 strikes out of 5 throws at 25 feet. (4) Volley-ball Serve, 2 in 5, *or* Tennis Serve, 3 in 6, *or* Basket-ball Goal Throw (10 foot line), 2 in 5, *or* 12 inch Indoor Baseball Throw and Catch, 3 errors allowed.

Second test—(1) Balancing (book on head—1 deep knee bend), 24 feet, 2 trials. (2) Potato Race, 20 seconds, *or* All-up Indian Club Race, 28 seconds, *or* Run and Catch, 19 seconds, *or* Fifty Yard Dash, 7 3-5 seconds. (3) Basket-ball Throw (distance), 45 feet, *or* 12 inch Indoor Baseball Throw (accuracy), 3 strikes out of 6 throws at 30 feet. (4) Volley-ball Serve, 3 in 6, *or* Tennis Serve, 3 in 5, *or* Basket-ball Goal Throw (12 foot line), 3 in 6, *or* 12 inch Indoor Baseball Throw and Catch, 2 errors allowed.

Third test—(1) Balancing (book on head—3 deep knee bends), 24 feet, 2 trials. (2) Potato Race, 18 seconds, *or* Run and Catch, 17 seconds, *or* Fifty Yard Dash, 7 1-5 seconds. (3) Basket-ball Throw (distance), 55 feet, *or* 12 inch Indoor Baseball Throw (accuracy), 3 strikes out of 5 throws at 36 feet. (4) Volley-ball Serve, 3 in 5, *or* Tennis Serve, 3 in 4, or Basket-ball Goal Throw (15 foot line), 3 in 5, *or* 12 inch Indoor Baseball Throw and Catch, 1 error allowed.

Equipment simple—The equipment required for giving the tests consists of a baseball and either a volley ball, or a basketball and basketball goal. A climbing rope, Indian clubs, and a lead or iron shot will be needed if the rope climb, Indian club race, or the shot put are used. A chinning bar for boys and a balancing beam for girls are all the apparatus required. In the absence of a portable chinning bar in a doorway or a horizontal bar in a gymnasium, the rungs of a ladder set at an angle against a building may be used.

For the standing and running broad jumps in the boys' tests it is advisable to prepare a jumping pit by digging up a piece of ground about 4 feet by 25 feet and imbedding at one end of the pit, flush with the surface, a wooden or metal strip 2 inches by 5 inches to serve as a "take off." The high jump, which may be substituted for the broad jump in the third boys' test, requires a thin stick resting on pins which shall project not more than three inches from uprights.

Securing instructions and badges—Any organization of good standing in any community may use the tests adopted by the Playground and Recreation Association of America. Detailed instruction for conducting the tests may be secured from the Association at 315 Fourth Avenue, New York City. A booklet on boys' tests and a booklet on girls' tests are available at five cents per copy, single copies free.

Before the required number of badges are supplied, the names, ages, and addresses of boys and girls passing the tests must be certified on blanks furnished free upon request by the Association, which reserves the right to test boys or girls whose names have been sent in.

The price of the badge singly or in any quantity is twenty cents each. It is recommended that boys and girls passing the tests be allowed to pay for their own badges. An engraved certificate has been prepared for each of the three tests and will be furnished in addition to the badges at a cost of three cents each.

The badges awarded for tests of all three classes are the same, except that the first badges have one star, the second badges two stars, while the third badge for girls has three stars and the third badge for boys the Greek word Αριστον. All the badges are in bronze. Dr. R. Tait McKenzie, of the University of Pennsylvania, designed the boys' badge with its hurdler in action, and Mrs. Edith W. Burroughs, of New York City, designed the girls' badge, which shows a girl about to throw a basketball.

BY AFFILIATING with the National Education Association teachers make the Association the instrument through which they speak to the public. Through it they can tell their difficulties and make their wants known. A single member is powerless to promote nationally a good idea, incorporate a new system, or carry out an educational reform, but banded together teachers can make any of these come to pass. Urge your friends to join. Address J. W. Crabtree, Secretary, 1201 Sixteenth Street Northwest, Washington, D. C.

How the Department of Commerce Works

J. Walter Drake

Assistant Secretary of Commerce, Washington, D. C.

THAT exchange of commodities which constitutes commerce is a fundamentally important thing to everybody in the world. But for commerce each of us would wear only the clothes that he could make from the skins of the wild animals he snared or the grass he cut from the marshes. But for commerce we would eat only the foods grown or foraged through our own efforts. But for commerce a civilization beyond that of roaming tribes would be impossible. Commerce builds cities, girds nations with railroads, sends ships to plow all the seas.

But a slight interruption of commerce might deprive us of the sugar for our coffee or the coffee itself. A slight interference might rob us of our market for wheat or cotton and leave millions of us out of work. Every aid to commerce helps us to market what we have to sell and to buy those materials from all the world which make us live more happily.

The purpose of the Department of Commerce is to smooth the ways of trade that the people of the United States may find ready markets at home and abroad for what they produce and a convenient opportunity to buy economically those articles they consume. This task leads it, as we shall see, into many activities that might not have been thought of as being parts of commerce—the building of lighthouses, the study of science, the regulation of salmon nets in far-away Alaska—all of which and many more contribute to the broad purpose it serves.

When one talks to school teachers on a subject like this, he feels that he is reaching another and greater audience, the fertile minds of the many children whom they teach. An idea planted in the mind of a man of fifty has but twenty years to live and work. An idea planted in the mind of a child has sixty years. I want to plant the germ of understanding of the work of the Department of Commerce in the minds of as many children as I can. I am interested in teachers, but I am more interested in children. So I challenge every teacher who reads this article to present its facts, to read it to the children in his class, to join with me here and now in an attempt to get those children started toward an understanding of this branch of Government.

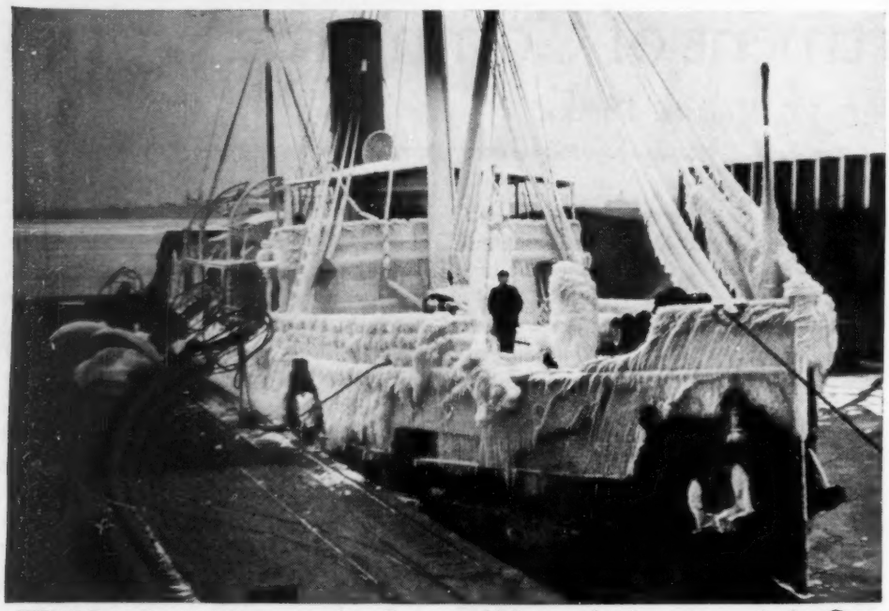
The Department of Commerce is one of the ten departments of the Government that actually carries on its business just as the sixth grade is one of the grades that goes to make up the school. The Department of Commerce looks after trade, and one is likely to think of that as foreign trade. It does look after foreign trade but it also looks after domestic trade, becomes interested in production of those things that go to make up trade, and it is surprising to find what queer tasks this leads to.

HERBERT HOOVER, Secretary of Commerce since March 5, 1921, was born in Iowa and later moved to California, where he graduated in engineering from Stanford University. His world service during the war is well known. His broad experience as an engineer is now the source of many improvements in the commerce of the world.

There is in the Department of Commerce a Lighthouse Bureau. You may never have thought of this as a part of commerce, but lighthouses are kept up that ships may carry their cargoes up and down our coasts in safety and are therefore a part of the business of commerce. Wherever you go in boats around the United States you will find evidences of the work of the Lighthouse Bureau—the bell buoy which clangs away as it is rocked by the waves and warns the mariner of the approach of danger; the float lights that mark the channels in many harbors; fog signals and whistling buoys. There are noble lighthouses that flash intermittently from such points of danger as Diamond Shoals, off Cape Hatteras, the Dry Tortugas Islands of Florida, Poverty Island, in the Great Lakes, Catalina in the Pacific, and all along the route by which President Harding went to Alaska. In this far-flung service about 6000 people are employed and the Government spends on it about $10,000,000 a year.

One might not think of the Bureau of Fisheries as a part of the Department of Commerce, but fish is an important item of commerce and it is probable that the supply of fish available to the people would not be half sc great or so varied as it is, if it were not for this bureau. The Bureau of Fisheries, in the first place, examines the streams of the whole country to find out what are the best fish and where they are to be found. It discovers, for instance, in the mountain streams of the Pacific Coast, a rainbow trout, which it established in hatcheries and there grew millions of little rainbow trout. While they were tiny it put them in cans and shipped them alive all over the country. It would pour a can of these tiny fish in a New England stream, for instance, and in a few years they would have so multiplied that one could go fishing for rainbow trout in that stream instead of having to cross the continent to do so. In this way the best fish in many streams were placed in hundreds of other streams in different parts of the country; many varieties came to be widespread and there was more fish for everybody.

But from the standpoint of commerce this Bureau of Fisheries looks after much more important matters. Most of the salmon that we eat comes from the streams of the North Pacific coast. In the spring the salmon come in from the ocean and go up the streams to lay



THIS is the lighthouse tender Crocus which guards the waters of the Great Lakes. The Cape Hatteras (North Carolina) Light Station is shown below.

their eggs and hatch their young. They are so plentiful that sometimes they almost fill the water; they can be scooped up almost like dirt. This is the time when they are caught for canning, but if too many of them are caught there will not be enough left to breed young ones for the years that are to follow. So the catch of salmon must be regulated and supervised. The Bureau of Fisheries looks after this that we may still have salmon ten years from now. If it did not we certainly would have no salmon. The same is true of many other fish.

One of the interesting tasks of the Bureau of Fisheries is to look after the seal herds of the Island of Pribilof, far up in the waters of the north. The fur seals play all over the North Pacific through the greater part of the year and then come home at Pribilof to raise their young. They come back every year to this one island. Japanese and other sealers knew this. Fifteen years ago they were going to these islands which belong to the United States and were killing the seals in great numbers. In a few years there would have been no seals left. The Bureau of Fisheries took hold of this situation. By allowing the killing of only certain members of the herds that could be spared, just as certain cattle on the farm can be spared for beef, they built up the herds until seals are again plentiful. Every season the Bureau harvests these sealskins. They are brought to the United States and sold in the fur market at St. Louis. The money received from them, some $700,000 a year, goes into the United States treasury. This single item is more than half the cost of running the whole Bureau of Fisheries, which is about $1,250,000 a year.

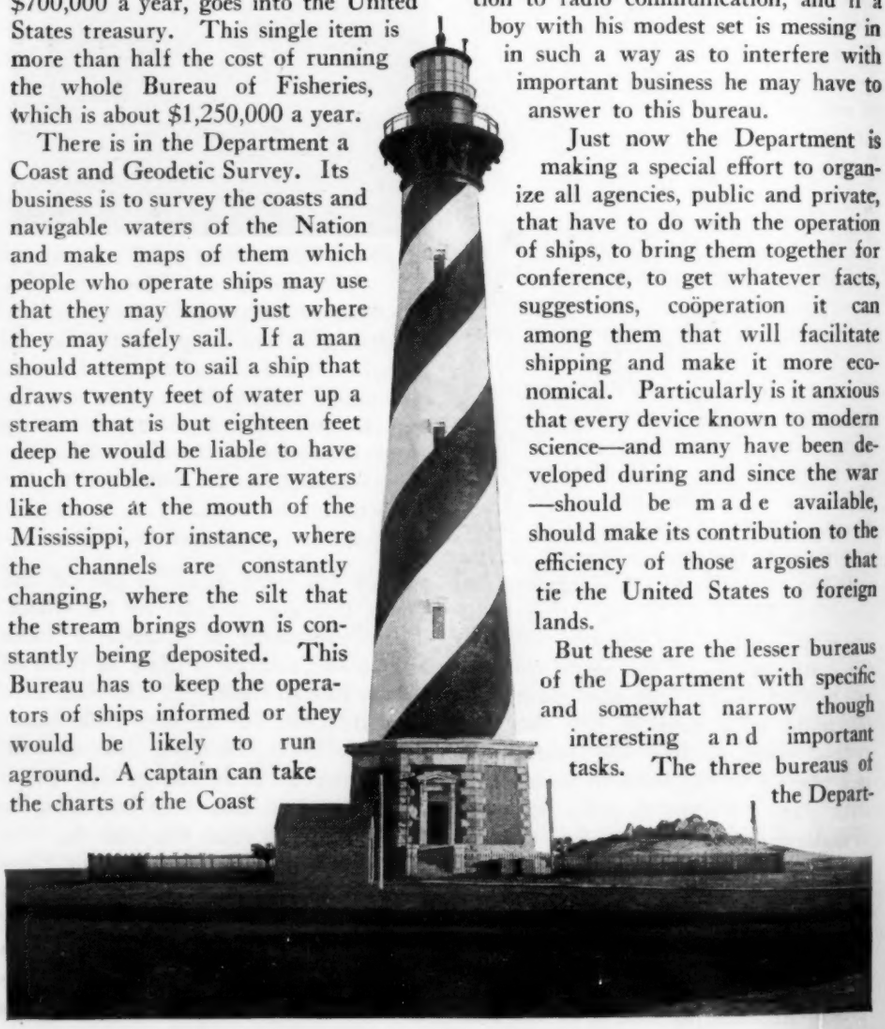
There is in the Department a Coast and Geodetic Survey. Its business is to survey the coasts and navigable waters of the Nation and make maps of them which people who operate ships may use that they may know just where they may safely sail. If a man should attempt to sail a ship that draws twenty feet of water up a stream that is but eighteen feet deep he would be liable to have much trouble. There are waters like those at the mouth of the Mississippi, for instance, where the channels are constantly changing, where the silt that the stream brings down is constantly being deposited. This Bureau has to keep the operators of ships informed or they would be likely to run aground. A captain can take the charts of the Coast and Geodetic Survey and run his craft into waters that he has never visited before with entire safety. He could not do this but for the continued work of this survey.

Since all vessels that go to sea must be inspected to find out if they are safe, there is a steamboat inspection service in the Department. This bureau also examines officers to see if they are competent to handle ships, and none are allowed to take command that have not passed these examinations and been given licenses.

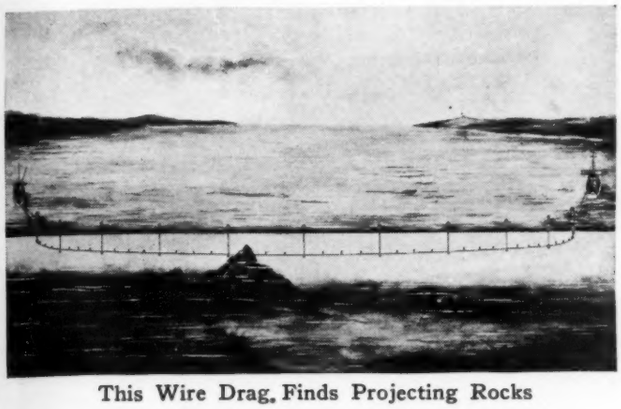
The Bureau of Navigation registers all vessels that fly the flag of the United States and keeps track of them. It issues their papers to them, and a vessel must have papers from its government to enter or leave foreign ports. There are innumerable details as to the operation of vessels that are attended to by the Bureau of Navigation. It performs an odd task that is likely to bring it in contact with nearly every boy in the United States at almost any time. There are certain regulations with relation to radio communication, and if a boy with his modest set is messing in in such a way as to interfere with important business he may have to answer to this bureau.

Just now the Department is making a special effort to organize all agencies, public and private, that have to do with the operation of ships, to bring them together for conference, to get whatever facts, suggestions, coöperation it can among them that will facilitate shipping and make it more economical. Particularly is it anxious that every device known to modern science—and many have been developed during and since the war—should be made available, should make its contribution to the efficiency of those argosies that tie the United States to foreign lands.

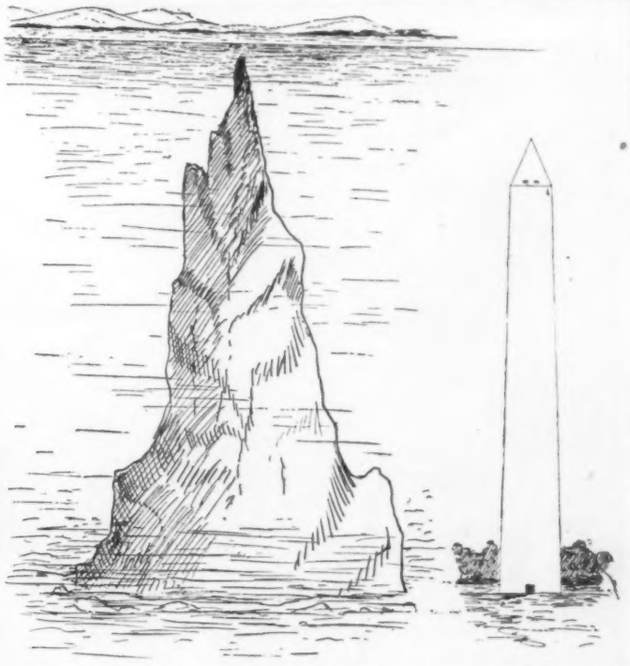
But these are the lesser bureaus of the Department with specific and somewhat narrow though interesting and important tasks. The three bureaus of the Depart-



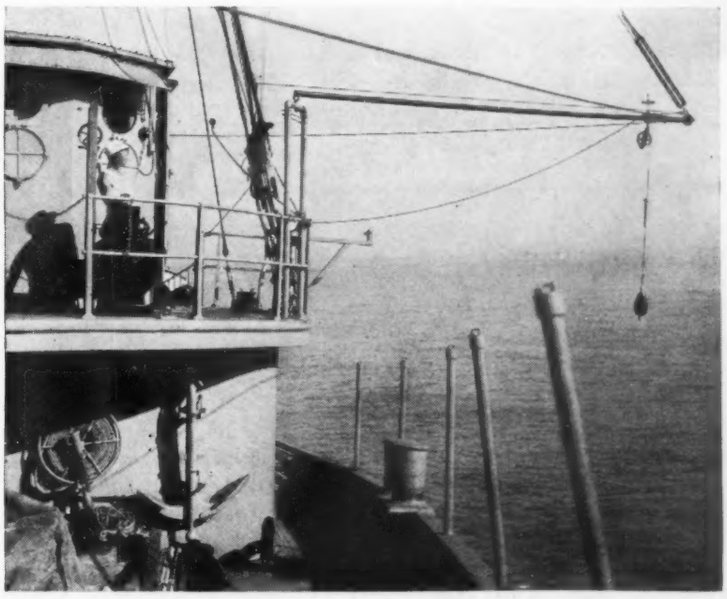
The Coast and Geodetic Survey



This Wire Drag, Finds Projecting Rocks



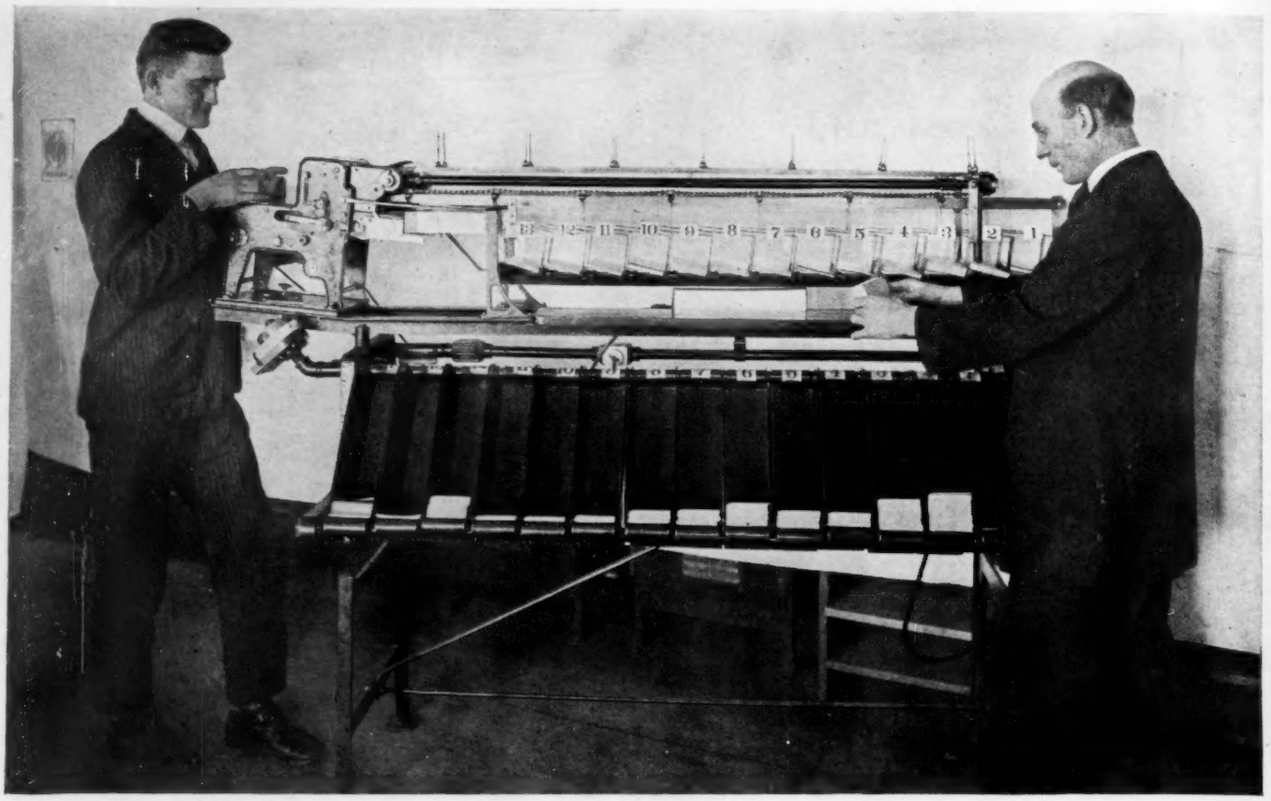
THE SUBMERGED "WASHINGTON MONUMENT" (PINNACLE ROCK), HEIGHT 650 FEET, FOUND IN ALASKAN WATERS IN 1915 BY THE WIRE DRAG. BUT 17 FEET OF WATER COVERS THIS PINNACLE. THE WASHINGTON MONUMENT WE KNOW SO WELL IS 555 FEET



Above, Surveying the Alaska-Canada boundary. To the right, Measuring the Deep Sea With the Longest Plumb Line in the World—Five Miles of Fine Piano Wire.

ment that have the most directly to do with commerce, as it is usually thought of in the buying and selling of goods, are the Bureau of Standards, which is the engineering bureau of the whole Government, the Bureau of the Census, which is the statistical bureau of the Government, and the Bureau of Foreign and Domestic Commerce, which is the selling branch of the Nation's industry, all interesting and important agencies of Government.

Take the Bureau of Standards, for instance. It tests the materials bought by the Government. If the Government is buying building stone it is represented as being hard enough to stand certain pressure. The Bureau of Standards puts a block of that stone in a machine, which is one of the most powerful machines in the world, and puts on pressure until it is ground to pieces. It measures the pressure that this stone will stand. If the United States is buying steel cable to be used in bridge building it puts this cable on another machine and pulls it until it pulls in two. It can pull a steel rod an inch thick in two. It finds out just how strong that cable is. If the Government is buying paper and that paper is supposed to be made up of one part rag fibre and three parts wood pulp, the Bureau of Standards actually takes a sample of it apart under a microscope and counts the fibres to see that they are right.



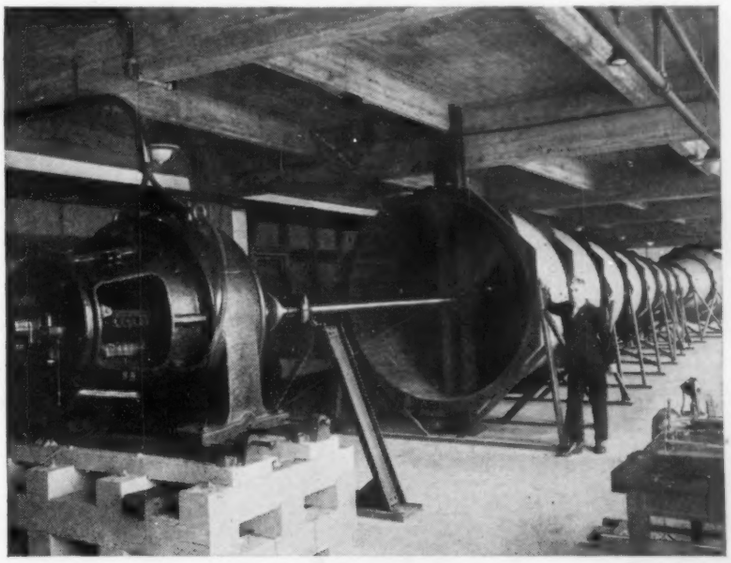
This machine at the Bureau of Census picks out the particular cards in the millions that record any particular fact. There is a card for each of us at the Census Bureau. If that Bureau wants to sort out and count those of us who were foreign-born, for example, it makes this machine do the work. In the card of anybody who is foreign-born there is a hole punched at a certain place. The machine feels for this hole and when it finds it drops the card.

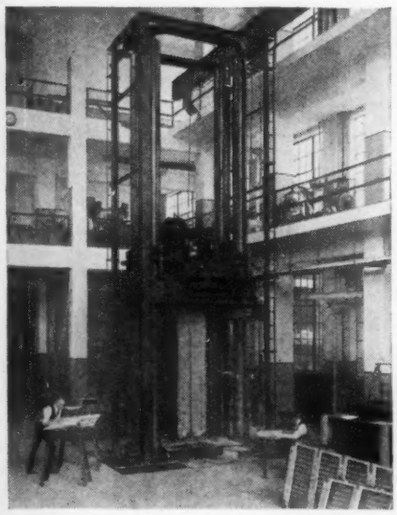
But the Bureau of Standards does more than this. It asks the manufacturers of the Nation to submit to it their difficult scientific problems. The makers of automobiles, for instance, want to know just how much of the power of their cars is being used up because of the resistance of the wind when they are being driven. The Bureau of Standards has a wind tunnel where it has carried on many airplane experiments. In that tunnel it can make the wind blow as hard as two hurricanes. If they make the wind blow at the rate of sixty miles an hour against an automobile, it is the same as though the car was being driven sixty miles an hour through the wind. They can measure the pull that this sixty-mile wind gives the car. On a typical large-sized car it was found that this wind resistance at sixty miles an hour was so strong that it required 30 horsepower, or more than the power of a small car, to overcome it alone. They carry on the study in the design of bodies that will go through the air easier and give their findings to the manufacturers. What object in nature, do you suppose, is so shaped as to meet least resistance while going through the air? The falling raindrop. If an automobile could be designed in the shape of a falling raindrop it would be ideal from the standpoint of air resistance. This bureau studies this sort of thing for all kinds of industry. It costs about $2,000,000 a year to run this bureau.

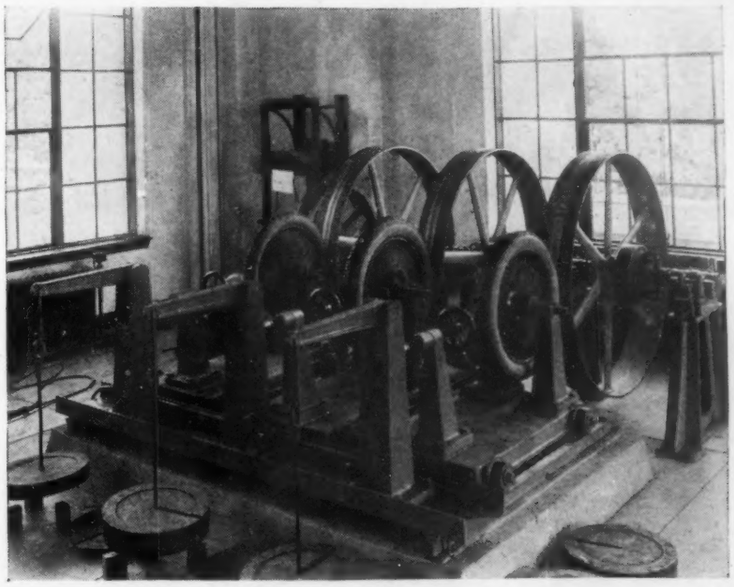
The Bureau of the Census is now admitted to be the greatest statistical office in all the world. It is one of the oldest bureaus of the Government, having been established within a year after General Washington became the first President. The United States was the first Government in the world to make provision for the periodic compilation of census returns. The first census in 1790 related only to population and contained but 56 pages. This modest return contrasts strongly with the census of 1920, which consisted of eleven thick volumes, containing 12,000 pages. The taking of this census resulted in the handling of a greater mass of statistical fact than had ever before been handled by any agency in the world. There were 90,000 enumerators working on it at one time. All together it cost $23,000,000. It is the greatest compilation of fact ever made and is the proper basis for the formation of judgment and the basing of action, for this census set forth such facts as this: The extent to which people were moving from the country to the cities, the relative increase of whites and blacks, the number of foreigners in the country, the various occupations of the people, and the numbers of marriages and divorces.

But modern censuses go further than to give only facts about population. They include a census of agriculture which shows what farms produce, what percentage of farms are owned by the people who work them, the livestock that is on them, a study of irrigation, of drainage, and of many other phases of farm life and activities. They include surveys of mines and quarries. They contain a census of manufacturers which include capital invested, people employed, wages paid, cost of materials used, amount of taxes, rent and other expenses, fuel burned, machines used, value of product. These figures are of great value to people engaged in industry in the United States and form the

The Bureau of Standards tests and inspects other products somewhat as the Department of Agriculture inspects farm products. The giant machine below, used for measuring the strength of building columns, can exert a crushing force of 10,000,000 pounds. It helps to substitute science for guess-work in our great buildings. The machine at the right above tests such products as airplane wings. It can blow through the tunnel a wind equal to two hurricanes. At the lower right is a machine for wearing out automobile tires to find what parts need to be strengthened or built differently.







basis for proper studies of industrial situations that would otherwise be impossible.

But the Bureau of the Census has, particularly under the régime of Secretary Hoover, tended steadily toward the idea of furnishing information of importance to the business world at more and more frequent intervals. It began by issuing statistics on cotton, leather, wool, sugar, and other important items once a month. This idea developed into the publication, beginning July, 1921, of the Survey of Current Business, which appears every month and which is coming to embrace a wider and wider range of industrial activities. The tendency of the Bureau of the Census is to develop rapidly toward an agency which will furnish information that is always of greater and greater use to the business world.

Finally, there is the Bureau of Foreign and Domestic Commerce, the sales department for the American Government, a stupendous and growing agency. As the sales department this Bureau has as its primary duty the responsibility of finding markets and reporting to the production agencies of the Nation just what and where they are. In this study of world markets this Bureau has most unusual agencies at its disposal. It maintains commercial attachés in eighteen of the most important centers of the world. These are highly trained men who devote themselves to studying their particular fields with the idea of helping American business in those fields. In addition to them the Bureau maintains its staff of special agents, trained experts in particular lines, who make extensive studies of the opportunities in those lines. It might have a shoe expert, for instance, who would be assigned to a field like the South American continent, of which he would make a careful study and report on the possibilities of selling goods in that area and the methods that should be used in doing so.

This work is supplemented by reports from members of the Consular Service of the State Department. These consuls, located in all the important towns of the world from Sydney or Fiji, in the South Seas, to Stockholm or Helsingfors

American Commerce

On the Yangtse River

An Automobile Arrives at Bombay

Awaiting American Cargoes at the Great Australian Desert

American-Harvesting Machinery at Bordeaux

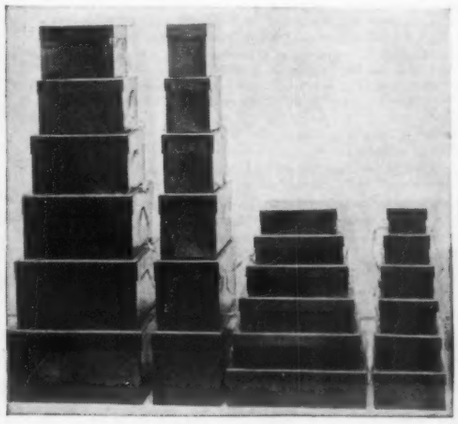
in the frozen north, report on trade conditions and trade opportunities at their many posts. So is the whole world covered. These consular reports are published each week by the Bureau.

All of these agencies bring in material from all over the world. In the home office that information is digested and so prepared as to be put at the disposal of the people who can use it. All this information is conveyed to commercial and industrial America in the most expeditious manner; it is given to the people who are most interested in it while it is still fresh and immediately available for their use in trying to place American goods in foreign markets.

A relatively newer development in the Bureau is the division of domestic commerce. The object of trade is profit and we all know that oftentimes the possible profits are not made because of inefficient methods — holes scattered along the route from factory to consumer that gradually eat up the possible profit. Mr. Hoover's study of the domestic trade situation led him to believe it would be possible to save great sums of money to domestic commerce, and ultimately to the consumer, if careful studies were made and if coöperation were secured from the different groups that handle the product from raw material to the door of the consumer. When the consumer buys a suit of clothes, for instance, he pays the fee of every man who has handled it. If the expense of wholesaling that suit can be reduced by one dollar, the consumer can buy it one dollar cheaper. If that suit was made in New York, shipped to San Francisco, wholesaled and reshipped to Albuquerque, it has paid much more freight than it would have paid had it been made in St. Louis and shipped direct to Albuquerque. It may be possible to save a dollar in freight on that suit. If the methods of retailing that suit were unduly expensive because of mistakes that could be corrected, and if after the corrections were made, a dollar were saved in the cost of retailing, the consumer would save another dollar on the price he paid. The division of domestic commerce will study these problems of getting goods to consumers more cheaply.

Aside from these undertakings of specific bureaus there are tasks that fall to the Department itself and to which different bureaus contribute. The Department has what is known as the Division of Simplified Practice. It was seen that there was a great deal of waste in production which could be eliminated and that the best way to reduce this waste lay in removing some of the unnecessary complications in industry. For example, there was a manufacturer of penknives in New Jersey, who made a hundred kinds of penknives. Now, in the factory to produce a hundred kinds of penknives, it is necessary to operate probably a thousand machines to make the different parts that go into them. Maintaining all these machines and all these parts is expensive. Under this method of operation it cost him a certain amount to produce 100,000 knives. This manufacturer decided to produce but ten kinds of penknives. He scrapped many of his machines and concentrated on quantity production on those that remained. It cost him much less money, he found, to make 100,000 knives than before. He concentrated in selling these ten varieties. He could sell them more cheaply than before because he produced

Simplification



Under the leadership of the Bureau of Standards hosiery manufacturers met to simplify the boxes in which they packed their product. The two hundred sizes shown on the left were reduced to the twenty-four sizes shown on the right. By such methods stockings can be better packed, at the same time saving 10,000,000 pounds of cardboard annually. By the same method the manufacturers of paving brick found that six sizes would serve every purpose as well as sixty-six sizes. Consumers may thus be saved the cost of the extra machinery and of stocks of many different sizes.

them more cheaply. So he got more business. He sold more penknives of the ten varieties than he had of the hundred varieties. He made more money. The boy who bought a penknive got it cheaper than before. All had profited by a simplification of this manufacturer's line of knives.

This principle extends throughout production. If a manufacturer of collars makes 300 varieties it costs him more per collar than if he makes 100 varieties. Maybe 100 would be enough to satisfy the consumer! If the manufacturer of shoes makes 1000 varieties and could get along with 500 he would find his problem simplified and the wearer would get his shoes cheaper.

What the Division of Simplified Practice does is this: It calls upon the makers of any product, milk bottles for instance, to get together in a meeting. It asks them if the trade would not be as well served if they manufactured ten sizes of bottles as it is with sixty. They answer that it would, that manufacture would be simplified and cheapened, that bottle dealers would have to carry less stock and that it would move faster, that the consumer would be spared the inconvenience of handling different sized bottles that were not interchangeable. The Division suggests that these manufacturers come to an agreement to manufacture only ten sizes of milk bottles and go back and put that agreement into operation. They do so and one activity is simplified. The idea of doing just this thing is getting hold of industries and they are coming to Washington every week to work out the details. The saving to the Nation when the majority of them have done so will be almost beyond computation.

Another of the practical campaigns of the Department was along similar lines with relation to house construction. Are the houses of the Nation costing more than they should?, Mr. Hoover asked. A Division of Housing was created to answer this question. Its findings were startling. It found, for instance, that the builder of the average two-story brick house in the United States was putting $200 worth more brick into it than was necessary. A saving of $200 on each house built on this item alone would amount to a good deal when multiplied by the number of brick houses that are to go up in the next ten years. It found that, if a plan of simplification in plumbing could be worked out every man who builds a house in all the Nation could save 25 per cent on his plumbing bill. It went aggressively to working out this saving. The manufacturers of building brick and of hollow tile were induced to reduce the number of sizes they made. The lumber trade is being led toward simplifying the number of sizes of doors and windows, toward coming to agreements as to standard cuts of lumber. The makers of builders' hardware are being induced to reduce the number and consequently the cost of production on such details as door locks.

All of this promises to be a saving to the home owner and likewise a great convenience. If a plumbing fixture leaks one will need only ask for the number of pipe or valve that is causing the trouble. The confusion and inconvenience due to the existence of innumerable sizes of these small accessories promise to disappear. Simultaneously there will be a reduction in the price paid for them.

The effort in the Department of Commerce is to render more definite service, more concrete benefits to industry and to the citizen. In its relation to industry it is a coöperative and in no way a regulative agency. Its business is to help industry toward more efficient production and toward better markets. Its business is to help the citizen toward better coöperation that he may buy what he uses at a lower price. It is bringing its activities down to a basis where they can be appreciated in actual money saved by every citizen.

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**

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

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1923 in Review

SOUND and adequate education of the masses is the rock upon which democratic society must be built. Renewed and widening recognition of this fact in the face of the chaotic condition of world affairs is the most significant educational achievement in the United States during 1923. Educational workers may take stock of resources and make plans to direct the educational advance during 1924 with the assurance that back of the vast amount of writing and talking on education, there is profound faith in the American public school on the part of people generally. Reactionary movements here and there have tested the courage of educational workers and the devotion of our people to the schools. On the whole there has been steady and substantial progress.

The National Education Association has grown in membership. Its departments and committees have become more active. The various headquarters divisions are stronger. The Association has become the greatest publisher of educational literature in the world. The adjacent buildings purchased last year have been remodeled and connected with the main headquarters building on Sixteenth Street. The Association had a remarkable series of meetings in Oakland-San Francisco and has plans well along for an even greater meeting—a veritable crusade of teachers to the Nation's Capital in July, 1924.

State and local associations have continued to strengthen their services and their organizations. Many victories were won in the forty-four State legislatures that met during 1923. Ground gained in previous years was generally held and new advances were made in spite of unusual economic depression.

The Department of Superintendence held in Cleveland a meeting that was unusually well-planned and attended. A revival of interest in the study of the curriculum was there started and is being carried on by a strong committee. The objectives of education are being more clearly defined and the methods of reaching those objectives are being refined and strengthened in the light of scientific study of educational problems.

Professional unity has been much in evidence during 1923. Educational workers have stood solidly together. Individual differences and group differences have been subordinated to the larger cause to the great credit of the profession and the advancement of education.

The World Conference on Education, held in San Francisco under the auspices of the National Education Association, stirred both the profession and the public to a larger appreciation of education's part in world affairs. Provision for world-wide observance of Goodwill Day on May 18 of each year, the tentative organization of a world federation of education associations, and the adoption of statements of policy on many important matters laid the foundation for a closer integration of the efforts of educational workers throughout the world.

The Education Bill has gained added support. It is now plain that the great group of National, State, and local organizations—both lay and professional—that have indorsed this measure, will stand firm to the end. It is only a matter of time until the rising tide of public opinion will force Congress to recognize the justice of the Bill and the necessity of the policies which it embodies.

Education Week was observed with striking success. The program was issued in the spring and plans went forward during the summer. The proclamations of the President and of mayors and governors make an imposing exhibit. Hundreds of special programs and bulletins were issued by school officers in States and cities. The public studied the basic problems of education as never before.

Teacher-training made notable improvement. Probably over a fourth of the Nation's teachers attended summer schools. Such reports as are available show increased enrolment in teachers' colleges and normal schools. Added pay for added training continues to win its way as a wise administrative policy.

School building programs of enormous magnitude are under way. Most of the larger cities have a serious shortage of school seats. Half a million children are in school on half-day sessions for lack of accommodations. The causes are rapid growth of city populations and the cessation of building during the war. It is gratifying to see conditions steadily improving, although here, as in teacher training, vast improvement will be required to bring the Nation up to recognized standards.

Magazines and newspapers have never before given so much space to education as during 1923. Several magazines of great influence and circulation have made the promotion of education one of their primary objectives. There has been less attempt at "jazz" publicity for education and more sound reporting of basic educational needs and achievements.

Classroom-teacher participation in professional organization and in the determination of courses of study and school policies is bringing new initiative and interest to the rank and file of American teachers. Along with larger opportunity is coming the willingness to make more thorough preparation and to assume greater responsibility.

Other evidences of educational advance during 1923 need not be mentioned here. There is room for rejoicing that this year of reaction has affected the schools so little. Perhaps by 1925, when most legislatures will again meet, the peak of reaction will have given way to an intelligent popular appreciation of the need for larger investments in education all along the line.

AMERICAN EDUCATION WEEK is rendering an invaluable service to the schools.

EVERY CITY, county, and district system of schools should send the superintendent to the meeting of the Department of Superintendence at Chicago, February 23-March 1.

FRESH FROM THE CLASSROOM

THE invitation from your committee to write of our problems has recalled the distress of spirit I felt during the first years of my teaching in a big school system, and I wonder if I may not help some younger teacher by telling something of how I struggled to solve my hardest school problem.[1]

When I first came into this big school system and discovered that my classes sat dull-eyed without asking any questions, waiting for the teacher to tell them what to *learn* in order to pass their next examinations, I was appalled! Can it be, I thought, that I must give up the joy of having an alert, bright-eyed, expectant class of pupils full of "why" and "how" questions, and just settle down to stuffing in lessons for which the children have no appetite and which they are unprepared to digest? Must I always, I asked myself, strive hopelessly in the midst of a multitude of interruptions and distractions, to meet the requirements of a heavy, unvarying course of study, in order to reach the end of the term with uniform results?

My hardest problem during those years was to keep myself fresh, happy, and alive professionally, and not to give up my ideals nor sink under a crushing avalanche of impossible requirements where teaching would deteriorate into merely a *job*.

This is one of the ways I helped myself solve this problem. I prescribed for myself a *Teacher's Tonic* and took a dose of it each morning before school. This dose was in the form of a thought written on a card—a bit of advice to myself—which went with me through the day, such as the following:

Keep the sparkle in the children's eyes.

Don't take your old lessons out of cold storage; prepare fresh ones.

Don't forget a real boy is an intensely active animal.

"Do more than your duty."

A smile is worth a thousand scowls in any classroom.

Keep up your enthusiasm; don't forget that everything is fresh and new to children, even though it may be stale to you.

Never mind your disappointment—"keep sweet."

Help the child to self-mastery even though it takes more time.

A bit of tact is worth a ton of nagging.

"What is yours to bestow is not yours to withhold."

"Variety is the spice of life"—try it today.

Don't allow yourself to grow cranky and old-maidish.

Don't waste time scolding; a bright, little story clears the atmosphere.

Find the squeak and grease it today.

"Distinguish between essentials and non-essentials."

Don't wear the children out demanding a thousand fussy little things.

Don't try to cut the children all out with the same cookie-cutter—it *can't be done*. They are sure to come out different sizes and shapes according to their varying mental capacities and natural trends. *Don't worry* if you can't show uniform results.

Life is not enriched by selfishness but by joyful service.

I have no doubt this "tonic" idea will seem very simple and useless to a woman of your strength and experience, but I must tell you it has helped me through many a day of discouragement, and I have been able to keep up my enthusiasm, although still a classroom teacher, with my ambition to get ahead professionally as yet unattained.

During these years and in all these varied teaching conditions, I have found *story-telling* a master-key to the children's hearts, and an invaluable help in many a trying situation. There is nothing new in this statement, and I realize you know perfectly the various uses of well-chosen stories. For example—

Making real and alive lessons in geography, history, and civics.

Making practical and concrete ethical laws of everyday living.

Training the imagination.

Stimulating a desire to master the technical means to reading in order to enjoy the fascinating tales of literature.

Training children in self-control and helping them create noble ideals.

It is not my purpose to go over this *old* ground but to point out a new field in which I am convinced *story-telling* must take a vital place, i. e., in the effort we are all making to contribute our share towards stopping hideous warfare in the future among the nations of the world. With this hope deep in my heart I have been challenging the time-honored stories which I enjoy telling and in which my boys delight; and I am startled to find that many of my most popular ones emphasize rather than minimize racial prejudices and old national quarrels. Thrilling tales depicting the glory of being a soldier and of fighting and dying for one's country, I am beginning to believe *can be* over-emphasized.

That kind of patriotism in which we (the U. S. A.) unconsciously coop ourselves up within walls of national pride, unwilling to make a decided effort to forget the differences which have led to past strife, is, I think, too narrow for real Americans (world citizens) of today. We can just as easily train our boys to see that "Red Coats" and "Rebels" and "Huns" need no longer stand as synonyms for our enemies, as to keep fanning the dying flames of misunderstanding and animosity. Let's keep testing our nationalism to see that it does not remain too narrow to keep pace with the world's needs.

As I am a member of the D. A. R., I do not think there is any danger of my spreading anti-American propaganda; but I have been thinking *hard* these last few months, and I now find myself searching for stories which present to our boys noble traits in other nationalities and splendid heroes among other races. By telling stories of this kind to our pupils I wonder if we as teachers cannot do something towards bringing about peace and goodwill among men.

I am thinking just now of a story, "Scout Wong" by Richard Connell, published in the *Saturday Evening Post*. March 22, 1922. I have used this story with our boys in the children's court with satisfying results. I feel that the whole Chinese race has been brought into a more cordial relationship to our boys who have heard this story and have been touched by the heroism of little Chinese Wong. I believe that a warm and lasting admiration for the fine traits of patience and loyalty in the Chinese people has been awakened.

Why not enlist Richard Connell and other story writers in this idea of writing stories which bring to our boys heroes of other nationalities with the thought of looking towards universal goodwill, instead of the opposite?

HUMAN SYMPATHY is too fine for the cool, calculating attitude to take its place. One can name very few great advances that did not have human sympathy behind them.—*My Life and Work* by Henry Ford.

[1] Miss Lucy C. Simonson, a teacher in Public School No. 120, New York City, wrote this statement in a letter to Mrs. Mary C. C. Bradford, chairman of the Committee on Classroom Teaching Problems.

Ben Franklin in Your School[1]

WITH CAMPAIGNS and observances, "days" and "weeks" trooping on in ever-swelling succession, it is a problem for the educator to decide which to introduce into his school and which to exclude. Many of them, although having quite worthy objects, are unwieldy and unadaptable to the school curriculum. A pleasant exception to this, however, is National Thrift Week, which always begins on Franklin's birthday, January 17, and runs to January 23. Not only does Thrift Week by its very nature lend itself readily to school use, but the National Thrift Committee has given time and careful study to school problems and to developing a program which will be not only usable but helpful for school use.

Coming, as it does, in the middle of January—one of the long, holidayless months of the year—Thrift Week offers a patriotic birthday at just the right time, the birthday of a man whose life is packed full of practical lessons in history and civics, a life which probably had more to do with the establishment of the United States upon a firm and secure basis than any other of its time. Franklin, the man of peace, of diplomacy, of philosophy and hard work, offers a fine opportunity to bring home forcefully the peaceful side of the Revolution and of the formation of the Union. Franklin, the great mediator of the Constitutional Convention, is coming gradually into his own, a fitting figure to stand beside Washington and Lincoln, a figure particularly valuable in the possibilities he offers for shedding an interesting light on that precarious period in our country's development, which is often side-tracked in the glamor of war.

Franklin the diplomat, Franklin the ambassador, Franklin the counsellor, Franklin the mediator, all offer abundant opportunity for the teaching of civics. Franklin the inventor, Franklin the philosopher, Franklin the thrift apostle, Franklin the successful business man and generous public servant, all offer ideal character examples and demonstrations of the full duty of an American citizen.

For the English teacher Thrift Week offers a fresh theme for essays and compositions, a theme that can be enlivened with a prize offer as stimulus. Each day of Thrift Week presents an ideal theme as does the general topic of thrift. As an exercise in concise expression the Slogan Contests, advocated as part of

this week's program, are ideal. Wherever tried they have produced many snappy, to-the-point maxims and slogans, a splendid exercise in condensation and apt expression.

The drawing teacher welcomes the opportunity of Thrift Week to present a concrete, up-to-the-minute problem for posters. Poster contests have been a feature of practically every thrift observance and have been successful everywhere. Not only is there the incentive of the prize and the opportunity for a public display of the student's work, but there is also that atmosphere of producing a commercial job for a definite order, a sure enthusiasm arouser.

Bank interest, discount, notes, and drafts will be the more interesting if the scholar has some conception of what the inside of a bank is like, of how bank routine operates. The Detroit plan of bank visitation by school children is another phase of Thrift Week that has been accorded a ready reception. Last year 300,000 school children in New York City alone visited the banks. The plan was tried with notable success from the Atlantic to the Pacific coast, where San Francisco led the way. In the banks the children are shown the vaults, money, locks, etc.; are given short talks on banking, and follow the course of a dollar from the time it enters the institution until it returns, bringing the interest with it.

For auditorium exercises, declamation contests, and dramatic productions Thrift Week again affords an opportunity to tie up the school program with a timely and inspiring subject. Oakland, California, made particularly good use of this phase of the program in 1922. Besides the usual poster and slogan contests and displays, an assembly, presided over by a student chairman, interpreted Thrift not only in a financial sense but also in terms of dress, books, and time. As a climax to the week's program of speeches and other observances, an allegorical play, written by a senior, was presented—the thrift theme well dramatized under the title, The Quest of Happiness. Songs, slogans, posters, and plays featured the grade-school observance of Thrift Week as well as that of the high school. Incidentally, several schools took this opportunity to lay special emphasis on thrift in connection with economy in the use of school materials. As a result of the Oakland observance $288,630.64 was credited to the savings accounts of 10,510 school children in just one of the city's banks.

Berkeley is another Coast city where school observation of Thrift Week was thorough and remarkable. Twelve essay contests were promoted beginning at the fourth grade and running through the high school; also a poster contest. Thousands of essays and posters resulted. So good were the results of a prize offer for a thrift play that in 1924 a contest will be held in all the public schools to secure the best possible thrift play for juvenile minds, a liberal bank account being the prize for the successful author.

National Thrift Week, sponsored by the Young Men's Christian Association and backed by over forty coöperating civic, commercial, educational, and religious organizations of National scope, is aimed to stimulate the individual to think straight and act wisely in regard to personal money matters in the realm of earning, spending, saving, investing, and giving. Under the slogan, For Success and Happiness, the committee will

[1] Prepared for THE JOURNAL by John A. Goodell, Executive Secretary, National Thrift Committee. Write Mr. Goodell at 347 Madison Avenue, New York City, for additional material on thrift and for further information on the poster contest.

again drive home in 1924 the ten-point economic creed: Work and Earn, Make a Budget, Record Expenditures, Have a Bank Account, Carry Life Insurance, Own Your Own Home, Make a Will, Invest in Safe Securities, Pay Bills Promptly, Share With Others. The special days of Thrift Week are: Bank Day, January 17; Budget Day, January 18; Life Insurance Day, January 19; Own Your Own Home Day, January 20; Share With Others Day, January 21; Pay Bills Promptly Day, January 22; and Make a Will Day, January 23. Attractive posters and leaflets are being printed and a well-rounded out program is ready to be launched. Your school has a place in that program—as large and beneficial a place as you care to make it.

ENROLMENT *and* AFFILIATION

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

COLUMBUS, OHIO, *Columbian Elementary Principals' Round Table*, Margaret McElrain, Secretary.

FRESNO, CALIF., *Fresno City Council of Education*, Katherine Gamble, Secretary.

LEXINGTON, TENN., *Henderson County Teachers' Association*, W. L. Bobbitt, Secretary.

THE FOLLOWING SCHOOLS have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the December JOURNAL.

ABERDEEN, S. DAK., *Aberdeen City Schools*, O. S. Wood, Superintendent; *Adams School*, Margaret Gallagher, Principal; *Garfield School*, Lydia Leistikow, Principal; *High School*, M. H. Hallman, Principal; *Junior High School*, D. A. Podoll, Principal; *Lincoln School*, Etta De Kraay, Principal; *McKinley School*, Harriet Carpenter, Principal; *Monroe School*, Harriet Carpenter, Principal; *Washington School*, Io Goddard, Principal.

ALTUS, OKLA., *Altus Public Schools*, Arty B. Smith, Superintendent; *Junior High School*, Charles Hatfield, Principal; *Senior High School*, B. O. Corbin, Principal; *Washington School*, May Fullerton, Principal; *Wilson School*, Stella Berry, Principal.

AMERICUS, GA., *Americus High School*, Charles M. Hale, Principal; *East Americus School*, Susie Taylor, Principal; *Furlow School*, Sarah P. Cobb, Principal; *Prospect Heights School*, Elizabeth Belcher, Principal.

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ARDMORE, OKLA., *Jefferson School*, G. W. Coffman, Principal; *Junior High School*, T. Russell Fisher, Principal; *Lincoln School*, R. J. Sarndon, Principal.

ASHEVILLE, N. C., *Park Avenue School*, Miss Q. M. Carson, Principal.

AUBURN, NEBR., *Auburn City Schools*, A. M. Nelson, Superintendent; *Athens Ward School*, Dillie Webber, Principal; *Auburn High School*, H. L. Caswell, Principal.

BAKERSFIELD, CALIF., *Lowell School*, Josephine Stone, Principal.

BARBERTON, OHIO, *Washington School*, H. E. Cormany, Principal.

BARTLETT, TENN., *Nicholas Blackwell High School*, John George, Principal.

BELMONT, MASS., *Brighton Street School*, Eva S. Burns, Principal; *Daniel Butler School*, Alice Farrar, Principal; *Homer School*, Vivian A. Dingley, Principal; *Joseph S. Kendall School*.

BERKELEY, CALIF., *Hawthorne School; Hillside School; Jefferson School; Le Conte School; Longfellow School*, Annie Woodall, Principal; *John Muir School; Oxford School; Washington School; Willard School*, W. B. Clark, Principal.

BEVERLY, MASS., *Centerville School*, Marion L. Miller, Principal; *Farms School*, Alice M. Preston, Principal; *Hardie School*, Elizabeth G. Harding, Principal; *Pleasant View School*, Amaie A. Woodbury, Principal.

BINGHAM CANYON, UTAH, *Jordan Teachers' Association*, K. C. Tanner, Secretary-Treasurer.

BINGHAMTON, N. Y., *Alfred Street School*, Ida M. Lane, Principal; *Thomas Jefferson School*, Daniel B. Mills, Principal; *Laurel Avenue School*, Edward B. Horton, Principal; *Opportunity School*, Mrs. Helen H. Wilson, Phincipal; *Pine Street School*, Mary G. Mollen, Principal; *Woodrow Wilson School*, Anna J. Stone, Principal.

BOISE, IDAHO, *Central School*, Coral M. Norton, Principal.

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

BRADFORD, PA., *Fourth Ward School*, Mrs. Adelaide Christie, Principal; *Sixth Ward School*, Adam Ulshafer, Principal; *Third Ward School*, Beatrice Chapman, Principal.

BRIDGETON, N. J., *South Avenue School*, Norman A. Wright, Principal.

BRITTON, OKLA., *High School*, W. H. Taylor, Principal.

BROOKLINE, MASS., *Edward Devotion School*, Charles H. Taylor, Principal; *Elliot Cabot School*, Lucie A. Metcalf, Principal; *Parsons School; Pierce School*, Mary McSkimmon, Principal; *Sewall School*.

BRUNSWICK, TENN., *Brunswick School*, Bessie Cochran, Principal.

BURLINGTON, VT., *Adams School*, Emma J. Chapman, Principal.

BURNSIDE, CONN., *Burnside School*, Mabel I. Moore, Principal.

CARIBOU, ME., *Caribou High School*, John A. Partridge, Principal.

CARPENTER, WYO., *Village School*.

CASTINE, ME., *Eastern State Normal School*, William D. Hall, Principal.

CHEYENNE, WYO., *Churchill School*, Elizabeth Dudley, Principal; *Converse School*, Mabel Fincher, Principal; *Gibson Clark School*, Irene Hinkston, Principal; *Park Addition School*, Ruth M. Chaplin, Principal.

CHICAGO HEIGHTS, ILL., *Franklin School*, Idelette Ferguson, Principal; *Grant School*, Florentine Peters, Principal; *Lincoln School*, Claire O'Reilly, Principal; *Washington School*, W. G. Smith, Principal.

CINCINNATI, OHIO, *Pleasant Ridge School*, Thomas L. Simmeron, Principal; *Vine School*, E. E. Ellis, Principal.

CLEVELAND HEIGHTS, OHIO, *Fairfax School*, Lillian A. Cleland, Principal.

COLLIERVILLE, TENN., *Collierville High School*, Hal Anderson, Principal.

CORDOVA, TENN., *Cordova High School*, Elizabeth Word, Principal.

CORRY, PA., *Corry Public Schools*, A. Earle Hemstreet, Superintendent; *Concord Elementary School*, Elizabeth Ranney, Principal; *Corry High School*, M. L. Brown, Principal; *East Main Elementary School*, Ruby McCullough, Principal; *Fairview Elementary School*, Mrs. Helen Brown, Principal; *Hatch Elementary School*, Helen Sullivan, Principal; *Washington Elementary School*, Mrs. Elenor Griswold, Principal.

DARIEN, CONN., *Holmes School*, May F. Anderson, Principal.

DAYTON, OHIO, *Cleveland School*, Margaret W. Edwards, Principal.

DETROIT, MICH., *Barstow School*, George A. Birkam, Principal; *Bellevue School*, Florence E. Geer, Principal; *Berry School*, Anna Charbonneau, Principal; *Brownson School*, W. A. Ellis, Principal; *Burton School*, Flora M. Miller, Principal; *Duffield Annex*, W. A. Ellis, Principal; *Edgewood School*, Maude E. Kemp, Principal; *Greenfield Park School*, Walter H. Allmendinger, Principal; *Guyton School*, Mae B. Carroll, Principal; *Myra Jones School*, Emma E. Coughlan, Principal; *Keating School*, Mrs. A. B. Young, Principal; *Leland School*, Grace F. Woollenden, Principal; *Livernois School*, Maude E. Kemp, Principal; *Philips School*, Lillian Kudduck, Principal; *Pingree School*, James Baird, Principal; *Ravenswood School*, John H. Belisle, Principal; *Rose School*, Ira J. Arehart, Principal; *Stephens School*, Hiram Miller, Principal; *Tappan School*, Henrietta Van Dyk, Principal; *Van Dyke School*, Loren C. Bow, Principal.

DEXTER, ME., *Pleasant Street School*, Grace E. Pooler, Principal.

EADS, TENN., *George R. James School*, Miss Bertie Johnson, Principal.

EAST CHICAGO, IND., *Harrison School*, Aria Spencer, Principal.

EAST CLEVELAND, OHIO, *Caledonia School*, Ella Hill, Principal; *Mayfair School*, J. E. Pettit, Principal; *Rozelle School*, Della Freeborn, Principal; *Superior School*, Mrs. Belle L. Parks, Principal.

EAST HARTFORD, CONN., *Center School*, Mrs. Lillian W. Dolan, Principal; *East Hartford High School*, Bernard Ross, Principal; *Meadow School*, Marcella M. St. Onge, Principal.

EATON RAPIDS, MICH., *High School*, Murray Martin, Principal.

ELGIN, ILL., *Franklin School*, Mable H. Price, Principal.

ELKO, NEV., *Elko County High School*, Bertha C. Knemeyer, Principal.

ELYRIA, OHIO, *Elyria Public Schools*, F. M. Shelton, Superintendent; *Ely School*, Bertha Philpott, Principal; *Franklin School*, Hittie McCloy, Principal; *Garfield School*, Nellie Mantle, Principal; *Gates School*, Leanna Moore, Principal; *Hamilton School*, Elizabeth Freese, Principal; *High School*, R. P. Vaughn, Principal; *Jefferson School*, Myrtle Halliwell, Principal; *McKinley School*, Lizzie Hahn, Principal; *Roosevelt School; School for Crippled Children*.

ENGLEWOOD, N. J., *Lincoln School*, Lillian F. Hover, Principal.

ERIE, PA., *Columbus School*, John L. Coughlin, Principal.

EUCLID, OHIO, *Euclid Public Schools*, W. A. Franks, Superintendent; *Boulevard School*, Ruby Hahn, Principal; *Euclid School*, R. B. Sharrock, Principal; *Noble School*, Bessie F. Wells, Principal; *Roosevelt School*, Edna Felt, Principal; *Shore School*, D. E. Metts, Principal.

EVERETT, MASS., *Horace Mann School*, M. A. Arnold, Principal.

FLAT RIVER, MO., *Central School*, Lillie Holtzapple, Principal.

GERMANTOWN, TENN., *Mabel Williams High School*, P. E. Callis, Principal.

GLENDALE, ARIZ., *Glendale Grade School*, C. A. McKee, Principal.

GRAND RAPIDS, MICH., *Sheldon School*, Nora A. Matthews, Principal; *Sigsbee School*, Josephine A. Goss, Principal; *South Division School*, Mrs. Bertha H. Mason, Principal.

GREELEY, COLO., *Cameron School*, Luna I. Smith, Principal; *Central School*, Carrie E. Fashbaugh, Principal; *East Ward School*, Inez Beardsley, Principal; *North Ward School*, Jesse A. Fink, Principal; *South Ward School*, Luna I. Smith, Principal; *West Ward School*, Mabel Cochrane, Principal.

HALSEY, ORE., *Grade School*, H. F. English, Principal; *High School*, H. F. English, Principal.

HANNIBAL, MO., *Hannibal High School*, E. T. Miller, Principal.

HAWORTH, N. J., *Haworth School*, Caroline Hendrickson, Principal.

HOQUIAM, WASH., *Hoquiam Teachers' Association*, Bernice Folsom, Treasurer; *Central School*, Mrs. Adele A. Oliver, Principal; *Emerson School*, Nell B. Allen, Principal; *Grade School*, Ivan Travis, Principal; *High School*, Forest J. Murdock, Principal; *Washington School*, M. B. Franklin, Principal.

HUNTINGTON, IND., *Huntington City Schools*, Jesse M. Scudder, Superintendent; *Central School*, H. Jay Scheiber, Principal; *High School*, Charles E. Byers, Principal; *Lincoln School*, J. C. Murdock, Principal; *Riley School*, Helen A. Tyner, Principal; *State Street School*, Nellie W. Hollis, Principal; *Tipton School*, Belle Miltonberger, Principal; *William School*, David H. Paul, Principal.

HUNTSVILLE, OHIO, *McArthur-Huntsville School*, E. J. Arnold, Superintendent.

INDIANA, PA., *State Normal School*, John A. H. Keith, Principal.

IRONWOOD, MICH., *Aurora School*, Edna H. Erickson, Principal; *Oliver School*, Gladys Dunlop, Principal.

JACKSONVILLE, ILL., *Morton School*, Gussie Duffner, Principal; *David Prince Junior High School*, Laura C. White, Principal.

KANSAS CITY, MO., *Leeds School*, Ona Long, Principal; *Longfellow School*, Louise Birkenhauer,

Principal; *Presbyterian Home School*, Bess McDaniel, Principal.

KENILWORTH, ILL., *Kenilworth Public School.*

KERRVILLE, TENN., *Kerrville School*, Ella Tidwell, Principal; *Rosemark High School*, F. S. Elliott, Principal.

LOCKPORT, N. Y., *Lockport Public Schools*, R. B. Kelley, Superintendent; *Lockport City Teachers Association*, Veronica Kenney, Treasurer; *Arnold School*, Maud M. Sipson, Principal; *Chestnut Street School*, Fannie Wright, Principal; *Clinton Street School*, Margaret M. Moran, Principal; *Hawley Street School*, E. Ellen Holbrook, Principal; *High Street School*, Hannah J. McCarthy, Principal; *Intermediate School*, Earl Rickard, Principal; *Lockport High School*, Edmund Evans, Principal; *Lockport Part Time School*, E. A. Johnson, Principal; *Vine Street School*, Ettie M. Woods, Principal; *Walnut Street School*, Fannie Shearston, Principal; *West Avenue School*, Jessie C. Gardner, Principal; *William Street School*, M. Elizabeth Samson, Principal.

LOOMIS, WASH., *District Number 107 School*, W. E. Gamble, Principal.

LOS ANGELES, CALIF., *Figueroa Street School*, Florence D. Mount, Principal; *John Muir Grammar School*, Marie H. Siebert, Principal; *Olinda Grammar School*, Mrs. Gladys L. Cooper, Principal; *Solana Avenue School*, C. G. Hopkins, Principal; *Wadsworth Street Development School*, Bertha T. Crawford, Principal.

LUCY, TENN., *Lucy School*, Mrs. E. P. Hill, Principal.

MANASQUAN, N. J., *Brielle School*, Eva Voorhees, Principal.

MAPLETON, ME., *Mapleton High School*, Roland J. Carpenter, Principal.

MARIETTA, OHIO, *Marion School*, Mrs. Helen H. Rinehart, Principal; *Norwood School*, Belle Adamson, Principal; *Putnam School.*

MEMPHIS, TENN., *Ernest Adams Junior High School*, O. H. Jones, Principal; *Frayser School*, Mrs. May S. Vreeland, Principal; *Levi School*, Essie L. Anderson, Principal; *Ford N. Taylor School*, Priscilla Cartwright, Principal.

MILBANK, S. DAK., *Milbank City Schools*, H. C. Souder, Superintendent; *Elementary School*, Sidney Barricklow, Principal; *High School*, E. M. Deller, Principal.

MONTROSE, COLO., *Central School*, J. B. Morgan, Principal; *County High School*, R. R. Brown, Principal; *Johnson School*, Elizabeth Remley, Principal.

MUNHALL, PA., *High School*, Mr. McCready, Principal.

NEGAUNEE, MICH., *Negaunee High School*, C. L. Bystrom, Principal.

NEWARK, N. J., *Lincoln School*, Anna B. Hasbrouck, Principal; *Webster Street School.*

NEW BEDFORD, MASS., *Dartmouth Street School*, Isadore F. Eldridge, Principal.

NEW ORLEANS, LA., *McDonough Number 10 School*,

NORFOLK, VA., *James Monroe School*, M. J., Ober, Principal.

OAKLAND, CALIF., *Campbell School*, Mary Campbell, Principal; *Claremont School*, H. N. Massey, Principal; *Elmhurst School*, H. W. Campbell, Principal; *Emerson School*, R. S. Wheeler, Principal; *Fruitvale School*, G. E. Furbush, Principal; *Garfield School*, J. Fred Anderson, Principal; *Intermediate School*, Elizabeth Arlett, Principal; *Jefferson School*, Elisabeth Sherman, Principal; *Lakeview School*, Edgar E. Muller, Principal; *Melrose School*, Paul Martin, Principal; *Mosswood School*, H. C. Petray, Principal; *Peralta School*, Anne Bradley, Principal; *Rockbridge School*, R. J. Graham, Principal; *Santa Fe School*, Anna M. Richardson, Principal; *Tompkins School*, Susan McFeely, Principal.

OIL CITY, PA., *Selden Avenue School*, Edith W. Montgomery, Principal.

OKMULGEE, OKLA., *Emerson School*, Frances Coffey, Acting Principal; *Franklin School*, Ruby Watts, Principal; *Washington Irving High School; Lee High School*, Adolphine Reichel, Principal; *Lee Ward School*, Willie Moss, Principal; *Longfellow School, Roosevelt School*, Julia Harris, Principal; *Webster School*, Marian Walsh, Principal; *Wilson School*, Lena Pitts, Principal; *Wilson School Number 2*, Galen Oliphant, Principal.

OLD TOWN, ME., *Old Town-Orono Union Schools*, W. O. Chase, Superintendent.

OMAHA, NEBR., *Central Park School*, Margaret Hamilton, Principal; *Clifton Hill School*, Carrie Nash, Principal; *Garfield School*, Edith Isakson, Principal; *Jungmann School*, Grace Griffith, Principal; *Howard Kennedy School*, Franc Eaton, Principal; *Edward Rosewater School*, May Anderson, Principal; *Saratoga School*, Frances Gross, Principal; *South Lincoln School*, Jessie S. Flynt, Principal; *Webster School*, Fannie Meyers, Principal; *Benson West School*, June Slocum, Principal; *Henry W. Yates School*, Edna M. Reap, Principal.

PARKDALE, ORE., *Parkdale High School*, George E. Axtelle, Principal.

PHILADELPHIA, PA., *Charles W. Henry School*, Caroline T. Moffett, Principal; *Francis Scott Key School*, Louis F. Perring, Principal; *Leidy-Bennett School*, Margaret Robinson, Principal; *Henry W. Longfellow School*, Charles M. Dudley, Principal; *Wissahickon School*, Blanche L. Heidinger, Principal; *Mary Channing Wister School*, Anna A. Wilkinson, Principal.

PHŒNIX, ARIZ., *Phœnix Public Schools*, John D. Loper, Superintendent; *Adams School*, Grace Court, Principal; *Capitol School*, Bertha Lyall, Principal; *Douglas School*, P. Landry, Principal; *Emerson School*, Harry Eagan, Principal; *Fillmore School*, Dollie Oglesby, Principal; *Garfield School*, Martha Garnett, Principal; *Grand Avenue School*, Helen Cross, Principal; *Grant School*, Marguerite K. Williams, Principal; *Jackson School*, Alta Holmes, Principal; *Jefferson School*, Laura E. Wells, Principal; *Kenilworth School*, Lulu Smith, Principal; *Lincoln School*, Lou Marlar, Principal; *Longfellow School*, William Hirschy, Principal; *McKinley School*, Mrs. Lina K. Sheldon, Principal; *Monroe School*, A. H. Rummel, Principal; *Ninth Avenue School*, Cora N. Jones, Principal; *Washington School*, Marie La Chance, 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 six months 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 dues are received they are credited on the current year and if the member is in arrears a bill is sent for the unpaid year.

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.

PITTSBURGH, PA., *North Continuation School*, Aida C. Bishop, Acting Principal.

PLAINFIELD, N. J., *Bryant School, Flora* Griffin, Principal; *Irving School*, J. Wade Wimer, Principal; *Jefferson School*, J. R. Floyd, Principal; *Lincoln School*, F. W. Cook, Principal; *Stillman School*, Helga Johnson, Principal.

PLYMOUTH, MASS., *Burton School*, Addie L. Bartlett, Principal; *Cornish School*, Addie L. Bartlett, Principal.

PONTIAC, ILL., *Pontiac Public Schools*, S. R. Allen, Superintendent; *Central School*, Elizabeth Dunlap, Principal; *Ladd School*, Eva Fristoe, Principal; *Lincoln School*, Esther Reed, Principal; *Special Teachers; Washington School*, Dell Herbert, Principal.

PORTLAND, ME., *Emerson School*, Marada F. Adams, Principal; *Monument Street School*, Marada F. Adams, Principal; *Shailer School*, Marada F. Adams, Principal.

PORTLAND, ORE., *Vernon School.*

PRESCOTT, ARIZ., *Prescott City Schools*, S. H. Martin, Superintendent; *High School*, Virginia Coleman, Principal; *Jefferson School*, Abbie Lee Taylor, Principal; *Lincoln School*, Mrs. Vera M. Keeney, Principal; *Special Teachers and Substitutes; Washington School*, J. K. Wade, Principal.

PRESQUE ISLE, ME., *Aroostook State Normal School*, San Lorenzo Merriman, Principal.

QUINCY, ILL., *Special School*, Anna M. Kordsiemon, Principal.

RALEIGH, TENN., *J. M. Coleman School*, Pauline Keaton, Principal.

REVERE, MASS., *Julia Ward Howe School*, Marial Paull, Principal; *Point of Pines School*, Florence M. Spooner, Principal.

ROCK SPRINGS, WYO., *Junior High School*, J. Albert Winchester, Principal.

ROCKY FORD, COLO., *Rocky Ford Public Schools*, R. J. Walters, Superintendent; *High School*, J. H. Wilson, Principal; *Junior High School*, E. M. Jasper, Principal; *Liberty School*, Scott Bradford, Principal; *Lincoln School*, Mrs. B. B. McFarland, Principal; *Washington School*, Nettie Partner, Principal.

SALEM, ORE., *Highland School; Lincoln School; Richmond School.*

SAN DIEGO, CALIF., *Encanto School*, Mrs. Anabel R. Scott, Principal; *Fremont School*, Mrs. Florence K. Marshall, Principal; *Garfield School*, Mrs. Adele M. Outcalt, Principal; *Grant School*, Frank Y. Van Valin, Principal; *Jefferson School*, Ida V. Meeks, Principal; *Lincoln School*, Nell Breen, Principal; *Point Loma School*, Charles C. Price, Principal.

SAND SPRINGS, OKLA., *Central School*, Blanche Collins, Principal; *Garfield School*, C. C. Jelks, Principal; *High School*, M. W. Taylor, Principal; *Medio School*, W. L. Adams, Principal.

SANDWICH, ILL., *Sandwich Public Schools*, John R. Cranor, Superintendent; *North Side School*, Robert A. Manley, Principal; *Sandwich Township High School*, John R. Cranor, Principal; *South Side School*, Annabelle Funk, Principal.

SAN FRANCISCO, CALIF., *Gratton School*, Luise H. Krauss, Principal; *Patrick Henry School*, Frances R. Lewis, Principal; *Michelangelo School*, Bertha J. Klaus, Principal; *Rockambeau School*, Mrs. T. F. Spencer, Principal.

SANTA ANA, CALIF., *Jefferson School*, Berthile Barclay, Principal; *McKinley School*, Mary A. Andrews, Principal.

SAULT STE. MARIE, MICH., *Sault Ste. Marie City Schools*, George G. Malcolm, Superintendent; *Garfield School*, Carrie Hawes, Principal; *High School*, H. J. Ponitz, Principal; *Jefferson School*, Evelyn Wilson, Principal; *Junior High School*, E. D. Pierce, Principal; *Lincoln School*, Georgia Andrews, Principal; *McKinley School*, Thomas H. Temple, Principal; *Park School*, Mertie Welch, Principal; *Washington School*, Myrtle A. Elliott, Principal.

SEATTLE, WASH., *Daniel Bagley School*, J. W. Scudder, Principal; *Cascade School*, Charles Fagan, Principal; *McDonald School*, Emma D. Larrabee, Principal; *Horace Mann School*, Dio Richardson, Principal.

SEDALIA, MO., *Community Teachers Association*, Helen A. Bowers, Secretary-Treasurer; *Arlington School*, Minnie C. Murphy, Principal; *Broadway School*, Lida Burress, Principal; *Eugene Field School*, Anna V. Hannum, Principal; *Jefferson School, Ethel McCluney, Principal; Horace Mann School*, Jessie Belle Steele, Principal; *Prospect School*, Nina K. Slater, Principal; *Summit School*, Lydia D. Montgomery, Principal; *Washington School*, Anna L. Greer, Principal.

SHARLINE, OHIO, *Sharline City Schools*, W. L. Richey, Superintendent.

SIOUX CITY, IOWA, *Bancroft School*, Mary E. McCarty, Principal; *Emerson School*, Edna Harrington, Acting Principal; *Girls Prevocational School*, Ethel Jones, Principal; *Hawthorne School*, R. L. Kitch, Principal; *Hunt School*, Mary O'Connor, Principal; *Lincoln School; Lowell School*, Hilda Aron, Acting Principal; *Riverview School*, McKinley Evans, Principal; *Roosevelt School*, Susanna Avery, Principal; *Smith School*, E. E. Briggs, Principal; *Webster School*, D. D. Zinn, Principal.

SOUTH BEND, IND., *Division Street School*, Allegra Ingleright, Head Teacher.

SPRINGFIELD, MASS., *Carew Street School; East Union Street School*, Nellie A. Ryan, Principal.

STRATFORD, CONN., *Honeypot School*, Huldah H. Brown, Principal; *Washington School*, Mrs. Gertrude L. Carpenter, Principal; *Eli Whitney School*, Amy M. Lawson, Principal.

TIMBERVILLE, VA., *Timberville High School*, Reuben L. Humbert, Principal.

TOLEDO, OHIO, *Indiana School.*

WALTHAM, MASS., *Lowell School*, L. Mabel Forbush, Principal.

WARREN, OHIO, *Dickey Avenue School*, Alice L. Andrews, Principal.

WATERLOO, IOWA, *McKinley School*, Fred J. Rapp, Principal.

WATERLOO, WEST SIDE, IOWA, *Waterloo West Side Public Schools*, J. C. McGlade, Superintendent; *Central School*, Mrs. P. E. Bickenbach, Principal; *Edison School*, Nellie Rownd, Principal; *Emerson School*, Nettie McKinnon, Principal; *High School*, Sloane M. Wallace, Principal; *Irving School*, Bertha Ohler, Principal; *Kingsley School*, Della Orcutt, Principal; *Lowell School*, Nellie Garvey, Principal; *Whittier School*, Ruth Updegraff, Principal.

WAUKEGAN, ILL., *Jackson School*, Mina R. Folliard, Principal; *McAllister School*, Gertrude M. Carman, Principal.

WEST CHESTER, PA., *Model School*, Lilian W. Pierce, Principal.

WILKINSBURG, PA., *Wilkinsburg City Schools*, William H. Martin, Superintendent; *Horner School*, Mary H. Gibson, Principal; *Johnston School*, Elizabeth O. Evans, Principal; *Junior High School*, E. E. Hicks, Principal; *Kelly School*, Eleanor B. Ralston, Principal; *McNair School*, Mrs. Mary A. Gregg, Principal; *Semple School*, Mrs. Elizabeth J. Sloane, Principal; *Senior High School*, W. C. Graham, Principal.

WILLIAMSPORT, PA., *Transeau School*, Harvey E. Stabler, Principal.

WILMINGTON, DEL., *School Number 4*, Dorothy W. Willard, Principal.

WOOSTER, OHIO, *Bowman Street School*, H. D. Wile, Principal.

WRAY, COLO., *Wray Public Schools*, H. W. Curtis, Superintendent.

YOUNGSTOWN, OHIO, *Adams School*, W. P. Moody, Principal; *Elm Street School*, Catherine Edmunds, Principal; *Harding School*, Elizabeth Evans, Principal; *Myrtle Avenue School*, Ferne Irey, Principal.

The Ideals of the American Public School

HARRISON S. ROBINSON

President, Chamber of Commerce
Oakland, California

I SPEAK not only as a friend and advocate of the men and women who constitute the teaching force of our community, but also as a critic—not always a satisfied one—of their methods, results, and sometimes of their aims. I shall try to present what I conceive to be the state of mind of a significant portion of our people on the subject of education—people who are not professionally interested or technically informed, but who do care about it tremendously. I shall attempt to deal only in fundamentals.

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

More and more will the teacher in the public schools take a place with relation to children which was once held only by the clergyman and the parent. Not that there is or will be in those schools the teaching of sectarianism, but increasingly will the public-school teacher seek to implant in the youthful student the sturdy seeds of high ideals and sound principles of life, not religious history nor sectarian doctrine, but those truths which ten thousand years of human experience have made articulate—such truths as we find in the ten commandments and in the Sermon on the Mount.

The teachers, who for the greater part of all of a youth's waking hours, during the most plastic period of his life, have the opportunity to implant sound ideals of living are the greatest potential power for good in this country.

The parents have the children for meals and a little while in the evening. The clergyman *may* have them a part of the Sabbath and on special occasions, but the teachers have them for most of the daylight hours, five days a week. From whom will they get their most complete impressions of what life is all about? I have spoken of the goal of education—that set of things we want to achieve by it. But before the product can come forth there must be the process of education and the machinery by which the process is carried on.

OAKLAND'S CHAMBER OF COMMERCE helped make the meeting of the National Education Association in Oakland-San Francisco a great success. Mr. Harrison S. Robinson, its popular president, gave this inspiring address at the vesper service, Sunday, July 1, 1923.

Some people have a belief, and we say it kindly, that the process phase of education is in a disturbing—even painful—state of evolution.

We believe that the incomparable way to learn is to live, that fact information acquired in the process of living is ours to keep and to use as no other informaton is, and we at least sense the enormous difficulty of applying this principle generally in our schools.

But we do want improvement in the processes of education, and we wish you would from time to time tell the public about your accomplishments in that regard. Another thing. The men who have to take and work with the products of the public schools want to see the young men and young women give more evidences of disciplined faculties. We want them to be able to do something accurately and well. We are offered too many sloppy products of the public schools—sloppy in bearing, in raiment (I am thinking of boys), in mind, in action. We business men ask you for more evidences of discipline in your work.

And now we come to the machinery of education, that machinery by which the processes of education are carried on—and the goal lost or won. It is here that the school administrator, the school teacher, and the citizen of the school district meet and agree—or disagree. The machinery phase is expressed in land, buildings, equipment, and supplies; in superintendents, principals, teachers, and janitors—money, jobs, the exercise of power, and the performance of duty.

It is around the machinery phase of education that ninety per cent of all public discussions of education revolve. We started talking about ideals—and that is not ideal. With almost no public attention to the processes or the results of education, we have been filling the air with clamor about its machinery.

It is the least difficult phase of education. Locally, our people have already insisted that the matters of physical plant, salaries, and personnel be periodically settled on a clearly stated, business-like basis. That our school department shall be an educational institution wherein the superintendent, his assistants, the principals, and the teachers shall throw all the ability, the force, the devotion, the imagination, and the love of their lives into the development of our growing generation, year by year making the methods and conditions of education better and better, the products of our schools finer and abler.

Our people have come to a realization, publicly and emphatically expressed, that the machinery of education—even the splendid human part of it—is a means and not an end. They have demanded, and they will not be denied, that the administrative and teaching

staffs be allowed to devote themselves primarily to the processes and results of education.

The public, usually through its school board, will express its decision as to policies—how much we shall spend for education, in a general way what it shall consist of, what shall be its goal. But those policies being determined, they want politicians and even Board members to keep their hands off the administration of the public schools.

Our country's greatest growth and achievement in the last fifty years has been in industry. For the next fifty years the greatest needs and possibilities of our country are in education—education as I have defined it—which includes the teaching of the essentials of life that underlie all true religions and philosophies, as well as information and the ability best to use our facts and our faculties.

If our ideals of education are achieved, our race will be dominated and perpetuated by good men and women and the achievement will have been that of our public schools.

The Teacher Speaks

WALTER BARNES
State Normal School, Fairmont, West Virginia

All I can reach, I teach,
But I keep myself and I give myself
To the few.

The butterfly crowds approach,
Hover,
And flutter away.
They leave no trace on me,
No remembrance with me,
I lay no touch of power on them,
Nothing in me passes over into them.
They flutter,
They circle and flutter;
Gay, wistful butterflies,
How can I touch you?
What have I to communicate to you?
Yet—
Pause for a moment, poise over me;
I also have butterfly moods, butterfly fancies and graces. . . .
Go now.
Fluttering is a mode of flying.

Comes the groper for facts, for rules,
Hungry for formulas, for recipes, for patterns,
Burrowing into my views, my opinions,
Ferreting out my conclusions,
Prowling for the wisdom,
Planted, and nurtured and ripened by me.
Fool!
Filch my facts, you have not my truths.
Reap my conclusions, you have not the soil out of which they have sprung.
My views are what I see from my viewpoint;
Until you stand with me and until you have eyes like mine, you cannot perceive my views.
Forge formulas out of your own hot experiences, and shape them with your own tools.
Pass on, pass by.
Yet—
Take of me what you will and use of it what you can—
It becomes yours when you can use it as yours.

Here also crouch and kneel the suppliants,
Those who pray for uplift, exaltation,
Who would kindle their embers at my fire.
O weak and infirm!
Know you not that Adam's body was formed before the spirit entered into him?
And know you not that spirit calls only to spirit?
And know you not that the wind bloweth as it listeth?
Do you fancy I can control the breath of the spirit?
Am I a bellows to fan your souls into flames?
Go to, then.
I will be a bellows indeed, a giant bellows,
And blow you, like ashes, away.
And yet—and yet—
I bid you welcome to my fire.
You may carry away live coals if you wish.
But I warn you:
These coals must be used to start fires
At once.
I wonder if you have the fuel ready.

All I can reach, I teach,
But I save myself and I grant myself
To the few.

I can reach, can touch, can teach
Only those of my clan, my kindred.
To these I lend myself,
For these I spend myself.
Into these I send myself.
Teaching is communion,
And communion is possible only when commonalty exists.
Teaching is companionship:
Only companions can learn from one another.
Those who are like me can learn, through me, to be more like themselves.
I teach only when I am an experience,
Like a picture,
Like a melody,
Like a landscape,
Like joy, like sorrow,
Like love, like life.
I am to be accepted, then left behind, as a phase of existence,
And only those who are similar to me can get from me food for assimilation.
I can transfuse blood only into the veins of those who have the same heart-beats.

I say not,
These are the greatest and best;
I say only,
These are the only ones I can teach.

All I can reach,
These I teach,
But I hold myself and I yield myself
To the few.

Washington: The Nation's Capital

IN a country as new as ours, where relics of past centuries are rarely seen, where cathedrals and triumphal arches are the exception rather than the rule, it is natural that every loyal American cherish all reminders of those early days when the Alleghanies formed our western boundary and the flag boasted but thirteen stars. Many a western city today would gladly exchange a brand-new skyscraper for one of the dingy relics to be seen in numerous Eastern cities, while some openly acknowledge that their street and park planning have been modeled on the city of Washington. Tokio, recently devastated by earthquake, is rebuilding its business section, using our Capital as a model.

It is customary to think of Washington as always being the seat of government, forgetting that New York and Philadelphia have shared the honor. In 1787 Congress, in providing a site for the National Capital, designated that a section of land ten miles square be taken from Maryland and Virginia to be called the District of Columbia, and to General Washington was given the right to decide just where in this area the Federal city should be located. With his usual acumen he selected its present site.

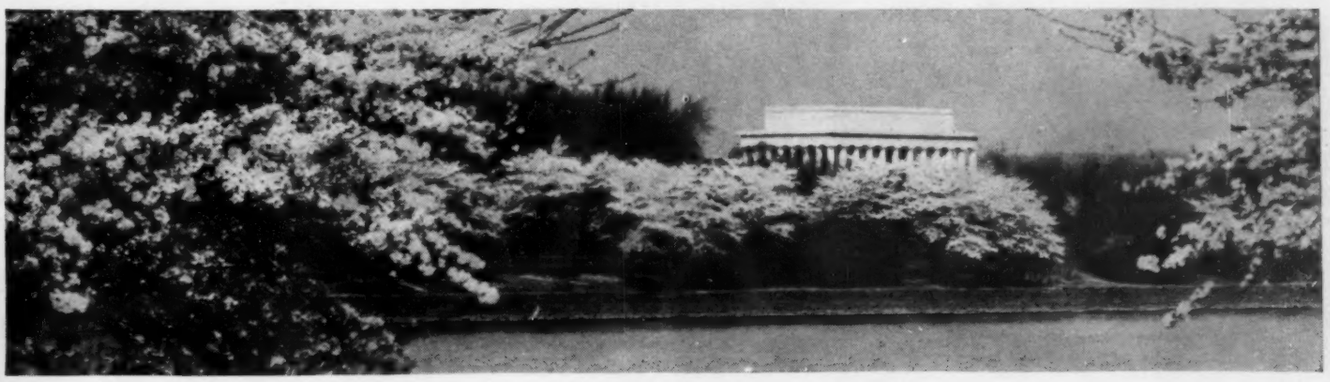
Before the work of surveying started, Washington discussed the plans for the city with Thomas Jefferson, whose copious notes taken abroad proved most valuable. One of Lafayette's officers, Major Pierre Charles L'Enfant, who had been in charge of the engineers during the Revolution, was chosen to work on its plans. To his remarkable vision and imagination we are indebted today for the plans he laid, not for completion in his lifetime but looking forward to a model city generations hence. It was his idea to have wide avenues, named after the thirteen States, crisscrossing the city, numbered streets extending in one direction, lettered ones in the other. Taking the Capitol building as a center, he divided the city into four sections — northeast, southeast, northwest, and southwest—each section having its own set of lettered and numbered streets, and each street having one hundred numbers to a block.

L'Enfant's plan has for the most part been carried out, and in addition it has served as a guide and inspiration to those planning further improvements.

Washington could give the building of the new city only a secondary interest, for his time was largely occupied with the affairs of government in New York and Philadelphia, but that he took a practical interest in it is shown by the fact that he invested in lots west of the Capitol and along the Anacostia, or Eastern Branch, as it was then called, but not to such an extent, however, that he be considered a speculator. He believed in the growth of the city, but were he to view it now from the top of the lofty granite shaft which bears his name, he would be deeply stirred and gratified to see the marvelous progress a century and a quarter have made in his dream city.

What a change since George Washington rode on horseback over muddy paths! Those slim saplings now stretch gigantic branches across wide avenues, where mud has given way to asphalt and concrete. At their intersections with the streets are frequent circles, where imposing statues, surrounded by well-kept flower beds, turn the straight path of the swiftly moving automobiles. Few horseback riders now in evidence! Telephone, telegraph, and wireless instead. How those lofty radio towers at Arlington project themselves on the view! The same Potomac, but what wonderful drives border its banks; with what skill has the Basin been cleared and acre on acre redeemed from bogs and swamps! Amid the luxurious foliage gleams the majestic Capitol, the impressive Lincoln Memorial, the magnificent government buildings. And if the bird's eye view of the city stirs his heart, think what surprise would await a visit to these buildings where the Government works—the Treasury, the Bureau of Printing and Engraving, the Department of Agriculture, the Pension building, the Patent Office, the Naval Observatory, the State, War, and Navy building, and the Government Printing Office.

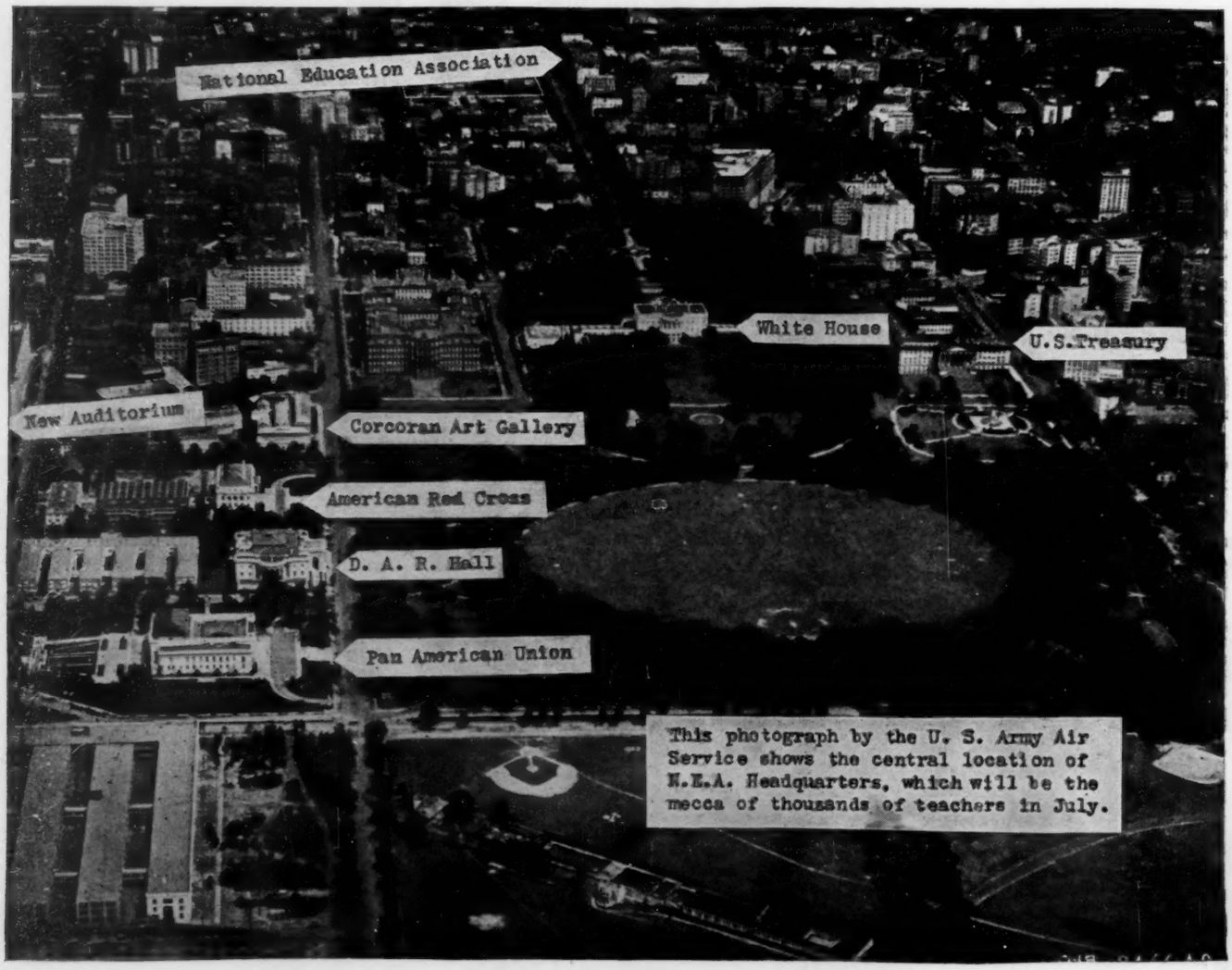
The Grecian beauty of the exterior of the Treasury would interest our first President no less than the processes whereby paper money is made, counted, and wrapped for shipment, but the Department of Agriculture would probably claim more of his time, for a large part of his private life was devoted to the study of crops and their improvement. Its many activities even bewilder the visitor in the twentieth century, accustomed as he is to scientific inventions. The Pension Office is a serious reminder of the wars this country has engaged in, for the cases on file in this Bureau outnumber a million, and the present outlay for pensions has reached the staggering sum of 150 millions of dollars a year. Unlike the Pension Bureau, the Patent Office makes money for the Government instead of spending it. The earnings from its million patents exceed cost of buildings and running expenses.



Big business is done in Washington. In the Government Printing Office, the largest and best equipped printing office in the world, the Government's immense amount of printing is handled. Millions of cards are printed each day, money-order blanks, income-tax forms, census cards, pamphlets, and books. More than four thousand men and women are on its payroll. The main Post Office Department building at 12th Street and Pennsylvania Avenue directs the entire postal system of the United States with nearly 350,000 employees. Another group of buildings houses enterprises whose influence is felt throughout the Nation—the Naval Observatory, where scientific astronomical work is carried on and where information of use to mariners is collected and sent out; the Weather Bureau, which forecasts the weather; the U. S. Fish Commission, which oversees the important work of restocking our inland waters; and the National Bureau of Standards, of the Department of Commerce, which has done wonders for the cause of standardization.

We can well imagine the Father of His Country inquiring the whereabouts of the National University, for which he made provision in his will. But any disappointment he might feel on hearing that none exists, would be offset by the sight of the great institutions of learning which make Washington today a seat of education and research. Not only have the universities multiplied from the one university, Georgetown University, that was founded during Washington's lifetime, to a dozen powerful universities, but the city has become a favorite location for institutions of national or international character, such as the Smithsonian Institution, the Carnegie Institution of Washington, the American Red Cross, the Daughters of the American Revolution, and the National Education Association. It is also a favorite location for fashionable girls' boarding schools, many of the best-known ones lying just outside the city. Hundreds of institutions, of minor significance, have selected Washington as a permanent home. Authors, too, have lived here—Mrs. Hodgson Burnett, Thomas Nelson Page, Walt Whitman, Joaquin Miller, George Bancroft, Edward Everett, Joel Barlow, and Owen Meredith. Among the present writers of fiction who have endeared themselves to young and old alike is Mary Roberts Rinehart, who has recently purchased an old residence on Massachusetts Avenue, which she intends to remodel for a permanent home.

Some time in the course of a busy life, every true American will desire to visit the National Capital. Some time his heart will burn, his eyes sparkle, as standing before the Nation's shrines he recalls the wisdom and valor of those who guided the destiny of this land. The throngs that daily visit its famous spots testify to the place the Capital holds in the hearts of men. "Every American has two home towns and Washington is one of them."—J. M. R.



This photograph by the U. S. Army Air Service shows the central location of N.E.A. Headquarters, which will be the mecca of thousands of teachers in July.

Elementary Education in Sweden

AS FAR BACK as 1842, State elementary education came into being in Sweden. The law then passed laid a foundation which has been built on by successive statutes, of which the most recent was that of September 26, 1921.

The unit for the purpose of elementary education is the parish (ecclesiastical), which, as a rule, constitutes a school district in which there is at least one elementary school with infants' and senior departments. From the vestry meeting of ratepayers four or more persons are elected to fo.m, along with the rector of the parish, the school board. This committee acts more as the executive of the vestry meeting than as an independent authority. Thus the number of schools, the provision of buildings and of the necessary equipment and materials, and the appointment of teachers are matters which the vestry meeting decides. The detailed work necessary for carrying out its instructions is left to the school board. To all the deliberations of this body the teachers of the district send a representative, in a purely consultative capacity.

The school districts in each diocese (of which there are fifty-two) are grouped under the control of a district board, known as the chapter. This consists of the bishop and dean, who act as president and vice-president, and the senior tutors (lektors) of the State secondary school. In university towns certain professors take the place of the lektors. The chapter issues to the school districts the regulations it receives from the Royal Central Board of Education, of which more later. It also acts as an appeal court if any dispute arises between a vestry meeting or school board and the district inspector.

This inspector, who is appointed by the government, reports on the work and management of the schools. Complaints are made by him in the first place to the school boards, to which he suggests the necessary remedies. If no action is taken, he reports the matter to the chapter for their decision. When plans for a new school are prepared by the vestry meeting he must first approve of the situation, and the suitability of the rooms and the playground. He also reports upon the manner in which the schools carry out the regulations of the State, upon which the grant depends.

The state authority for elementary, secondary, and technical education is the Royal Central Board of Education. This consists of a general director in chief and fourteen members, all appointed by the government. Every one of the fifteen must have had experience as a teacher in some type of school. The board is divided into three sections—one for elementary, one for technical, and one for secondary education. All matters concerning the schools are settled by the board, in most cases by a majority vote. In certain cases the decisions of the board are passed on to the Bureau of Elementary Education, which is a government department, to be laid before the cabinet. This bureau is the channel through which state regulations on education reach the administrative part of the educational machine.

Schools and scholars—Parents and guardians must send their children to school when they reach the age of seven, and until they reach the age of fourteen, but may send them at the age of six. Children being taught in private schools and those who receive efficient instruction at home are exempt from attendance. The minimum school year is eight months, but in most districts it is extended to nine. A rather ingenious regulation requires any child who does not attain the standard of qualifications necessary for passing the final examination to remain at school after the regular leaving age. On the other hand, the children of poor parents who cannot afford to do without the small amounts their labor would bring may leave before they reach the age of fourteen, provided they can pass the "minimum examination." Generally each child is two years in the infant school and five in the senior school, and then takes the final examination (avgangsprovning) and receives the final certificate (avnangsbetyg).

The regulations for the general organization of the schools in each district deal with the hours of opening and closing, the holidays, and similar matters, and are drawn up by mutual agreement between the school board, the vestry meeting, and the teaching staff. Before these rules become operative they must be submitted to the inspector for the district, who passes them on with his comments to the chapter. Any differences between the boards, the inspectors, and the chapters are referred to the Central Board for decision.

The syllabus of instruction is drawn up by the school board on the lines of a model syllabus issued by the Central Board, which, of course, is bound in its turn by the statutes and decrees of the government. The most recent of these is the Royal decree of October 31, 1919, which lays down the times to be given and the ground to be covered in all subjects, which are: Religion, Swedish, arithmetic and geometry, geography, history, natural history, drawing, singing, gymnastics, gardening, wood or metal handwork, knitting and needlework (girls), and household economy (girls). A good deal of latitude is allowed to each school board in the interpretations of this decree, so that teaching may be in keeping with local needs and conditions.

There were in 1920, in Sweden, 24,833 teachers, of whom 72 per cent were women, and 708,821 scholars in elementary schools—*an average of 28.4 per teacher.*

Expenditure—There are no fees in elementary schools and the expenditure is met partly by the state and partly by the parishes. There is a definite understanding as to how the expenses are allocated. Thus, the parish provides and maintains school buildings, furniture, and materials, sees to the heating and cleaning of the schools, provides the teachers with fuel, lodging, and a plot of ground, or its equivalent in cash, and pays one tenth of the cash salaries. The state pays the rest of the salaries, bears all the cost of the training colleges, inspectors, the General Board of and Bureau of Education. The expenditure of the state on elementary education in 1922 is estimated at £3,000,000, but this does not include the special increments given to teachers and officials on account of the increased cost of living.

Special schools—There are special schools for deaf and dumb, for blind, for mentally deficient children, and reformatories for juvenile offenders. On these, in 1922, the state spent £140,000.

Higher elementary schools—For children who wish to continue their education after the age of fourteen there are higher elementary schools which have one-, two-, three-, and four-year courses. The education given is general, but includes a technical training. There are no fees and the expenses are raised as in ordinary elementary schools.

Continuation schools—The statute of 1919 made it compulsory for all children who cease to attend a day school at fourteen to attend a continuation school. The instruction is given partly during hours which otherwise would be work hours, and partly in the evenings. The course, which must be from 360 to 540 hours in length, lasts two or three years. The chief aim is practical instruction in a particular trade or industry. Citizenship, Swedish, and natural history must be taught. The schools are free.

Apprentice schools—The compulsory continuation schools lead up to the apprentice schools, which may be made compulsory by the school boards. The pupils are from sixteen to eighteen years of age, and the course extends over six to eight hours a week, for eight or nine months in the year, and lasts two years. Lessons are given outside work hours and the schools are free. Pupils who have passed through these schools and who wish to continue their education still further, may enter the *one-year trade or commercial schools,* or (for girls) the *schools of domestic economy.*

A boy or girl leaving one of these schools at eighteen or nineteen years of age may proceed further, on payment of a small fee, to the technical trade schools or technical gymnasia or commercial gymnasia. The two former give a specialized practical training in certain trades, while the latter give a more general commercial training. The course in all three schools lasts for three years. For 1922 the state expenditure on all these practical schools was £146,600.

From the above necessarily brief summary it will be seen that in Sweden a child must continue his education until he is at least sixteen, and may receive free instruction in a higher elementary school, or in a trade or commercial school until he is eighteen. Furthermore, provision is made for practical education either free or a low cost until the age of twenty or twenty-one. Evidently there are only real economists in Sweden.—Fred Tait in *The Educational Times* (London).

IN OTHER JOURNALS

THE AMERICAN CITY for November, 1923, in an article on Library and School Coöperation, by G. F. Bowerman, clearly defines the relationship that should exist between the public school and the public library and the mutual benefit that one can be to the other. Drawing his conclusions from the practises which have become customary in Washington, D. C., and also utilizing the experience of other cities, Mr. Bowerman writes that: "The library needs the school to give the basic education to fit the individual to use the library; it needs that the school should point the impressionable child to the library as an agency through which it can round out and continue its education. The school needs the library to furnish live illustrative material to supplement and vitalize the textbook; the school, in order that its work shall not cease or be perverted when school days are over, is interested in seeing that its sister, the library, takes over the educational process and carries it on indefinitely. The more complete this coöperation and the earlier it can be established, the better the results."

THE AMERICAN MAGAZINE for October, 1923, contains an article by H. G. Wells on What Every One Should Learn at School. No shadow of doubt is left in the reader's mind as to Mr. Well's evaluation of the elementary teacher, for he writes: "The elementary teacher is, I am convinced, the most heroic and devoted figure in the modern community."

The following is the definite program of knowledge which he feels should be learned at school:

"Schooling, which can only be properly rounded off if it goes on until sixteen, at least, should give in an English-speaking community:

1. A full and satisfactory knowledge and command of English so as to be able to talk it and write it clearly and well.
2. An elementary knowledge of Latin and some slight knowledge of Greek to assist the appreciation of English.
3. A fair "foreigner's knowledge" of any two of these languages: German, Spanish, French, Italian, Russian, and where local conditions render it practicable and preferable: Arabic, Japanese, Chinese, Turkish, Irish, Czech, Finnish, or indeed any other living language.
4. A good general knowledge of the universe.
5. A knowledge of the national history and political order in relation to the history of the world.
6. A fair all-round knowledge of geography of the world as it is.
7. A sound knowledge of general principles and methods of physical and chemical science.
8. A sound knowledge of the general ideas of biological science, of physiology with special relation to health, and of psychology with special relation to conduct, to the control and migration of moods and impulses and difficulties of human coöperation.
9. And in addition the young citizen should have learned in workshop, gymnasium, playing field, debating, society, theater, and elsewhere, to use hand, brain, and body, nimbly and effectively, and to coöperate freely and willingly with his fellows."

THE CENTURY for December, 1923, through a referendum of psychologists presents a survey of opinion on Mental Tests, by Frank N. Freeman. In the hope of discovering and formulating a view of mental tests which would agree with the sober judgment of psychologists, or at least of finding the variations of expert opinion and of setting the limits within which they vary, Mr. Freeman submitted to a group of twelve experts fifteen statements concerning the nature and significance of tests and asked them to indicate their agreement or disagreement with these statements.

The first two presented, and upon which the entire group agreed, were as follows: "Intelligence tests are forms of standardized examinations which have been developed as a result of prolonged experimentation and which have proven their usefulness through the fact that they work." "The aim of these tests is to measure general mental ability. Regarding the precise nature of general mental ability psychologists differ in opinion, but that individuals may be distinguished according to general mental ability they agree."

While the existence of this general mental ability was agreed upon, the exact definition of it was not. One member of the group drew the distinction between intelligence as it really is and the sort of intelligence which is measured by present tests. Several described the latter by saying that it represented ease of learning in the intellectual field. Other correspondents went so far as to distinguish various types of intelligence, specifically suggesting: "abstract intelligence," "social intelligence," and "mechanical intelligence."

General agreement was given to this statement of the case: "The differences in test scores which exist between large groups of persons, such as those belonging to different occupations, social levels or localities, are probably due in part to inherent and partly to environmental factors. Psychologists differ as to which set of factors is the more important. No experimental method has yet been applied by which the issue can be settled."

This group of specialists were agreed, however, that inherent differences in capacity are large and of vital importance among persons whose training has been substantially alike. There was unanimous agreement to this fact stated in the following form: "The careful study of the reaction of individuals to intelligence tests, to the demands of the school and of vocation, and to special forms of training indicates that marked differences in intellectual capacity exist within groups of fairly equal educational and environmental opportunity and that these differences are inherent." One infers from the article that what is of most importance are the facts that intelligence tests do measure individual differences in capacity and that these require differentiation in education.

THE FORUM for November, 1923, presents two answers to the question: Is Coeducation a Failure? Olivia Howard Dunbar believes that it is, and presents her reasons in an article entitled: Women at Man-Made Colleges. The following questions lead her to challenge some educational pioneer to found an institution where grown boys and girls can study on an equal footing: "Does the atmosphere of the typical coeducational college increase the artificial femininity of the women students and the arbitrary domination of the men? If not, then why are women never found as presidents of mixed classes or as leaders in representative student activities?"

That isolation will not train women students to their rôle in modern life is the theme of a second article, entitled: The Case for Coeducation, by Dr. Jessica B. Peixotto, professor of social economics at the University of California. "Only through the disciplines gained by studying, side by side with men, can they hope to hold their own when they leave college. If women do not fill positions of highest responsibility in coeducational centers it is because they have not yet finally broken down their traditional and inherited handicaps."

THE GOOD HOUSEKEEPING MAGAZINE for December, 1923, presents a stimulating article on Dog and Child Culture—A Little Talk About Some of the Advantages of Being a Man's Dog, by Fred C. Kelley. The following frank statements are typical of the article: "Being vain creatures, we parents dislike to admit that our offspring is not much different from other young animals. Besides their inherited instincts—which they get not from us but from the entire race—their minds are unpreju-

Ten Good Resolutions

Frank Crane

1. I will live one day at a time.
2. I will adjust myself.
3. I will be happy.
4. I will take care of my body.
5. I will improve my mind.
6. I will be agreeable.
7. I will have a program.
8. I will not be afraid.
9. I will settle the sex question.
10. I will satisfy my conscience.

[From the *American Magazine*]

diced. They receive only what we give them. "If a child or a dog becomes skulking and fearful, afraid of the dark or of a stranger, it has been taught to be afraid. Knowing as we do how dogs get their ideas, we shield them from whatever may make them timid or suspicious. But not knowing so much about children, we are likely to be less successful in training them and frequently make a terrible botch of the job.

"Occasionally schools and even parents show almost as much intelligence toward a child as if he were a dog. Perhaps one reason for the marked advantages dogs have over children in their early upbringing is that ordinarily those who teach dogs do so because they *like to*."

THE WOMAN'S HOME COMPANION for December, 1923, shows the importance of very early pre-school education in Ethel Puffer Howes' article on the Nursery School.

"It is a great new principle—the discovery, coming in along a dozen lines of science, that every single part of the 'raising' of little children is as important for their future as every other part; that right daily habits of digestion, sleep, exercise, are as important for their future as every other part; that right daily habits of digestion, sleep, exercise are as important for health as feeding; that these same daily habits and right emotional control are the very center of moral training and mental health; that moral training and mental health are necessary to enable the child to learn. All this is summed up in one word, 'nurture,' which is the keynote of the whole nursery school movement.

"The nursery school differs from the day nursery and play school in giving physical, emotional, and mental training, with individual study of each child. It differs from the kindergarten in beginning with much younger children and in carrying them through the whole day, which is necessary for control of nutrition and training. Moreover, the emphasis on group play and special hand work is exchanged for quiet individual occupation.

"The Nursery School Movement is a Mother's Helper Movement in every sense."

THE WORLD'S WORK is featuring a series of articles on American education, by William McAndrew, assistant superintendent of schools of New York City. In this series Mr. McAndrew not only draws on his own broad experience as an educator, but also presents in picture and in story some of the best present educational practices throughout the United States. The facts presented and the spirit of optimism throughout the series answer the question: "What's right with our schools?" In the number for December, 1923, under the title, American Liberty, More or Less, he raises the question as to the "Why" of the public school and then shows how nearly present-day practices are meeting the purpose for which the public school was planned.

Mr. McAndrew's inquiry sent to a large number of representative citizens as to the purpose of the public school brought the answer that "the people, to perpetuate the Nation and to keep alive specified purposes, established schools not for children, not for parents, not for scholarship, not for culture, but especially for *equality, life, liberty, happiness, union, justice, tranquillity, defence, and general welfare.*"

Having secured this statement as to the ideal outcomes of the public school, the question was put to a group of representative school men: "What are you doing to perpetuate each of these nine ideas?" This article is a compilation of the facts and photographs which they submitted in answer to the above question.

New York Honors President Jones

A STATE-WIDE luncheon was given November 10 at Hotel Commodore in New York City in honor of this year's president of the National Education Association, Dr. John H. Finley, editor of the *New York Times,* acting as toastmaster. Miss Jones prefaced her remarks to those present by paying tribute to the men and women who had most influenced her life. Without exception they were connected with the schools of America. Eloquently she spoke of Mary Tate, principal of Public School 45, William C. Hess, Joseph Taylor, now district superintendent, Julia Rickman, Cecil Kidd, William H. Maxwell, William L. Ettinger, Edward R. Shaw, George D. Strayer, and Dr. A. E. Winship, and again at the conclusion of her speech, she especially mentioned the help and inspiration of Ambrose Cort, New York State director for the National Education Association. An abstract of her address follows:

NOT the least of the opportunities which come with being president of the National Education Association is that of meeting the teachers and people of many States. I have already been in fourteen different States, and since the War I have crossed the continent five times. Everywhere I find one subject of universal interest. That subject is how can we provide an educated citizenry which will preserve the American democratic ideas and form of government. In San Francisco last summer that thought prevailed over all others. In Grand Forks, North Dakota, a few weeks ago, it was the note that sounded highest. In Omaha, Nebraska, last week, and in Hartford, Connecticut, the week before, it was the subject which formed the foundation of every discussion no matter what the announced subject might be.

Sometimes it was the discussion of illiteracy in the United States. I shall not go into that discussion further than to say that the United States, a democracy and the richest country in the world, has the highest percentage of illiteracy in the world. For the facts on this question read the N. E. A. Bulletin for American Education Week.

Sometimes it was the discussion of Americanization, which after all only means how are we going to teach a tremendous number of immigrants from undemocratic countries our American ideals. Sometimes it was the discussion of citizenship, which in turn means only how are we going to teach people to appreciate their privilege of voting as American citizens, so that they will conduct themselves as worthy of that gift. Sometimes it was the discussion of moral education, which is a recognition of the fact that no matter what we do in regard to the problems of illiteracy, Americanization, or education for citizenship, the underlying problem is the training of character.

There is no time today to discuss any of these problems; they are too serious and too complicated for a social occasion, but whatever the problem may be called it resolves itself back to the one universal subject, the problem of education.

I have tremendous faith in the teachers of America; the more I see of them the gladder and prouder I am to be one of them. I believe the teachers are going to meet this challenge, and meet it in a full sense of its importance, its dignity, and its tremendous seriousness, not only to America but to civilization and to the ultimate triumph of the forces of good over the forces of evil which are striving for mastery of the people of America today.

Because I believe that the mass conscience of the teacher is a true gauge, I am trying to make the main aim of the National Education Association this year the discovery of the opinions and hopes and beliefs of the teachers of America. If that aim is realized we shall have a book of knowledge of American education more complete and more thorough than any book of knowledge ever provided by any of the great encyclopedists.

Being a practical teacher and never having had a chance to get far away from the practical experience of that position, naturally I am seeking to get at this mass conscience of the teacher in

practical and concrete ways so that the result will interest the average teacher and be suitable for practical application in every classroom in the United States.

Accordingly, the N. E. A. this year is making a departure in the organization of its committees. Instead of small committees of selected groups of experts, the main problems of teaching will be handed over to committees of 100 each, so that every State in the Union can present its point of view and so that every type and rank of the teaching body can be represented. There are five of these committees of 100—(1) Classroom teaching problems; (2) rural-teaching problems; (3) tenure; (4) pensions; (5) the American program of education.

What can you and individual teachers or individual persons interested in education do? First, you can find out who is your State representative on each of these problems. Second, you can send to that State representative or direct to the office of the N. E. A. any thought, question, or suggestion that seems to you individually and personally as deserving of consideration. Third, you can watch the columns of the JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION so that you can discover whether the thoughts and opinions reflected there are in accord with your experience; and fourth, you can join the National Education Association and by your contribution of dues assist in the development of the study of these problems.

Nor is that all that you can do. You can aid in the development of professional spirit by being proud of your profession, by exhibiting pride in its work, and by your sympathetic comprehension and assistance in the problems of teachers all over this United States.

Lastly, I believe that you can be individually helpful by keeping the public informed, not by cheap and ill-considered letters anonymously signed to newspapers, but by making all the groups with whom you come in contact intimately acquainted with what the schools are doing and what the schools can do if rightly guided and helped towards the solution of America's one great problem, as stated at the beginning of my talk. In other words, don't be afraid to talk "shop." If you do it constructively and professionally people will be interested. The reason people have often not wanted to listen to teachers' "shop" talk is that it has too often consisted of whining and complaining about salaries, or bad boys, or one another. Instead, let us take a leaf out of Mr. McAndrew's book, and go out and talk about the schools and about education in a spirit of constructive helpfulness, as his articles in the *World's Work*, which are doing more to put education before the public right than anything else I have ever read.

World Peace Through Education

$25,000 Award for Best Plan

A GENTLEMAN, who wishes his name withheld, has given the World Federation of Education Associations twenty-five thousand dollars, to be used as an award for the best plan which will bring to the world the greatest security from war. The donor of this generous gift watched the proceedings of the World Conference on Education, which met in San Francisco in June, 1923, and believing that lasting peace can come only through education, he desires to encourage a movement calculated to promote friendliness among the nations.

The World Federation of Education Associations—The World Federation gratefully acknowledges this generous gift to be used in furthering the world's greatest cause and accepts the offer in the spirit which actuates the giver. The Federation joins the donor in the belief that such a reformation as the award is to promote must await the longer processes of education. It also accepts the belief that textbook materials and teaching attitudes are all essential and any plan proposed must have as its principal object the bringing about of a better understanding between nations with the elimination of hatreds, both racial and national.

The peace plan—A plan of education calculated to produce world amity is desired. There is a distinct difference between this plan and the one called for by that distinguished citizen and generous donor, Mr. Edward Bok, inasmuch as this contest calls for a world-wide program of education which will promote the peace of the world. The contest is likewise world-wide and open to interested persons of all countries. The plan does not call for legislative action unless necessary to back up new and fundamental processes. It is the conviction of the giver and of the Federation that universal peace must have universal application and must begin with unprejudiced childhood. We desire also to create a world-wide thinking on the subject of the Golden Rule as applied to international contacts and to produce a psychology or "world mindedness" such as will support any system of diplomacy or any functioning of the state.

Rules of the contest—1. All manuscripts must be in typewritten form with sufficient margin for the notes of examiners.

2. The Commission on Award reserves the right to reject such manuscripts as it may desire.

3. The plan should contain a clear, concise set-up of not to exceed 2,500 words, with not more than an equal number of words in argument or clarifying statements.

4. Manuscripts will not be returned. The Federation reserves the right to retain for such use as it may see fit all plans submitted.

5. Only one plan may be submitted by one person or organization, and no person who is a member of an organization which submits a plan shall be allowed to participate further in the contest.

6. In order to secure impartial decision manuscripts should be unmarked, but should be accompanied by a plain, sealed envelope, unmarked, in which shall be given the author's name and address, so that in case of acceptance the award may be mailed to the proper person. Any identifying marks on the manuscript will render the sender ineligible to compete.

7. Plans must be submitted to Augustus O. Thomas, president of the World Federation of Education Associations, Augusta, Maine, U. S. A., bearing postmark not later than July 1, 1924.

8. Twelve thousand five hundred dollars of the award will be given when the plan is accepted and $12,500 when the plan is inaugurated.

Commission on award—Henry M. Robinson, President, First National Bank, Los Angeles, Calif., and Member of Board of International Arbitration; Henry Noble McCracken, President, Vassar College, Poughkeepsie, N. Y.; Percival P. Baxter, Governor of Maine, Augusta, Me.; Herbert S. Houston, Publisher of *Our World*, New York, N. Y.; P. W. Henry, Scarborough-on-the-Hudson, N. Y.; Olive M. Jones, President, National Education Association, Public School 120, New York, N. Y.; Henry E. Dunnack, State Librarian, Augusta, Me.; J. W. Crabtree, Secretary, National Education Association, Washington, D. C.; Cora Wilson Stewart, Chairman, Illiteracy Commission, Frankfort, Ky.; George T. Moody, Bound Brook, N. J.; Carleton E. Ladd, Buffalo, N. Y.; William Gibbs McAdoo, Los Angeles, Calif.; Milton A. McRae, Script-McRae Newspaper Bureau, Detroit, Mich., and San Diego, Calif.; Alfred Lucking, Ford Building, Detroit, Mich.; R. A. Milliken, President, Institute of Technology, Pasadena, Calif.

The Library in Education

By the President of the American Library Association

WHEN our friend Mr. Gutenberg, nearly five hundred years ago, invented printing, he started something. The extent to which print is now used would astonish the man who first made movable type. In this country alone over 8000 new books are published annually. There are at least five libraries that contain over one million volumes; 23,000 newspapers and magazines scatter abroad their regular issues. Print surrounds us and we must read. Any person today who wishes to be an intelligent companion for his friends, one who aspires to keep abreast of the world's progress, a man who hopes to develop his business, must devote some time to reading. If he attempts to avoid it he will find himself deserted by his friends and left at the post by his competitors, to say nothing of the loss to his own soul from lack of contact with the world's great minds.

School statistics show that the great majority of pupils never reach high school. Two thirds of the children leave school before they are sixteen years of age. During seven or eight years in school *the greatest thing they learn is the ability to read.* It has been estimated that in our elementary schools from twenty five to seventy per cent of the pupils' time is devoted to exercises which have as their aim the interpretation of the printed word. Recent developments in the teaching of reading include the silent reading period, the object being to train the student to read with greater speed, and to grasp the meaning of sentences and short paragraphs at a glance. Educators recognize the importance of reading and admit that the ability to read is the chief acquirement received in school by a large majority of pupils.

What provision are we making for continuing the education of this multitude of children who leave school with little more than the ability to read? If they continue to grow mentally it must be chiefly through ability to read, and if they are to have access to good reading matter it must be chiefly through libraries. And yet sixty per cent of the people in the United States have no access to libraries. The problem is difficult but it is also serious and it must be solved, for the success of our form of Government will ultimately depend on education and an enlightened citizenship.

The first step toward its solution will have been taken when we secure general recognition of the fact that education is not a matter for the teacher alone. The responsibility rests on the librarian as heavily as it does on the teacher. If we are to have an informed and enlightened citizenship good library service must be made available to all of our population. Librarians are awake to this need and it will some day be filled. The time will come when *communities will be compelled by State law to establish libraries* just as they are now required to provide schools, and for the same reason.

JUDSON T. JENNINGS, president of the American Library Association and librarian of the Public Library, Seattle, Washington. Mr. Jennings believes that reading is the greatest skill the schools teach and that communities will be required to establish libraries as they are now required to provide schools.

Here, then, are two big fundamentals in our educational system—the school teaching the child to read; the library providing the reading matter in order that he may continue his education after he leaves school.

There is, however, a third fundamental which is the joint task of teacher and librarian. The child must be taught while in school *to know and love books.* In this he must not be forced. He must be led to read for the love of reading and not for school credit. In order to bring this about we must have teachers who know and love books, and who can impart a discriminating taste in reading and we must have libraries and librarians in our schools.

Colleges and universities have long recognized libraries as a necessary part of their equipment. The high-school library is a much younger institution, although its importance is now quite generally recognized. But the most important part of our educational system, the grade school, has too long been neglected. It is to children of grade-school age that the habit of reading and the love of books can most easily be taught, and it is in the grade school that we reach three times as many future citizens as are reached in high school and college. To librarians belongs the credit of first seeing this need and of partially filling it by lending classroom libraries to the schools, by giving library lessons in the classroom and by story-telling hours held in both schools and libraries for the purpose of introducing the children to books.

There are many evidences that the need of libraries in grade schools is finding recognition. The Report of the Survey of the Public Schools of Philadelphia, published last year, devotes twenty pages to school libraries, from which the following is quoted: "Modern educational methods demand school libraries . . . administered by librarians who know the details of library work and also the problems of the school room. The project method of teaching, the socialized recitation, the increasing emphasis placed on securing information from various angles, by consulting many books—all these have in recent years given a new value and greater importance to the school library. The library has taken its place as the book laboratory of the school and as such has become an integral part of the school organization. It is here that all the interests of the school converge. A well-organized library has not only a vital relation to every department and activity of the school, but it touches the community as well. Library habits should

have their beginning and receive their direction here. These habits influence the self-education of the boys and girls in after-school years. No other laboratory of the school is used so widely or exerts such a far-reaching influence on every pupil and teacher as does the school library. Financially and educationally it is an economic investment. Library service should extend from the lowest grades of the elementary school, through the intermediate and high schools . . ."

This is the best statement that has come to our notice of the need for school libraries. The following is quoted from a committee report approved by the National Education Association and the American Library Association: "All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained to love to read that which is worthwhile. Every secondary school should have a trained librarian and every elementary school should have trained library service. The school system that does not make liberal provision for training in the use of libraries, fails to do its full duty in the way of revealing to all future citizens the opportunity to know and to use the resources of the public library as a means of education." These statements are definite and emphatic and the points made are supported by two great educational associations. If we believe in these ideas can we not persuade school boards to put them into practice?

GUIDE TO BOOKS

Descriptive List

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

ANDERSON, NELS. The hobo; the sociology of the homeless man; a study prepared for the Chicago council of social agencies under the direction of the Committee on Homeless Men. Chic., Univ. of Chic., 1923. 302p. Illus. $2.50.

An interesting and sympathetic study of the hobo and "Hobohemia" of Chicago, where from thirty to seventy-five thousand homeless men, a shifting group, live together in an area of thirty or forty city blocks, and where in response to their needs "a distinct and relatively independent local community with its own economic, social, and social-political institutions" has grown up. Appendix contains carefully worked out programs, city and National, for the solving of the hobo problem. Bibliography.

BOWEN, WILBUR PARDON, and MITCHELL, ELMER D. The practice of organized play. (Theory and practice of organized play). N. Y., Barnes, 1923. 218p. Music. $2.

Primarily a textbook, designed for normal students; arranged in progression from kindergarten to highly specialized team games. Charts of efficiency, height, weight, etc. Bibliography, index.

BROWN, PHILIP MARSHALL. International society. N. Y., Macmillan, 1923. 173p. $1.50.

A presentation of the fundamental relations of nations by a professor of international law in Princeton University. The writer's idealism does not blind him to the issues and problems as they actually exist, as is well illustrated in his discussion of the League of Nations and the World Court. A brief but illuminating study, ably presented, for the student and general reader.

CATHER, WILLA SIBERT. A lost lady. N. Y., Knopf, 1923. 174p. $1.75.

In Mrs. Forrester, the author has portrayed with delicacy and simplicity the moral disintegration of a lovable woman. She is interpreted through a boy's eyes, first as his ideal of charming womanhood, then, after the shock of his utter disillusionment, still tenderly cherished in his memory because of the beauty of his boyish ideal. Probably the most finished piece of work of this author. Appeared in *Century*.

COTTON, EDWARD HOWE. The ideals of Theodore Roosevelt. N. Y., Appleton, 1923. 329p. $2.50.

Emphasizes the important part played by his profound moral and religious convictions in his relations with men, in politics, in his home, and in the many enterprises which he successfully undertook. Quotes liberally from his writings and speeches.

DRUCKER, SAUL, and HEXTER, MAURICE BECK. Children astray. Cambridge, Harvard Univ., 1923. 421p. $3.50.

An unusual study of the "difficult" child, coming from an orphanage to which the children here described were committed. Consists of twenty-four case histories in which various problems, such as truancy, pilfering, etc., are illustrated. Interesting to read and should prove valuable to social workers among juvenile delinquents.

ELLIS, DON CARLOS, and THORNBOROUGH, LAURA. Motion pictures in education. N. Y., Crowell, 1923. 284p. Illus. $2.50.

Tells what films are available for educational 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.

FULLER, RAYMOND GARFIELD. The meaning of child labor. (National social science series). Chic., McClurg, 1922. 161p. $1.

A brief practical discussion of the child labor problem in the United States, emphasizing the still pressing need for reform. Outlines the Federal and State legislation of child labor.

GERNSBACK, HUGO. Radio for all. Phila., Lippincott, 1922. 292p. Illus. $2.

Can be recommended to the amateur for the clearness of its instructions, illustrations, and general information. Popular and not technical. Includes lists of broadcasting stations in the United States and Canada, Washington weather signals, and a map showing location of United States telephone broadcasting stations.

HUNGERFORD, EDWARD, *ed.* Planning a trip abroad. N. Y., McBride, 1923. 300p. Map. $1.

A valuable guide book for the novice planning a trip abroad, with practical advice about every conceivable phase of traveling; routes and expenses; on board; arrival in Europe; what to see; shopping; automobile touring; customs on return.

JOHNSON, JOSEPH FRENCH. We and our work. N. Y., Boni & Liveright, 1923. 301p. Illus. Maps. $2.15.

The second in the series of citizenship books, similar in plan and makeup to Jenks, *We and our government*. Emphasizes the importance of good work, individual and collective. Traces the evolution of industry, showing man's control of it and in turn its effect on the life of the people. Of special interest to teachers and students in high and junior high schools.

LOFTING, HUGH. Doctor Dolittle's post office. N. Y., Stokes, 1923. 369p. Illus. $2.50.

The need for an efficient mail service for the kingdom of Fantippo and the establishment of the Swallow mail led Dr. Dolittle to the discovery of animal writing and then many interesting things were found out. Full of the charm and humor that characterized *The adventures of Dr. Dolittle* and *The voyages of Dr. Dolittle*, and illustrated in the same happy way.

LUCAS, WILLIAM PALMER. The health of the runabout child; the journey from his mother's lap to the school gate. N. Y., Macmillan, 1923. 229. Illus. $1.75.

A plea for a happy, healthy childhood covering such practical subjects as common diseases, nutrition and diet, recreation, and character training. Presented in interesting fashion though perhaps too technical for many mothers. Author was chief of Children's Bureau, American Red Cross in France, and is now professor of children's diseases, University of California.

A MOTHER'S letters to a schoolmaster. N. Y., Knopf, 1923. 283p. Illus. $4.

A radical and thought-provoking book in which, from the conditions of her own child's mental development, the author evolves a plan for the education of children in public schools. Their activities are to be based on adult activities, and expert supervision, as well as different buildings and equipment, would be required. J. H. Robinson has written an appreciative introduction.

Classified List

THIS list is based on books received at THE JOURNAL office, supplemented by information from publishers.

Elementary-school Texts

COWAN, ESTHER MARSHALL, and others. *Essential language habits; books 1, 2, and 3.* Newark, N. J., Silver, Burdett, 1923. 278p., 309p., 439p. Book 1, 76c; Book 2, 80c; Book 3, 96c.

FAIRGRIEVE, JAMES, and YOUNG, ERNEST. *Human geography by grades; book 1, children of many lands.* N. Y., Appleton, 1923. 128p. 72c.

—— *Human geography by grades; book 2, homes far away.* N. Y., Appleton, 1923. 144p. 80c.

FREEMAN, FRANK N., and DOUGHERTY, MARY L. *How to teach handwriting; a teacher's manual.* Boston, Houghton, 1923. 306p. $1.80.

GOODHUE, LINCOLN P. *Sensible seat work.* Illus. Chicago, Ideal School Supply Co., 1923. 82p. 35c.

LONG, JOHN A. *Reader for new Americans; books 1 and 2.* N. Y., Am. Bk. Co., 1923. 224p., 208p. 68c each.

MOODY, MILDRED O. *Tales of golden deeds; teacher's manual.* N. Y., Abingdon Press, 1923. 96p. $1.

PATTERSON, ALICE JEAN. *The study of nature; by months; for grades 1, 2, 3 4, 5, and 6.* Bloomington, Ill., Public School Pub. Co. 244p. Paper, 90c.

PEARSON, HENRY CARR, and SUZZALLO, HENRY. *Essentials of spelling.* N. Y., Am. Bk. Co., 1919. 196p. 56c.

VAN WAGENEN, KATE. *A manual for teachers; to accompany The Modern Speller and Dictation Day by Day; rev. ed.* N. Y., Macmillan, 1923. 40p. Paper, 32c.

WITHERS, BROWNE, and TATE. *Manual to accompany the child's world readers.* Richmond, Va., Johnson Pub. Co., 1917. 196p. 75c.

Children's Books

GOLDSMITH, CLIFF. *A parody sport book; health habits for "good sports."* Illus. 370 Seventh Ave., N. Y., Am. Child Health Assn., 1923. Boards, 25c.

INGPEN, ROGER. *One thousand poems for children; a choice of the best verse old and new; rev. ed.* Philadelphia, Jacobs, 1923. 591p. Illus., in color, $3.50; unillus., $2.50.

PARSONS, MARGARET GETCHELL. *In the children's play-house.* Boston, W. H. Baker. 83p. Paper, 35c.

SHINN, UNCLE COBB. *The new way busy fingers drawing primer.* Illus. Chicago, Whitman, 1923. 125p. 60c.

Education and Philosophy

U. S. BUREAU OF EDUCATION PUBLICATIONS listed below are available, at prices indicated, of the Superintendent of Documents, Government Printing Office, Washington, D. C.

BULLETIN 4, 1923. *Junior high schools of Berkeley, Calif.* 48p. Paper, 10c.

BULLETIN 20, 1923. *Recent advances in instruction in music.* 21p. Paper, 5c.

BULLETIN 21, 1923. *Specimen junior high-school programs of study; with list of references on junior high-school courses of study.* 28p. Paper, 5c.

BULLETIN 28, 1923. *Vocational education.* 26p. Paper, 5c.

BULLETIN 34, 1923. *Colleges and universities; higher education,* 1920-22. 33p. Paper, 5c.

BULLETIN 36, 1923. *Rural education.* 35p. Paper, 5c.

BULLETIN 51, 1917. Reprint. *Secondary education; moral values in secondary education; report of Commission on Reorganization of Secondary Education appointed by the National Education Association.* 38p. Paper, 5c.

COMMERCIAL EDUCATION LEAFLET 5. *Business education; organization and conduct of business, report of conference held by Bureau of Education in conjunction with National Commercial Teachers' Federation, Chicago, Ill.,* Dec. 26, 1922. 18p. Paper, 5c.

COMMERCIAL EDUCATION LEAFLET 6. *Business education; statistics relating to business education in colleges and universities, 1921-22.* 8p. Paper, 5c.

HEALTH EDUCATION 12. *Sleep; with list of references.* Illus. 22p. Paper, 5c.

RURAL SCHOOL LEAFLET 15. *Country schools; educational progress and parents.* 8p. Paper, 5c.

ALEXANDER, FREDERICK MATTHIAS. *Constructive conscious control of the individual.* N. Y., Dutton, 1923. 317p. $3.

BROWN, ALAN. *The normal child, its care and feeding.* N. Y., Century. 263p. $1.25.

CLAPPER, EDWARD N. *Rural child welfare; an inquiry by the National Child Labor Committee based upon conditions in West Virginia.* N. Y., Macmillan, 1922. 355p. $3.

EDMONSON, J. B. *Problems in secondary education.* (Educa. problem ser., no. 2). Bloomington, Ill., Public School Pub. Co., 1923. Paper, 90c.

GATES, C. RAY. *The management of smaller schools.* (Riverside Educational Monographs.) Boston, Houghton Mifflin, 1923. 174p. $1.20.

JENKINS, FREDERICK WARREN. *Social and industrial psychology; a selected bibliography.* (Russel Sage Found. lib. bull. no. 61.) N. Y., Russell Sage Foundation, 1923. 4p. Paper, 10c.

KILPATRICK, WILLIAM HEARD. *Source book in the philosophy of education.* N. Y., Macmillan, 1923. 365p. $2.25.

MEIKELJOHN, ALEXANDER. *Freedom and the college.* N. Y., Century, 1923. 231p. $1.75.

PERRY, CLARENCE ARTHUR. *The attitude of high-school students toward motion pictures.* N. Y., National Board of Review of Motion Pictures, 1923. 55p. Cloth bound, 75c; paper bound, 40c.

ROBINSON, JAMES HARVEY. *The humanizing of knowledge.* N. Y., Doran, 1923. 130p. $1.50.

SELVIDGE, ROBERT WASHINGTON. *How to teach a trade.* Peoria, Ill., Manual Arts Press, 1923. 111p. $1.

SKAGGS, ERNEST BURTON. *An elementary textbook of mental measurements.* Illus. Ann Arbor, Mich., George Wahr. 169p. $1.60.

STANLEY, HONORABLE OLIVER. *The way out; essays on the meaning and purpose of adult education by members of the British Institute of Adult Education.* N. Y., Oxford University, 1923. 115p. $1.50.

TRIDON, ANDRÉ. *Psychoanalysis and gland personalities.* N. Y., Brentano's, 1923. 216p. $2.

YOUNGSTOWN PUBLIC LIBRARY. *Home reading with school credit.* Complete teacher's record, manuals, including a summary of each book. Grades 3A to 8A, incl. Youngstown Public Library, Youngstown, Ohio, 1923. $2.50 for set of 11, or 25c each.

—— Manual for teachers describing the home reading with school credit. Illus., 4p. 10c.

—— Mimeographed booklists for grades 3 to 8, grades divided into steps A and B, with publishers and prices. 5c per set.

Health, Science, and Mathematics

Answers to exercises and problems in Taylor and Allen's junior high-school mathematics; 1st, 2d, and 3d books. N. Y., Holt. Paper, 15c. each.

BURCHENAL, ELIZABETH. *Official handbook of the National comm. on women's athletics of the Am. Physical Educ. Assn.* 45 Rose St., N. Y., American Sports Pub. Co., 1923. 144p. Paper, 25c.

KENDALL, JAMES. *A laboratory outline of Smith's College chemistry.* Illus. N. Y., Century, 1923. 219p. $1.50.

MACFADDEN, BERNARR ADOLPHUS. *Fasting for health.* N. Y., Macfadden Publications. 224p. $2.

MCLAUGHLIN, ALLAN JOSEPH. *The communicable diseases, how they spread and how they may be controlled.* N. Y., Harper, 1923. 279p. $3.

MCNAIR, GEORGE HASTINGS. *Methods of teaching modern day arithmetic.* Boston, Badger, 1923. 437p. $1.75.

MAY, GEORGE A. *Physical training.* Ann Arbor, Mich., Edwards Bros., 1923. 130p. Paper, $1.50.

Books for Boys

Recommended by other boys

How Many Have You Read?

Adams—Log of a cowboy
Batten—Many trails
Benson—David Blaize
Birmingham—Spanish gold
Buchan—Huntingtower
Carruth—Track's end
Cervantes—Don Quixote
Chapman—Green timber trails
Comfort—Routledge rides alone
Conant—Tackling tech
Curtis—Indian days of long ago
Evarts—Bald face
Hawes—Mutineers
Hough—Covered wagon
Hudson—Far away and long ago
Jacobs—Salthaven
Kendall—Romance of the Martin Conner
Le Gallienne—Pieces of eight
Marryat—Masterman Ready
Marshall—Cedric the forester
Masefield—Martin Hyde
Melville—Moby Dick
Mikszath—St. Peter's umbrella
Miller—Hidden people
Mills—Wild life in the Rockies
Mundy—King of the Khyber Rifles
Paine—Call of the offshore wind
Paine—The boy's life of Mark Twain
Pollock—Northern diamonds
Ravage—An American in the making
Remington—Pony tracks
Sabatini—Scaramouche
Sienkiewicz—In desert and wilderness
Smith—Beyond the sunset
Smith—Doom trail
Terhune—Lad, a dog
White—On tiptoe
White—The pass

Cleveland Public Library
Books-Information-Service

MOORE, H. *A textbook of intermediate physics.* N. Y., Dutton, 824p. $9.

NATIONAL COMMITTEE ON MATHEMATICAL REQUIREMENTS. *The reorganization of mathematics in secondary education.* Hanover, N. H. Mathematical Assn. of Am., Inc., 1923. 20c.

Regents questions without answers in elementary algebra, covering the requirements of high schools and college entrance. N. Y., Regents Pub. Co., 1923. 63p. 35c.

SEARS, FREDERICK EDMUND. *Laboratory Manual of physics for secondary schools.* 171 Madison Ave., N. Y., F. M. Ambrose, 1923. 138p. 81c.

Art, Music, and Games

HANDLEY, L. DE B. *Swimming for women.* Illus. 45 Rose St., N. Y., Amer. Sports Pub. Co., 1923. 151p. Paper, 25c.

VICTOR TALKING MACHINE CO. *Music appreciation with the victrola for children.* Camden, N. J., Author, 1923. 288p. $1.50.

WISE, CLAUDE MERTON. *Dramatics for school and community.* Illus. Cincinnati, Stewart Kidd, 1923. 147p. $3.

Language and Literature

BELL, LUCY D. *The art of public speaking.* N. Y., Dutton, 1923. 118p. $1.25.

CHAMBERLAIN, R. W., and BOLTON, J. S. G. *Progressive readings in prose.* Garden City, N. Y., Doubleday, Page & Co., 376p. $2.

CUMNOCK, ROBERT MCLEAN. *Choice readings for public and private entertainments and for the use of schools, colleges, and public readers.* Chicago, McClurg, 1923. 630p. $1.75.

GOBLE, CATHRYN ROSANNA. *Minimum essentials in English; a textbook for grades 7 to 12.* 2924 W. Adams St., Chicago, Author, 1922. 56p. Paper, 35c.

GRANER, K. A. *Practical French course; original method for acquiring an easy speaking knowledge of French, the outgrowth of many years of successful teaching.* Part I. 462 Milwaukee St., Milwaukee, Wis., Author. $1.

HANDSCHIN, CHARLES HART. *Methods of teaching modern languages.* Yonkers, N. Y., World Bk. Co. 484p. $2.40.

HERRICK, ROBERT, AND OTHERS. *Working plans for new composition and rhetoric.* Chicago, Scott, Foresman, 1923, 52p. Paper, free.

JESPERSEN, OTTO. *Growth and structure of the English language.* N. Y., Appleton. 271p. $2.

LEE, JAMES MELVIN. *History of American journalism; rev. ed.* Illus. Boston. Houghton Mifflin, 1923. 462p. $5.

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

History, Economics, and Statecraft

DOUGLAS, PAUL HOWARD, AND OTHERS. *The worker in modern economic society.* Chicago, Univ. of Chicago Press, 1923. 929p. $4.50.

FAIRCHILD, FRED ROGERS. *Essentials of economics.* N. Y., American Bk. Co., 1923. 543p. $1.60.

FITE, EMERSON DAVID. *The United States.* Illus. N. Y., Holt, 1923. 515p. $1.68.

FRENCH, JOSEPH LEWIS. *The pioneer west.* Illus. Boston, Little, Brown. 400p. $2.50.

HAYES, C. J. H., and MOON, THOMAS P. *Teachers' manual to accompany modern history.* N. Y., Macmillan, 1923. 61p. Paper, 24c.

HULBERT, ARCHER BUTLER. *The making of the American Republic.* Illus. Garden City, N. Y., Doubleday, Page. 656p. $3.

HUNTER, MERLIN *H.*, and WATKINS, GORDON S. *The background of economics.* N. Y., McGraw-Hill, 1923. 524p. $3.

IRWIN, WILL. *Christ or Mars?* N. Y., Appleton. 188p. $1.50.

JENKS, JEREMIAH WHIPPLE, and SMITH, RUFUS DANIEL. *We and our government.* Illus. N. Y., American Viewpoint Society, Inc. 1922. 223p. $1.50.

RUSSELL, BERTRAND A. W., and RUSSELL, DORA. *The prospects of industrial civilization.* N. Y., Century, 1923. 287p. $2.

SMITH, HARRY B. *Industrial history.* N. Y., Macmillan, 1923. 305p. $1.40.

WASHBURN, R. M. *Calvin Coolidge; his first biography; from cornerstone to capstone to the accession.* Illus. Boston, Small, Maynard, 1923. 150p. $1.50.

WHITING, EDWARD ELWELL. *President Coolidge; a book of first aid toward the solution of a public enigma.* Illus. Boston, The Atlantic Monthly Press, 1923. 208p. $1.50.

How to Know Architecture

NEW avenues of pleasure are constantly opening to one who has even a slight measure of appreciation of architecture. To him a city is no grey prison, shutting him in from God and nature; it is rather a great book in which is written large the history of the aspirations, the struggles, and the constant stirring for beauty of all mankind. To him a building may no longer be merely stone and brick and iron and wood; it may become vital with beauty, a symphony thrilling in its complex rhythms of window and door and column, enriching all who are willing to look at it appreciatively with its message of beauty or peace or struggle.—Talbot F. Hamlin, in *The Enjoyment of Architecture.*

This is the message of one who is a practical "maker of architecture," but sees it with an artist's eye. The pleasures of architecture are for those who have eyes to see and who, seeing, learn; for those whose hearts gladden with appreciation in the presence of the best expression of life, nationality, effort and success in lifeless but lasting stone, wood, metal, clay and a score of lesser known materials.

In the United States there are many striking examples of architecture which invite study. Our National Capitol and the White House present interesting studies, as do also numerous other buildings great and small in many towns and cities. The Boston Public Library, the Woolworth Building in New York, and Christ Church, Philadelphia, are examples of beauty of design and of the fitness of buildings for their purposes.

It is with a view to stimulating the sense of appreciation in those who already have an intimation of the art of architecture that the United States Bureau of Education offers a reading course (No. 23) on *How to Know Architecture,* which has been prepared by Richard F. Bach, associate in industrial art, Metropolitan Museum of Art, New York City.

Any one who reads ten of the books in this list according to requirements of the Bureau of Education, may have a certificate signed by the Commissioner of Education. For information regarding this or other reading courses, address Miss Ellen C. Lombard, Division of Home Education, Bureau of Education, Washington, D. C. Teachers may borrow these and other books listed in THE JOURNAL from their local public or county library. If there is no local library they may usually be had by writing to the Secretary of the State Library Commission at the capital of the State.

CAFFIN, CHARLES H. How to study architecture; an attempt to trace the evolution of architecture as the product and expression of successive phases of civilization. Illus. N. Y., Dodd, Mead & Co., 1917. 540p. 8vo. $3.50.

WALLIS, FRANK E. A-B-C of architecture. Illus. N. Y., Harper & Bros., 1915. 108p. 12mo. 90c.

PRICE, C. MATLACK. The practical book of architecture. Illus. Philadelphia, J. B. Lippincott Co., 1916. 348p. 8vo. $7.50; *or* HAMLIN, TALBOT FAULKNER. The enjoyment of architecture. Illus. N. Y., Charles Scribner's Sons, 1916. 349p. 8vo. $2.

BARSTOW, CHARLES L. Famous buildings. A primer of architecture. Illus. N. Y., Century Co., 1914. 246p. 8vo. $1.50.

HAMLIN, A. D. F. A textbook in the history of architecture. Illus. N. Y., Longmans, Green & Co., 1915. 467p. 8vo. $2.50; *or* KIMBALL, SIDNEY FISKE, *and* EDGELL, GEORGE HAROLD. History of architecture. Illus. N. Y., Harper & Bros., 1918. 621p. 8vo. $3.75; *or* SIMPSON, X. A history of architectural development. Illus. 3 vols. N. Y., Longmans, Green & Co., 1913. $5.50, $4.50, and $4.50, respectively.

—— Vol. 1, Ancient, 272p.; Vol. 2, Medieval, 404p.; Vol. 3, Renaissance in Italy, France, and England, 359p.; *or* STATHAM, H. HEATHCOTE. A short critical history of architecture. Illus. N. Y., Charles Scribner's Sons, 1912. 586p. 8vo. $5.

FLETCHER, BANNISTER, *and* BANNISTER, F. A history of architecture on the comparative method. Illus. N. Y., Charles Scribner's Sons, 1905. 738p. 8vo. $12.

BELCHER, JOHN. Essentials of architecture; an analysis of the principal qualities to be looked for in buildings. Illus. N. Y., Charles Scribner's Sons, 1907. 171p. 8vo. $3.

PARIS, WILLIAM FRANCKLYN. Decorative elements in architecture; Random observations of the eternal fitness of things from a decorative point of view. Illus. N. Y., John Lane Co., 1917. 152p. 8vo. $5.

BROOKS, ALFRED M. Architecture and the allied arts. Illus. Indianapolis, Bobbs-Merrill Co., 1914. 258p. 8vo. $2.

HAMLIN, A. D. F. A history of ornament. Vol. 1. Illus. N. Y., Century Co., 1916. 411p. $5.

Department of Superintendence[1]

Schedule of Meetings and Tentative Program for the Chicago Meeting, February 23-28, 1924

Saturday Evening

February 23, 1924, 8 O'clock

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

Sunday Afternoon

February 24, 1924, 4 O'clock

The Department of Superintendence—Gold Room, Congress Hotel.

Monday Morning

February 25, 1924, 9:15 O'clock

The Department of Superintendence—Auditorium Theater.

Monday Afternoon

February 25, 1924, 2:15 O'clock

State Superintendents and Commissioners—English Room, Congress Hotel.

County Superintendents—Elizabethan Room, Congress Hotel.

Superintendents, Cities Population Below 5000—Cameo Room, Morrison Hotel.

Superintendents, Cities Population 5000 to 10,000—Tiger Room, Hotel Sherman.

Superintendents, Cities Population 10,000 to 25,000—Gold Room, Congress Hotel.

Superintendents, Cities Population 25,000 to 50,000—Crystal Room, Great Northern Hotel.

Superintendents, Cities Population 50,000 to 200,000—Crystal Room, Hotel Sherman.

Superintendents, Cities Population above 200,000—Ball Room, Second Floor, Auditorium Hotel.

Society of College Teachers of America—Banquet Room, Ninth Floor, Auditorium Hotel.

Department of Elementary School Principals—Ball Room, Hotel LaSalle.

National Association of Secondary School Principals—Red Room, Hotel LaSalle.

Department of Deans of Women—Ball Room, Blackstone Hotel.

National Association of High School Inspectors—Rose Room, Great Northern Hotel.

City Teacher Training School Section—East Room, Hotel LaSalle.

Monday Evening

February 25, 1924, 8 O'clock

Department of Superintendence—Auditorium Theater.

Tuesday Morning

February 26, 1924, 9:15 O'clock

Department of Superintendence—Auditorium Theater.

Tuesday Afternoon

February 26, 1924, 2:15 O'clock

Department of Elementary School Principals—Ball Room, Hotel LaSalle.

National Association of Secondary School Principals—Red Room, Hotel LaSalle, including additional small group meetings elsewhere.

PAYSON SMITH, president of the Department of Superintendence, 1923-24, and State Commissioner of Education for Massachusetts since 1917. Dr. Smith came to Massachusetts after nine years' service as State superintendent of schools of Maine.

National Council of Primary Education—Gold Room, Congress Hotel. Luncheon at 12 o'clock.

Society of College Teachers of America—Banquet Room, Ninth Floor, Auditorium Hotel.

Department of Vocational Education—Cameo Room, Morrison Hotel.

Department of Rural Education—Elizabethan Room, Congress Hotel.

Department of Deans of Women—Ball Room, Blackstone Hotel.

National Council of Education—To be assigned.

National Association of High School Inspectors—Rose Room, Great Northern Hotel.

Educational Research Association—Tiger Room, Hotel Sherman.

City Teacher Training School Section—East Room, Hotel LaSalle.

Tuesday Evening

February 26, 1924, 6 O'clock

State Superintendents and Commissioners—English and Walnut Room, Congress Hotel, banquet meeting.

Department of Elementary School Principals—Ball Room, Hotel LaSalle, banquet and meeting.

National Association of Secondary School Principals—Red Room, Hotel LaSalle, banquet and meeting.

Department of Deans of Women—Ball Room, Blackstone Hotel, banquet and meeting.

Department of Rural Education—Elizabethan Room, Congress Hotel, banquet and meeting.

Tuesday Evening

February 26, 1924, 8 O'clock

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

Wednesday Morning

February 27, 1924, 9:15 O'clock

State Superintendents and Commissioners—English Room, Congress Hotel.

County Superintendents—Elizabethan Room, Congress Hotel.

Superintendents, Cities Population Below 5000—Cameo Room, Morrison Hotel.

Superintendents, Cities Population 5000 to 10,000—Tiger Room, Hotel Sherman.

Superintendents, Cities Population 10,000 to 25,000—Gold Room, Congress Hotel.

Superintendents, Cities Population 25,000 to 50,000—Crystal Room, Great Northern Hotel.

Superintendents, Cities Population 50,000 to 200,000—Crystal Room, Hotel Sherman.

Superintendents, Cities Population above 200,000—Ball Room, Second Floor, Auditorium Hotel.

Educational Research Association—Society of College Teachers of America, Joint Meeting Banquet Room, Ninth Floor, Auditorium Hotel.

Department of Elementary School Principals—Ball Room, Hotel LaSalle.

City Teacher Training School Section—East Room, Hotel LaSalle.

Department of Deans of Women—Blackstone Hotel.

Wednesday Afternoon

February 27, 1924, 2:15 O'clock

Department of Elementary School Principals—Ball Room, Hotel LaSalle.

National Association of Secondary School Principals—Red Room, Hotel LaSalle.

Council of Kindergarten Supervisors—Gold Room, Congress Hotel. Luncheon at 12 o'clock.

Department of Vocational Education—Cameo Room, Morrison Hotel.

[1] Prepared for THE JOURNAL by the Secretary of the Department, Mr. S. D. Shankland.

How to Reserve Rooms

Advance reservations in the Chicago hotels have been made very rapidly. The Congress, Auditorium, Blackstone, and La Salle are not in a position to take further reservations at present. Inquiries regarding hotel accommodations may be addressed to Mr. H. L. Carson, secretary of the Hotel Association of Chicago, Room 1825 Republic Building, 209 South State Street, or directly to the hotel managers. A letter received November 21 from Mr. John F. Bowman, manager, Bureau of Conventions, of the Chicago Association of Commerce, is as follows:

I have arranged with the Hotel Association of Chicago so that inquiries made to hotels that are already reserved to capacity for the period of your convention will be referred for further reply to the Secretary of the Hotel Association, who will handle the work through this office and his own office. I think it would be wise to print a story in the next and subsequent issues of your journal which will carry the information that while a few of our hotels are filled to capacity, others have plenty of rooms available.

Another point that should be stressed is that persons who may find it convenient to attend the convention and decide at the last minute, need have no hesitancy about coming, as the Association of Commerce and the Hotel Association will at all times guarantee a comfortable room at a price to suit the taste and purpose of the applicant without delay. Every effort should be made to prevent discouragement to any persons who may feel that they will find it difficult to secure hotel accommodations. We have never had a situation which would cause our visitors to suffer any inconvenience or delay.

Department of Rural Education, Group meetings—Elizabethan Room, Congress Hotel; Fraternity Room, Great Northern Hotel; South Parlor, Auditorium Hotel; Rose Room, Congress Hotel; Crystal Room, Sherman Hotel.

Department of Deans of Women—Ball Room, Blackstone Hotel.

National Council of Education—Ball Room, Ninth Floor, Auditorium Hotel.

National Association of High School Inspectors—Rose Room, Great Northern Hotel.

City Teacher Training School Section—East Room, Hotel LaSalle.

State Superintendents and Commissioners Council—English and Walnut Room, Congress Hotel.

Wednesday Evening

February 27, 1924, 6 O'clock

This evening will be given over to the annual college dinners.

Thursday Morning

February 28, 1924, 9:15 O'clock

Department of Superintendence

The plan for Thursday morning is a new departure. Section meetings of unusual merit dealing with problems of supervision and administration are being arranged on a basis of leading topics. These meetings are for all members of the National Education Association, while the meetings of superintendents by population groups on Monday afternoon and Wednesday morning are intended for members of the Department of Superintendence. The tentative list of topics follows: Physical Education, Health Education, Vocational Education, Part-time Education, Civic Education, Immigrant Education, Character Education, Extra-curricular Activities, Visual Education, Problems of the Junior High or Intermediate Schools, Educational Publicity, Improvement of Teachers in Service, A School System in its Community Relationships, Major Objectives.

Other Organizations

National Council of Education—Banquet Room, Ninth Floor, Auditorium Hotel.

Department of Rural Education—Elizabethan Room, Congress Hotel.

Educational Research Association—Crystal Room, Hotel Sherman.

National Association of Secondary School Principals and Department of Deans of Women, joint meeting—Ball Room, Hotel LaSalle.

Thursday Afternoon

February 28, 1924, 2:15 O'clock

Department of Superintendence—Auditorium Theater.

Breakfasts, Luncheons, and Dinners

Friday Evening, February 22

Dinner, American Association of Teachers Colleges, Auditorium Hotel.

Monday Noon, February 25

Luncheon, Officers, National Council of Education, Congress Hotel.

Tuesday Morning, February 26

Tennessee Breakfast, English and Walnut Room, Congress Hotel.

Breakfast, Officers' National Education Association, Rose Room, Congress Hotel.

Tuesday Noon, February 26

Phi Delta Kappa Fraternity Luncheon, Banquet Room, Ninth Floor, Auditorium Hotel.

Luncheon, National Council of Primary Education, Gold Room, Congress Hotel.

Tuesday Evening, February 26

Dinner, Department of Elementary School Principals, Ball Room, Hotel LaSalle.

Dinner, Department of Rural Education, Elizabethan Room, Congress Hotel.

Dinner, Department of Deans of Women, Ball Room, Blackstone Hotel.

Dinner, National Association of Secondary School Principals, Red Room, Hotel LaSalle.

Dinner, State Superintendents and Commissioners, English and Walnut Room, Congress Hotel.

Pennsylvania Dinner, Banquet Room, Ninth Floor, Auditorium Hotel.

Iowa Dinner, Rose Room, Morrison Hotel.

Michigan Dinner, Rose Room, Congress Hotel.

Indiana Dinner, French Room, Congress Hotel.

Wednesday Morning, February 27

Breakfast, Officers of Department of Classroom Teachers, Room 104, Hotel LaSalle.

Wednesday Noon, February 27

Luncheon, Council of Kindergarten Supervisors, Gold Room, Congress Hotel.

Luncheon, Secretaries of State Education Associations, West Room, Hotel Sherman.

Luncheon, Rotary Club Reunion, Tiger Room, Hotel Sherman.

Luncheon, National Conference on Educational Method. Place to be assigned.

Luncheon, Teachers of Crippled Children, Spalding School, 1623 West Park Avenue.

Wednesday Evening, February 27

Dinner, University of Chicago, Ball Room, Ninth Floor, Auditorium Hotel.

Dinner, Teachers College, Columbia University, Gold Room, Congress Hotel.

Dinner, Peabody College, East Room, Hotel LaSalle.

Thursday Evening, February 28

Dinner, Educational Research Association, Hotel Sherman.

THE CENTRAL PASSENGER ASSOCIATION will sell round-trip tickets on the Identification Certificate plan, at one and one half fare for the round trip, applicable for members of the National Education Association and dependent members of their families only. Tickets will be good via the same route in both directions and will be sold from Central Passenger Association territory February 20-26. When validated, tickets will be good for return on any day within the final limit; passengers must, however, reach original starting point not later than midnight of March 5. Dates of sale from more distant territory governed by other passenger associations may be obtained from local ticket agents. Identifica-

tion Certificates will be ready for distribution about the middle of January.

THE CHICAGO DIVISION of the Illinois State Teachers' Association will keep open house during the meetings of the Department of Superintendence in the rooms of The Alliance Française, Room 200, Fine Arts Building. Entrance to these rooms may be had from the second floor of the Auditorium Hotel. All members and visitors are cordially invited to make use of them for rest and conference. Tea will be served each afternoon from three to five.

THE ELLA FLAGG YOUNG CLUB of Chicago Women Principals will entertain visiting women at tea Monday, afternoon, February 25, from 3 to 5, at a place to be announced later.

THE CHICAGO PRINCIPALS' CLUB will give a reception to members of the National Education Association in the Art Institute Monday evening, February 25, 1924, from 9:30 to 11:30 o'clock. An exhibit of Chicago artists will be a feature of the reception.

CHAIRMEN of the local Chicago committees for the Department of Superintendence meeting are as follows: General Chairman, Peter A. Mortenson, superintendent of schools; Chairman, Committee on Entertainment, Rose A. Pesta, president, Chicago Principals' Club; Chairman, Committee on Publicity, Charles D. Lowry, district superintendent of schools; Chairman, Committee on Transportation, Albert W. Evans, principal, Wendell Phillips High School.

DEPARTMENT OF SUPERINTENDENCE—President—Payson Smith, State Commissioner of Education, Boston, Mass.

First Vice-president—John H. Beveridge, Superintendent of Schools, Omaha, Nebr.

Second Vice-president—M. G. Clark, Superintendent of Schools, Sioux City, Iowa.

Executive Secretary—Sherwood D. Shankland, 1201 Sixteenth Street Northwest, Washington, D. C.

Executive Committee—Frank Cody, Superintendent of Schools, Detroit, Mich.; Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio; Frank W. Ballou, Superintendent of Schools, Washington, D. C.; and William McAndrew, Associate Superintendent of Schools, New York City.

CITY TEACHER Training School Section—President, J. Leslie Purdom, President, Harris Teachers College, St. Louis, Mo.; Secretary, Warren E. Bow, Assistant Dean, Detroit Teachers College, Detroit, Mich.

COUNCIL of Kindergarten Supervisors and Training Teachers—President, Ella Ruth Boyce, 705 Fulton Bldg., Pittsburgh, Pa.; Secretary, Lillian B. Poor, 15 Beacon St., Boston, Mass.

DEPARTMENT of Elementary School Principals—President, W. T. Longshore, Greenwood School, Kansas City, Mo.; First Vice-president, J. D. Williams, Woodlawn School, Birmingham, Ala.; Second Vice-president, Elizabeth Bates, 66th St. School, Los Angeles, Calif.; Third Vice-president, George A. Beers, Clark School, 3925 W. Van Buren St., Chicago, Ill.; Secretary, Jessie M. Fink, Palmer School, Grand Rapids, Mich.; Treasurer, Courtland V. Davis, J. E. B. Stuart School, Norfolk, Va.; Executive Committee: J. W. Anthony, 225 Hampton St., Pittsburgh, Pa.; Mary McSkimmon, Pierce School, Brookline, Mass.; Anna Laura Force, Lincoln School, Denver, Colo.; and Louise H. Krauss, Grattan School, San Francisco, Calif.

Will Your School Be Represented at Chicago?

ONCE each year the superintendents of schools of the United States gather in the great winter meeting of the Department of Superintendence. In February they will meet in Chicago. It is within a single night's journey for over half of America's educational workers. A remarkable group of programs will cover a wide range of school topics. Numerous section meetings will give opportunity for specific and intimate discussion of problems in the several administrative fields. Inspiring general sessions in the Auditorium Theater will be addressed by recognized leaders of educational thought.

Modern school systems need precise knowledge of facts, educational and financial. Research Bureaus, with highly trained personnel, have been organized to meet this demand. A valuable feature at Chicago will be an exhibit prepared by the Division of Research of the National Education Association, assisted by the Research Bureaus of many cities. It will include material gathered in a nation-wide study of present curriculum practice.

School equipment, books, and supplies cost the Nation about $65,000,000 annually. By a visit to the exhibits arranged by leading manufacturers, the visitor may become acquainted with the latest improvements in the material things which a school must have. Unwise selection of a single item of furniture for a new school building may cost several times the price of the convention trip.

No school can fully meet its obligation to the children, the community, and the Nation, unless its administrative officers are in touch with progress in modern education. To this end the meeting of the Department of Superintendence offers exceptional opportunities. May we earnestly inquire of every Board of Education, Can your school afford not to be represented?

DEPARTMENT of Rural Education—President, John M. Foote, Department of Education, State, Baton Rouge, La.; Vice-president, N. R. Baker, Superintendent of Schools, Jefferson County, Birmingham, Ala.; Secretary, Mabel Carney, Teachers College, Columbia University, New York City; Treasurer, Mrs. A. F. Beverley, Principal of the Farm Life School, Whitmell, Va.

DEPARTMENT of Vocational Education and Practical Arts—President, John N. Greer, Assistant Superintendent of Schools, Minneapolis, Minn.; Vice-president, J. G. Collicott, Superintendent of Schools, Columbus, Ohio; Secretary-Treasurer, Carl Colvin, State Department of Education, Springfield, Ill.

EDUCATIONAL Research Association—President, Clifford Woody, Director of Bureau of Mental Tests and Measurements, University of Michigan, Ann Arbor; Vice-president, J. L. Stenquist, Director of Research, Public Schools, Baltimore, Md.; Secretary-Treasurer, H. A. Greene, State University of Iowa, Iowa City, Iowa.

DEPARTMENT of Deans of Women—President, Agnes E. Wells, Dean of Women, Indiana University, Bloomington, Ind.; First Vice-president, Anna V. Day, Dean of Women, Milwaukee-Downer College, Milwaukee, Wis.; Second Vice-president, Mary Ross Potter, Dean of Women, N. W. U., Evanston, Ill.; Secretary, Florence Kellogg Root, Dean of Women, College of Wooster, Wooster, Ohio; Treasurer, Mary Hooker Johnson, Dean, Washington Irving School, 400 Irving Place, New York City.

NATIONAL Association of High School Inspectors and Supervisors—President, J. B. Edmonson, Inspector, University of Michigan, Ann Arbor, Mich.; Vice-president, H. N. Ives, State High School

Where to Get What

EVERY MAIL brings letters to Association headquarters asking for information of various kinds. For every teacher who writes such a letter there are hundreds who would use the information if they had it. This page is a clearing-house for JOURNAL readers. Is there something you want that you have been unable to find? Have you something that should be brought to the attention of other educational workers? Address: Editor, Journal of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C.

Art Education — Write Marshall Jones Company, 212 Summer Street, Boston, Massachusetts, for a poster illustrating the significance of the fine arts.

Athletic Badge Tests—Address Playground and Recreation Association of America, 315 Fourth Avenue, New York City, asking for a copy of the rules and regulations governing Athletic Badge Tests.

Boy Scouts—Write James E. West, Secretary of the Boy Scouts of America, 200 Fifth Avenue, New York City, asking for information on how to organize scout work.

Child Labor—Write to Owen R. Lovejoy, General Secretary of the National Child Labor Committee, 1230 Fifth Avenue, New York City, for literature on proposed Constitutional Amendment.

Education Bill—Address your Senator or Representative in Congress, Washington, D. C., asking for material on the Sterling-Reed Education Bill.

Child Health—Write John H. Finley, President, National Child Welfare Association, 70 Fifth Avenue, New York City, asking for aids in health teaching.

Foreign Study and Travel—Dr. S. P. Duggan, Director, Institute of International Education, 419 West 117th St., New York City, will give information about foreign study and travel.

Geography—Apply to J. R. Hildebrand, Chief of School Service, National Geographic Society, Washington, D. C., who will send, on payment of the postage (25 cents a year) the Geographic News Bulletin for schools.

Girl Scouts—Address Mrs. J. D. Rippin, Director, Girl Scouts, 189 Lexington Avenue, New York City, for help in organizing Girl Scout work.

Junior Red Cross—Write National headquarters, American Junior Red Cross, Washington, D. C., for help in organizing a local unit or for information about the Junior Red Cross Magazine.

How to Organize a Library—Address the American Library Association, 78 E. Washington St., Chicago, Ill., for pamphlets and advice on this subject.

Prizes for Thrift Essays—Write Mrs. Allan P. Stevens, Chairman of Committee on Teachers' Contest, Women's Division, National Association of Mutual Savings Banks, Portland, Maine.

Prizes for Safety Essays—Address Highway Education Board, Willard Building, Washington, D. C.

Prizes for World Essay Contest—Address Mrs. Fannie Fern Andrews, secretary, American School Citizenship League, 405 Marlborough Street, Boston 17, Massachusetts, for full particulars.

Reading Lists on Education—Dr. John D. Walcott, librarian, U. S. Bureau of Education, Washington, D. C., will furnish on request a list of references to books and magazines on any educational subject.

School Supplies—Consult the advertising pages of THE JOURNAL, where only the best supplies and equipment are announced.

Thrift—Write Secretary John A. Goodell, National Thrift Committee, 347 Madison Avenue, New York City, for material which will help in teaching ways of saving.

World Peace—Write to Frederick J. Libby, Executive Secretary, National Council for the Prevention of War, asking for a sample copy of the Bulletin issued by the Council.

Inspector, Baton Rouge, La.; Secretary-Treasurer, J. B. Davis, State Supervisor of Secondary Education, Hartford, Conn.

NATIONAL Association of Secondary School Principals—President, Claude P. Briggs, Lakewood High School, Lakewood, Ohio; Secretary-Treasurer, H. V. Church, J. Sterling Morton High School, Cicero, Ill.

NATIONAL Council of Education—President, J. M. Gwinn, Superintendent of Schools, San Francisco, Calif.; Vice-president, Henry Lester Smith, Dean, School of Education, Indiana University, Bloomington, Ind.; Secretary, Adelaide Steele Baylor, Federal Board for Vocational Education, D. C.

NATIONAL Council of Primary Education—President, Ella Victoria Dobbs, University of Missouri, Columbia, Mo. (until 1925); Vice-president, Lucy Gage, Peabody College, Nashville, Tenn.; Secretary, Alta Adkins, Assistant Superintendent, Hammond, Ind.

NATIONAL Council of State Departments of Education—President, J. M. McConnell, State Superintendent, St. Paul, Minn.; Vice-president, Mrs. Mary C. C. Bradford, State Superintendent, Denver, Colo.; Secretary, Mrs. Katherine A. Morton, State Superintendent, Cheyenne, Wyo.

NATIONAL Society of College Teachers of Education—President, Allen S. Whitney, Dean, College of Education, University of Michigan, Ann Arbor, Mich.; Secretary, Arthur J. Jones, Professor of Secondary Education, University of Pennsylvania, Philadelphia, Pa.

NATIONAL Society For the Study of Education—President Charles H. Judd, University of Chicago, Chicago, Ill.; Vice-president, Lida B. Earhart, University of Nebraska, Lincoln, Nebr.; Secretary-Treasurer, Guy M. Whipple, University of Michigan, Ann Arbor, Mich.; Executive Committee, H. W. Holmes, L. V. Koos, S. A. Courtis.

THE National Association of Principals of Schools for Girls will meet February 22-23, 1924, with headquarters at the Hotel Drake. On Friday morning business will be transacted, and in the afternoon conferences with official representatives of colleges and universities will be held. On Friday there will be a luncheon and a dinner for members. Saturday will be devoted to business and informal discussions.

NATIONAL Council of Primary Education will meet in the Gold Room of the Congress Hotel, Tuesday afternoon, February 26, following the annual luncheon, arrangements for which may be made by addressing Miss Helen Dwyer, 500 Diversey Parkway, Chicago, Illinois. At the meeting there will be a discussion of a unit of work as carried out in the Francis Parker School, Chicago, and the Winnetka, Illinois, Public Schools.

NATIONAL Organization of Secretaries of State Education Associations will hold a luncheon February 27, at noon, following which a program will be given on the Relation of the State Departments of Public Instruction and the State Education Associations; The Education Bill; and the Service Bureau of State Education Associations.

THE NATIONAL Council for the Social Studies will hold two half-day sessions and luncheon in connection with the meeting of the Department of Superintendence. The topics to be discussed will be experiments on the reorganization of the social studies of the junior and senior high schools; educational and ethical guidance and the Dawson report on the history inquiry.

NOTES *and* ANNOUNCEMENTS

If the office is late in sending membership receipts during January you will know that the delay is caused by moving the machinery into the newly repaired building which was purchased last summer by the Association. The staff in the Division of Records and Accounts has been enlarged and new machinery installed to care for the increased work of the larger Association.

AMERICAN EDUCATION WEEK—Was a bulletin issued by your school system or by any educational or lay organization of which you are a member, in connection with American Education Week? The National Education Association is collecting all Education-Week material which was issued in printed, mimeographed, or other form. Please send a copy of your material, if you have not already done so, to the National Education Association, 1201 Sixteenth Street N. W., Washington, D. C. It will be valuable in planning for Education Week in 1924.

GOVERNOR RITCHIE, of Maryland, was reelected by a substantial majority on a platform in which adequate support of education was one of the important planks.

CHICAGO COMMERCE, the weekly journal of the Chicago Association of Commerce, devoted the edition of Saturday, October 27, 1923, to a special high-school edition, emphasizing *My School; My Job; My Chicago.*

THE WORLD ESSAY CONTEST 1923-1924 is open to students in normal schools, teachers' colleges, and to high-school seniors in all countries. Two foreign students were successful in the 1922-1923 contest. Two sets of prizes, with three prizes each of $75, $50, and $25 will be given. Essays must not exceed 5000 words and must be carefully written on paper 8½ by 11 inches. The writer should send his name, school, and home address in a letter accompanying the essay to Mrs. Fannie Fern Andrews, Secretary, American School Citizenship League, 405 Marlborough St., Boston 17, Mass., not later than June 1, 1924.

PRESIDENT COOLIDGE'S first message to Congress has been highly complimented by the press generally, especially that part of it recommending a Federal Department of Education. It is a source of satisfaction among educational workers that the President has come out firmly for this part of the educational program projected by the National Education Association.

DR. A. H. SEYMOUR, of the Northern Normal and Industrial School, Aberdeen, South Dakota, was elected president of the South Dakota Education Association at its recent meeting. Dr. Seymour has been giving his entire time to the Association for several months, during which its membership has more than doubled.

EXPERIMENTS with intelligence and achievement tests of all kinds are conducted in the schools of New York City. In each district one school has been selected as an experimental school where pupils are classified according to the ability shown by these tests.

SOUTH DAKOTA now has two hundred forty-nine accredited high schools, two hundred more than it had in the year 1912.

THE MOUNT VERNON, New York, Teachers' Association gave a reception November 14, 1923, in honor of Mr. W. H. Holmes' tenth anniversary as superintendent of schools.

THE DENVER PUBLIC SCHOOLS have recently let contracts for new buildings and additions to old buildings to the amount of over $1,186,000, apportioned as follows: Berkeley, $61,591.30; Colfax, $26,438.52; Columbian, $134,981.52; Elyria, $38,523.19; Fairmont, $206,091.35; Garden Place, $173,458.40; Garfield, $20,774.51; Perry, $122,107.04; Rosedale, $95,993.60; Stedman, $63,672.08; Valverde, $114,174.11; Manual Training High School, $64,800.98; Grant Junior High School, $64,031.42.

PRESIDENT JONES has been granted time, without loss of pay, by the New York City Board of Education to visit school systems in New York and other States.

THE FOUR-COUNTY DEMONSTRATION of the Three-track System is the suggestive title applied by State Superintendent Mary C. C. Bradford, of Colorado, to a series of experiments designed to adapt the school to the individual differences of children. Mrs. Bradford is a pioneer in the movement to give rural children advantages equivalent to those enjoyed by city children.

THE NORTH DAKOTA EDUCATION ASSOCIATION on November 21-23 held an inspiring meeting in Bismarck at which Dr. Engleman, field secretary of the National Education Association, gave three addresses.

CHARACTER EDUCATION was discussed at the forty-first annual convention of the South Dakota Education Association, held in Watertown, November 26-28. Among the speakers were Dr. T. E. Finegan, Dr. M. E. Haggerty, of the University of Minnesota, and Dr. J. O. Engleman, field secretary of the National Education Association. Tuesday noon at the luncheon of county superintendents Dr. Engleman gave a talk and in the afternoon he spoke on a Neglected Ideal in Education.

THE MEETING of the Wisconsin Teachers Association held in November was the largest the Association has had. Miss Lillia Johnson, county superintendent of schools in Eau Claire County, was elected president. The other officers were reëlected. One thousand dollars was appropriated for delegates' expenses to the N. E. A. The Towner-Sterling Bill was endorsed.

NEARLY ONE HALF of the 12,000 members of the Minnesota Education Association attended the annual meeting at St. Paul, November 1-3. The Association reorganized on a delegate-assembly basis and provided for the payment of annual dues on a budget basis, the State body and the nine constituent divisions each to receive $1. Superintendent James P. Vaughan, of Chisholm, Minnesota, was unanimously elected president.

THE FLORIDA EDUCATION ASSOCIATION is carrying on a campaign for citizen membership with a view to starting a State educational survey. A legislative program is to be based on this survey and backed by the citizens of Florida.

THE FOUR-COUNTY INSTITUTE, held at Tampa, Florida, in November, was attended by eleven hundred teachers. Nineteen South Florida counties were represented at the meeting at Orlando. This meeting was called to discuss methods of better financing the public schools of the State.

THE UNIVERSITY OF WASHINGTON, at Seattle, Washington, has just received a gift of $250,000, to be used in the construction of a building devoted to the study of forest technology and lumbering, in connection with the College of Forestry. The gift was made by Mrs. Alfred H. Anderson, of Seattle, in memory of her husband, a pioneer lumberman of Puget Sound. The Board of Regents of the University has authorized immediate construction.

DR. ANDREW W. EDSON, for twenty-five years associate superintendent of schools, New York City, and now residing in Shrewsbury, Massachusetts, has been obliged on account of illness to cancel all fall and winter engagements for Institute and College work.

THE WASHINGTON STATE EDUCATION ASSOCIATION at its recent meeting in Seattle elected Miss Clara L. Jahnke president for 1923-24. Miss Jahnke is a grade school teacher in Spokane, this being the first time in the history of the organization that a classroom teacher has been chosen for president.

Washington Hotels

Members Washington Hotel Men's Association

Rates per Person

Type of Room	Rooms Without Bath					Rooms With Bath						
	Single		Double			Single		Double			Parlor, Bedroom and Bath	
Number of Persons in Room	One	Two (cot)	Two	Three	Four	One	Two (cot)	Two	Three	Four	Two	Four
European Plan (includes room only)												
Arlington (250)	.....	.....	.....	.....	.....	.....	$3.00	$3.50	$3.00	$2.50	$5.00	$3.00
Cairo (400)	$2.50	$2.00	$2.00	$2.00	$1.75	$3.50	2.50	3.00	2.50	2.25	3.50	2.50
Capitol Park (300)	2.50	2.00	2.00	1.75	2.00	4.00	3.00	3.00	2.75	2.50	.....	.....
Congress Hall (500)	2.50	2.00	2.00	2.00	.....	3.00*	3.00	3.00	2.50	.....	3.50	2.50
Continental (400)	2.50	2.00	2.00	2.00	.....	3.50	2.50	2.50*	2.50	2.50	.....	.....
Driscoll (200)	2.50	2.25	2.25	2.00	1.75	3.50	3.00	3.00	2.50	2.00	.....	.....
Franklin Square (250)	2.00	1.50	1.50	2.00	2.00	3.00	.....	2.50	2.50	2.00	6.00	4.00
Gordon (200)	2.50	1.75	2.00	2.00	1.75	3.50*	2.50*	3.00	2.50	2.50	5.00	3.00
Grace Dodge (for women only) (600)	1.50*	1.50*	1.50*	.....	.....	3.50*	.....	2.00*	.....	.....	5.00	4.50
Grafton (150)	3.50	.....	3.50	3.50	3.50	4.50	.....	4.50	4.50	.....	6.00	4.50
Harrington (500)	3.50	2.50	2.25	2.00	2.00	4.00	3.00	3.00	2.75	2.50	.....	.....
Lafayette (350)	.....	.....	.....	.....	.....	5.00*	.....	4.00*	.....	.....	.....	.....
Lee House (400)	.....	.....	.....	.....	.....	4.00*	3.00	3.50*	3.50	3.00	5.00*	3.50*
Logan (150)	2.00	2.00	2.00	1.75	1.50	3.00	2.50	2.50	2.00	2.00	.....	.....
Martinique (150)	.....	.....	.....	.....	.....	4.00	3.00	3.50*	3.00	2.50	5.00	3.00
New Ebbitt (400)	2.50	2.00	2.00	2.00	2.00	3.50	3.00	3.00	3.00	3.00	.....	.....
New Willard (800)	3.00*	3.00*	2.50*	2.50	2.25*	5.00*	4.00*	3.50*	3.00*	2.75*	10.00*	6.00*
New Winston (200)	2.00	1.50	1.50	1.50	1.50	2.50	2.00	2.00	2.00	2.00	3.00	3.00
Powhatan (350)	3.00	3.00	2.00*	2.00*	.....	4.00*	.....	3.00*	2.50*	.....	5.00*	4.00*
Raleigh (1000)	3.00	2.50	2.00*	2.00	.....	4.00	3.00	2.50*	2.50*	2.50*	5.00*	.....
St. James (200)	1.50	1.50	1.50*	1.25*	1.25*	3.50*	2.25*	2.25*	1.75*	1.50*	3.25*	2.50*
Shoreham (450)	2.50	.....	2.50	2.50	2.50	3.50*	.....	2.50*	3.00*	2.50*	6.00*	4.00*
Wardman Park (1000)	.....	.....	.....	.....	.....	5.00	3.00	4.00	3.50	3.00	7.50	4.00
Washington (800)	.....	.....	.....	.....	.....	5.00*	4.00	5.00*	4.00	3.50	10.00	7.50
American Plan (includes room and meals)												
Arlington (250)	.....	.....	.....	.....	.....	.....	$6.00	$6.50	$6.00	$5.50	$8.00	$6.00
Cairo (400)	$5.00	$4.50	$4.50	$4.50	$4.25	$6.00	5.00	5.50	5.00	5.00	6.00	5.00
Congress Hall (500)	5.50	5.00	5.00	5.00	.....	6.00*	6.00	6.00	5.50	.....	6.50	5.50
Continental (400)	5.50	5.00	5.00	5.00	.....	6.50	5.50	5.50*	5.50	5.50	.....	.....
Driscoll (200)	5.00	4.50	4.50	4.00	3.75	6.00	5.50	5.50	5.00	4.50	.....	.....
Franklin Square (250)	5.00	4.50	4.50	5.00	5.00	6.00	.....	5.50	5.50	5.00	9.00	7.00
Grafton (150)	7.00	.....	7.00	7.00	7.00	8.00	.....	8.00	8.00	.....	9.50	8.00
Lafayette (350)	.....	.....	.....	.....	.....	9.00	.....	6.50	6.00	5.50	8.00	6.50
Metropolitan (400)	5.00	.....	4.50	4.00	4.00	5.50	.....	5.50	5.00	5.00	.....	.....
New Winston (200)	4.50	4.00	4.00	4.00	4.00	5.00	4.50	4.50	4.50	4.50	5.50	5.50
Potomac (400)	4.00	3.50	3.75	3.50	3.25	5.50	4.00	4.50	3.00	3.75	.....	.....

(Figures in parentheses indicate capacity of hotel.) * Indicates minimum rate.

Reservations of rooms should be made with the hotels direct. Rooms may be engaged according to either European or American plan.

No single hotel will be selected as headquarters. The arrangement of State headquarters is being taken up with the State directors. A list of hotels serving as State headquarters will appear in a later issue of *The Journal*. Members wishing accommodations in the headquarters hotel of their State may postpone reservation until this list is published or may communicate with their State Director who can furnish this information.

THE VOCATIONAL EDUCATION ASSOCIATION of the Middle West will hold its tenth annual convention, at Hotel Chase, St. Louis, Missouri, January 16-19, 1924. The program will deal with all phases of vocational education, *including Agriculture, Home Economics, Vocational Guidance, Commercial Education, Trade and Industrial Education, Part-Time Schools, Coöperative Industrial Training, and Foremanship Training.* The committee on local arrangements is headed by Superintendent J. J. Maddox, as general chairman, assisted by others from the public and private schools of the city. A valuable commercial exhibit will display the latest type of equipment for vocational education. Reduced railroad rates will be in effect. For further details and advance copy of the program, address the Secretary, Leonard W. Wahlstrom, 1711 Estes Avenue, Chicago, Illinois.

UNDER THE AUSPICES of the Citizenship Committee of the American Bar Association school contests on citizenship subjects will be held in order to stimulate a study of the Constitution and the principles of our Government. If sufficient interest is manifested in this contest in civic discussion during the current year, the plan may develop into a National contest for high schools. Any school or club planning to hold such a contest should at once register with the chairman of the Citizenship Committee of the American Bar Association, Mr. R. E. L. Saner, 1412 Magnolia Building, Dallas, Texas. A pamphlet of suggestions for history and English teachers will be sent on request.

A GIFT OF $7500 a year for two years has been made by the Carnegie Corporation to the American Library Association for the use of the American Library in Paris, maintained as an agency for promoting international understanding. This gift and others recently received will enable the library to improve and extend its staff and its collection of books and magazines.

M. SAWAYANAGI, the Japanese minister of education, has written Dr. H. W. Foght, president of the Northern Normal and Industrial School, Aberdeen, South Dakota, that the university buildings, recently destroyed by earthquake, will be ready by next April, and urges him to come at that time and make the survey of the school system which had been planned for last year.