

JUL 19 1924

VOL. XIII

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

FEBRUARY, 1924

No. 2

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

Our National Association	45
What is Tuskegee?	47
Educational Progress During 1923	51
The Education Bill Reintroduced	52
Washington—The Founder of Washington	53
The Truth About School Costs	56
Housing the School Army	58
Radio Talks in Education	59
Editorial	60
Fresh From the Classroom	61
Does American Education Week Pay?	62
Enrolment and Affiliation	63
Professional Ethics for Educators	64
Building the Curriculum	67
The Course of Study—What it Should Contain	68
The Curriculum Yearbook	69
Salvaging Human Derelicts	70
Guide to Books	71
Notes and Announcements	74
Department of Superintendence—Tentative Program	75
Programs of Departments and Allied Groups	A-38
Directory of Advertisers	A-50

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

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

THE BEACON READERS

The key note of the Beacon Readers is **SIMPLICITY**. Slightly less than 70 phonetic facts are required to enable the child to learn 85 per cent of the words in the English language. Family phonograms and diacritical marks are discarded. Word mastery is taught in such a swift and logical way that speed and comprehension are the natural results. Each selection is of literary value, as well as of genuine interest to the children.

Recently published

THE BEACON SIXTH READER

Ginn and Company

70 Fifth Avenue

New York

A new book on an interesting subject

An Experiment with a Project Curriculum

by

ELLSWORTH COLLINGS

University of Oklahoma

The report of an experiment in rural school curriculum making which embodies an endeavor to interpret and state the basic ideas implied in the concept of *project method* as formulated by Professor William H. Kilpatrick and to use them in the enterprise of rural education. In particular the discussion includes a statement of the principles that controlled the procedure of the experiment; an account of a concrete application of these principles in a typical country school; and an attempt to evaluate these principles in furthering the growth of boys and girls in terms of certain outcomes of the experiment.

Price \$2.40

THE MACMILLAN COMPANY

New York Boston Chicago Atlanta Dallas San Francisco

WINSTON

RESULTS not **CLAIMS**

Results achieved, not extravagant claims, have been the reason for the wide use and the constantly increasing number of schools using

THE SILENT READERS

(Registered U. S. Patent Office)

These books, for grades three to eight, inclusive, teach pupils to read rapidly, teach pupils to get-the-thought, and teach pupils how to study. The content and testing material in each book comprise every known device for teaching and testing speed and comprehension. The Manuals for teachers suggest and emphasize teaching methods and give definite material and procedures to illustrate the methods.



Almost daily, Teachers, Principals, and Superintendents inform us of the remarkable improvement in the reading ability of their pupils after The Silent Readers had been in use for a short time. The gratifying results were determined from actual tests in the classroom. The prominent place which The Silent Readers now hold is a direct consequence of results achieved from their use.

The reports from Berkeley, Salt Lake City, Saginaw, Allentown, etc., show the increased reading power developed and are typical of all places where The Silent Readers are used. Let us send you these illuminating results of tests and illustrated literature on silent reading and The Silent Readers.

IMPORTANT

The success of The Silent Readers has induced imitations. For your protection we suggest that you note the title,

**THE
SILENT
READERS**

(Reg. U.S. Patent Office)

THE JOHN C. WINSTON COMPANY

SAN FRANCISCO

DALLAS

WINSTON BUILDING, PHILADELPHIA

CHICAGO

TORONTO

FOR TEXTBOOKS

Edna L. Mack
7-7-1924

February, 1924

Our National Association

The Service of Research

LILLIAN JONES got a raise in salary. She was working in a school where teachers were elected for one year at a time. While she had felt reasonably secure, she had been afflicted with some doubt as to what might happen. Relief came, therefore, with reelection and the larger salary. Perhaps Miss Jones did not know why she got the larger salary. Perhaps not even the board that elected her really knew. An important factor in the decision was research. Someone had gathered the facts to show that there was a shortage of teachers, that salaries were lower than in other types of work requiring similar preparation, and that strong men and women were leaving the profession. Editors of newspapers and magazines, following the lead of the National Education Association, had taken up the cry for better-prepared and better-paid teachers and for securer tenure and improved working conditions.

All of this had reached the school board that employed Miss Jones. They had seen charts dividing the teachers into groups according to preparation and pay. Pride in their children had led them to provide a salary better than the average that they might be surer of getting a superior teacher. But back of it all was research, bringing to the school board information as to what other schools were doing and a vision born of broad knowledge of conditions throughout the country.

What should a city pay for the services of an inferior teacher? an average teacher? a superior teacher? Does education pay? Can we afford increased expenditure for education? What has been the experience of schools elsewhere in these matters? The welfare of mil-

lions of children depends upon the answers that school boards make to such simple questions as these.

many school boards decide important matters of policy without having the essential facts needed for a clear understanding of them.

YOUR membership helps to make possible the many-sided activities of the National Education Association. They are your activities. Previous articles have described several of them. Research is the theme of this article.

Letters from every corner of the world testify to the usefulness of our Association's research activities. Here are a few quotations:

"Your answers to five questions for American Education Week were of immense value to us here," writes the superintendent of schools in Hawaii.

"Your Bulletin is full of valuable information on matters of vital concern in the present distressing educational crisis. It is very helpful to most of us who are busily engaged in legislative fights and in trying to guide public opinion along right lines in the support of the schools."

"I am proud to be a member of an organization which is doing such efficient work. The Research Bulletin will help us to make American Education Week a success."

"The Bulletin for Education Week hit the spot. I made four speeches and got out pages of publicity that have been useful at every step."

"Fortunately for the cause of education the information in your Research Bulletins is up to date. 'Five questions for American Education Week' is the best thing of its kind I have seen. This Bulletin is a mark of distinct professional progress."

"I have already referred to the Division of Publications with its wonderful press service. I would like here to refer to the Division of Research. Although organized quite recently it is already a power in America. The first Bulletin is a mine of information—patiently collected and scientifically collated upon every phase of educational finance. It is better than anything I have yet seen done in this country, better than anything turned out by our Board of Education."—The Schoolmaster, London.

Every teacher has a vital interest in seeing that school boards have the basic facts with which to answer such questions. If the school board is to have these facts it must either collect them itself or rely on some central agency to collect and interpret them. If some central agency does not do this work,

Let us assume, however, that a hundred school boards recognize the need of getting evidence and that each writes to the others and obtains an answer to some one question. Each board sends out one hundred letters and receives one hundred. The transaction requires twenty thousand letters. Let us assume that some central agency writes to each of the boards for the essential facts, compiles them, and sends the tabulated and interpreted data back to the boards. Only three hundred letters are required. Measure the three hundred against the twenty thousand and you have a suggestion of the economy of common action by professional organizations.

Add to this consideration the advantage that instead of one hundred schools using the facts that have been carefully prepared, they will probably be used by a thousand boards, thus multiplying many fold the intelligence that is brought to bear on the solution of our educational problems.

It was recognition of this need for common service, particularly in the financial crisis which was then facing American education, that led the Association in March, 1922, to establish its Division of Research at Association head-

quarters with Mr. John K. Norton as director. Mr. Norton's training was under Doctors Cubberley and Terman at Stanford University. His experience includes service in various kinds of public-school work. Immediately before coming to the Association he was director of the bureau of research and

extension of the State Teachers' College at San Jose, California.

From the first this division has had many more tasks than it could possibly accomplish with the limited funds available from the Association's treasury. But with its limited funds and staff the Division has made studies and prepared information that have been of inestimable value to education and to the individual teacher.

Hardly had the service begun when a steady stream of letters of appreciation began to tell of its great value to all parts of the country. Every educational worker has an interest at stake whether he be a member of the Association or not. The teacher gains when the Research Division gathers the facts on teachers' salaries from every section of the country and presents the arguments which must appeal to any reasonable board of education as to why the salaries of teachers should be increased.

The individual teacher profits when the Research Division gathers material for American Education Week. Out of this week grows a widening appreciation of the real meaning of education and of the community's great obligation to its teachers. The Research Division serves the individual teacher in another way. Instead of making at great expense graphs and charts which they can use in a salary campaign, superintendents now arrange to have these made for a small fee by the Research Division of the National Education Association where all materials are on file.

The division has prepared much valuable material for the Association's JOURNAL and for other magazines. Every division of the Association's headquarters which requires information looks to the Research Division to supply that information on short notice. In other words it is the business of this Division to put facts to work, to discover from a study of facts what the wisest practices are so that educational workers everywhere may have the best available material. That the figures gathered by the Division are used by thousands of speakers, and hundreds of magazines, both lay and professional, is ample testimony to the usefulness of its work. Its

findings have also been given to a large radio audience through Station WRC at Washington, D. C.

The impact on the educational advance; the encouragement which this division has given to greater and wiser expenditure for public education reaches to the remotest classroom. Its work

ing that there are fifty State and local research agencies interested in gathering facts on a particular subject, if each of these agencies should write to each of the others, 2500 letters would be exchanged.

Assume again that they agree upon a common center, which gathers facts from each of them and compiles and distributes the results. Only one hundred fifty letters are then required. Many more facts can be collected for the money available. Every teacher again benefits. That is another reason for the existence of the Research Division and for the Research Advisory Committee.

This committee representing all phases of education insures that the Division is well advised in its work of coordinating the efforts of the Nation's educational research agencies.

What has the Division of Research done during its brief existence? The statements in the box on this page tell the story. Is this work appreciated by the profession? The statements on the preceding page are an eloquent answer.

Here then is one other service that is made possible by the small fee that we all pay into our common professional treasury. Like many other of the Association's services, in itself it is worth the entire membership fee to each individual teacher whether a member or not. It is an added reason why every practicing teacher should join the Association and share the deeper sense of professional well-being that is enjoyed by its members. The individual teacher standing alone

can do little in research, in obtaining better working conditions, or in securing just public recognition of the importance of the teacher's work. One hundred thousand teachers banded together are a mighty force. Seven hundred thousand would be more than seven times as mighty. They would be irresistible when supporting any program of recognized advantage to childhood and the Nation. It is appreciation of this fact that is leading many schools to maintain one hundred per cent enrolment year after year and many teachers to make special effort to interest others in sharing the work of our remarkable Association.

OBJECTIVES AND ACCOMPLISHMENTS OF THE RESEARCH DIVISION OF THE NATIONAL EDUCATION ASSOCIATION

1. The collection of educational facts not otherwise available and the interpretation and dissemination of these facts in time to be of most value. Special studies have been completed on school finance, the curriculum, and teachers' salaries, tenure and retirement systems.
2. Furnishes special information in response to inquiries of Association members and affiliated organizations.
3. Serves as an agency whereby the research work of the Association's numerous committees and departments is coordinated.
4. Collects and puts in form for effective use facts and statistics desired by the six other divisions at the Association's Headquarters at Washington.
5. Serves as a clearinghouse for studies in the field of educational research produced by over one hundred educational research bureaus.
6. Regularly issues the RESEARCH BULLETIN of the National Education Association. Over 100,000 copies have been distributed. The six numbers issued are:

Facts on the Cost of Public Education and What They Mean, Bulletin One, June, 1922. (Out of print.)

Facts for American Education Week, Bulletin Two, November, 1922.

Facts on State Educational Needs, Vol. 1, No. 1, January, 1923.

Can the Nation Afford to Educate Its Children, Vol. 1, No. 2, March, 1923.

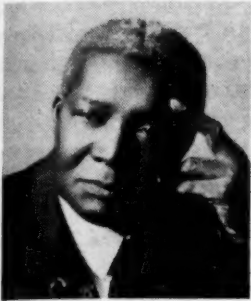
Teachers' Salaries and Salary Trends in 1923, Vol. 1, No. 3, May, 1923.

Five Questions for American Education Week, Vol. 1, No. 4, September, 1923.

touches the life of every child in a score of ways—helping to determine the kind of teacher that shall guide him, the kind of building that shall house him, the kind of books he shall study, the time table that shall regulate his day, and the curriculum that shall chart the mighty seas of knowledge to be learned. These are pressing problems as education expands to larger usefulness. Research throws its life-giving beams upon them all.

Just as thousands of individual school boards working alone cannot well gather the facts they need, so State and local agencies need a clearing-house. Assum-

What is Tuskegee?



ROBERT R. MOTON

THE name Tuskegee Institute is only a little less familiar to the general public and to the educational world in particular than the name of its distinguished founder, Doctor Booker T. Washington. It has enjoyed the good fortune of being much talked and written about, and uniformly in the most complimentary terms. And in spite of the fact that it is hidden away in the heart of the Black Belt of Alabama, visitors from all over the world, confirming the Emersonian dictum, have made a beaten path to its door.

Few persons have come to the Institute grounds without the greatest surprise at the proportions of the plant and the character of the activities conducted here. Perhaps no single expression has been more frequently uttered from the platform in the chapel of Tuskegee Institute than the universally familiar phrase "the half has never been told."

The plant—Here, in the midst of rural Alabama is a plant of some one hundred and fifteen buildings, large and small, providing facilities for the housing and training of two thousand students. Surrounding the institution, there is a community of about three hundred and fifty homes, representing for the most part the faculty and employees of the Institute. Together, the school and the little village called Greenwood, constitute a community of between two thousand five hundred and three thousand people who sustain among themselves practically all of the activities necessary

¹ Prepared for THE JOURNAL by Robert R. Moton, Principal of Tuskegee Normal and Industrial Institute, Tuskegee, Alabama.

to their own life and sustenance. The homes, as well as the school, are supplied with light and water from the school's own power plant. Food and supplies are purchased at the school's commissary. The Tuskegee Railroad, coming up to the grounds of the school brings fuel and freight and the mail for



BOOKER T. WASHINGTON,
founder and for thirty-five years
principal of Tuskegee Institute.

the second-class postoffice located in the administration building. Passengers board the train on the Institute campus from whence connections are made with the main line of traffic between New York and New Orleans. Recreation and amusement from football games to movies are provided for the whole community. In fact, nearly all the needs of life can be supplied for residents and visitors without leaving the school community. And all of this is controlled, directed, and operated by Negroes, from

the cashier of the institute bank, of which the Principal is president, to "central" who sits in the telephone exchange.

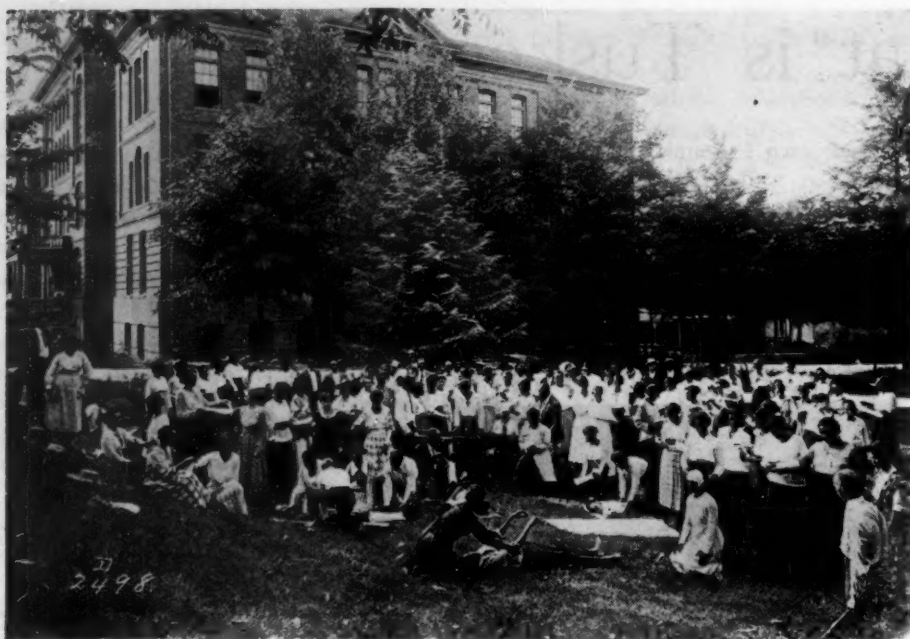
It really takes at least a week to see Tuskegee and its varied activities, and there are students, as well as teachers, who remain in the Institute for a period of years without having seen for themselves all the different phases of its work. It never ceases to be interesting, even to those who live at the school, and visitors always pledge themselves a return trip to see more. For there are scenes at Tuskegee which can not be witnessed anywhere else in the world.

The Tuskegee idea—Tuskegee is unique. It is not a duplication even of Hampton Institute, the great and useful institution which produced its founder and first principal, Doctor Washington. It is a school indeed, but it educates its own teachers and workers as much as it educates the students who enrol. And it carries its work of education beyond the classroom and the trade-school to the homes and farms and business establishments, not only of its immediate vicinity, but into all the States of the South and even further afield where Negroes live in any considerable numbers.

Tuskegee Institute is familiarly known in educational circles as an "industrial school." In the minds of many, this means a place where young men particularly, and to some extent, young women, may secure vocational training in such a degree as will enable them to earn a simple livelihood and prevent their becoming either idle dependents or public charges. The aim of the institution, as these persons think of it, is to assist more or less unfortunate colored youth to become useful and self-supporting members of society, whose education, of course, must necessarily be limited and their training more or less superficial. It is this thought in the minds of many



A part of the Tuskegee campus



SUMMER-SCHOOL students at Tuskegee studying a demonstration in first aid. The school is famous for the practical character of its work.

people unacquainted with the actual workings of Tuskegee that for so long a time was responsible for a certain amount of hostility toward industrial education among some members of the Negro race and certain types of people in other races. This hostility proceeded on the assumption that industrial education meant the virtual elimination of the usual academic subjects, such as history and literature and science and the languages, and the substitution of vocational subjects with the greater part of the time spent in the practice of various trades and industrial operations.

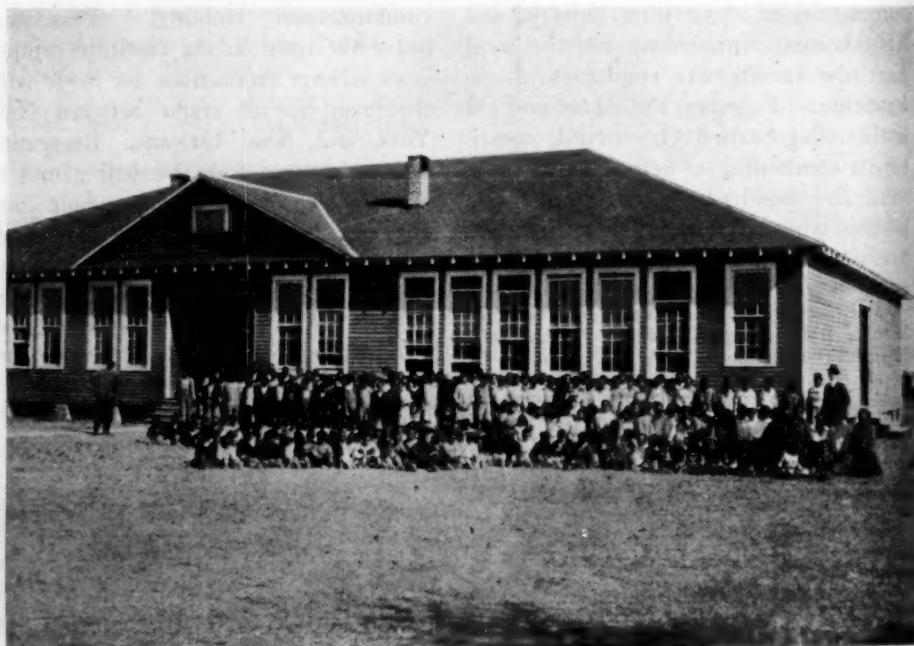
But if one visits Tuskegee Institute, he will immediately discover that industrial education as practiced at Tuskegee, and at Hampton likewise, and at other industrial schools established by their graduates, instead of eliminating academic subjects indeed broadens their scope and correlates them with trade work. The Tuskegee plan considerably enlarges the usual program of education by taking the traditional public-school program and adding to it a vocational objective in such a way as to give deeper meaning and larger interest to both features of the program. It is to be remembered too that in Tuskegee where all students live in the dormitories, the school has control of all the student's life and activities. There are no waste hours from the rising bell at 5:30 A.M. to "taps" at 9:30 P.M. The time is so regulated as to provide each student with some wholesome, definite pursuit, whether studies, work or recreation,

which develops his powers, enlarges his outlook upon life, and deepens his sense of responsibility to the community of which he is a part. In this way, the graduate of Tuskegee is equipped not only with the regulation high-school course, but also with a vocational training that is both theoretical and practical, along with a training in community life and social responsibilities that makes of each graduate, whether man or woman, a social leader as well as an industrial unit.

The idea in operation—The development of the Tuskegee idea by Doctor

Washington was not the application of an educational theory. He himself was trained under a somewhat similar system at Hampton Institute, where General Armstrong had developed ideas which he had seen his father use as a missionary in the Hawaiian Islands. When Booker Washington came to Tuskegee in 1881, he found that the appropriation of \$2000 by the Alabama Legislature for a normal school for Negroes at Tuskegee was unaccompanied by provisions for buildings, land, or equipment. Moreover, he found that the patrons of this school, which he was to establish, were not farmers of wealth or affluence. When he opened school in the little church which provided temporary accommodations, he found that he must himself be responsible for these features of the work. There was plenty of timber available, so he set his students to work cutting the trees and sawing the lumber. Thus the carpentry division of the school was begun. He found that boarding students could eat much more than they had the means to pay for, so he set out to raise food-stuffs. In this way, the agricultural department began operations. In the change from a small frame building to the first brick building, he thought it would be cheaper to make his own bricks and that money could be saved by having the students do the work. The result was the organization of the divisions of brick-masonry and brickmaking.

It happened at the same time that similar conditions existed very generally in the South, even where people had the means to provide these things. There



A ROSENWALD school in Mississippi. Nearly 2000 schools like this have been built for negro boys and girls in the south during the last eight years.

was more work to be done than skilled laborers to do it. Here was an opportunity to use existing necessities as the means of education as well as of self-help, so he "let down his bucket" where he was and made Tuskegee an industrial school in the effort to help Negroes to help themselves. As the school grew, other activities were added to the program until today forty-seven trades and industries for young men and women are taught at Tuskegee Institute. Some of the earlier trades have been dispensed with, as the demand for them has decreased with the use of machinery. Other new ones have been introduced as industrial advance has created new demands. For the past several years, the division of auto-mechanics has enrolled the largest number of students, but a change is taking place in favor of brick-masonry, evidently in response to the high wages that are being paid to bricklayers. Industrial education as organized at Tuskegee thus becomes a system of education which seeks to fit the young man or woman for every phase of social responsibility. And in this, it is a finishing school, not a preparatory school, and its graduates are in demand in all sections of the country for the very effective service which they render.

A social agency—But all of Tuskegee's activities are not limited to its campus or to the youth who register here as students. The very personality of Doctor Washington early led him to interest himself in and relate the school to the homes and communities from which the students came. Agriculture at Tus-



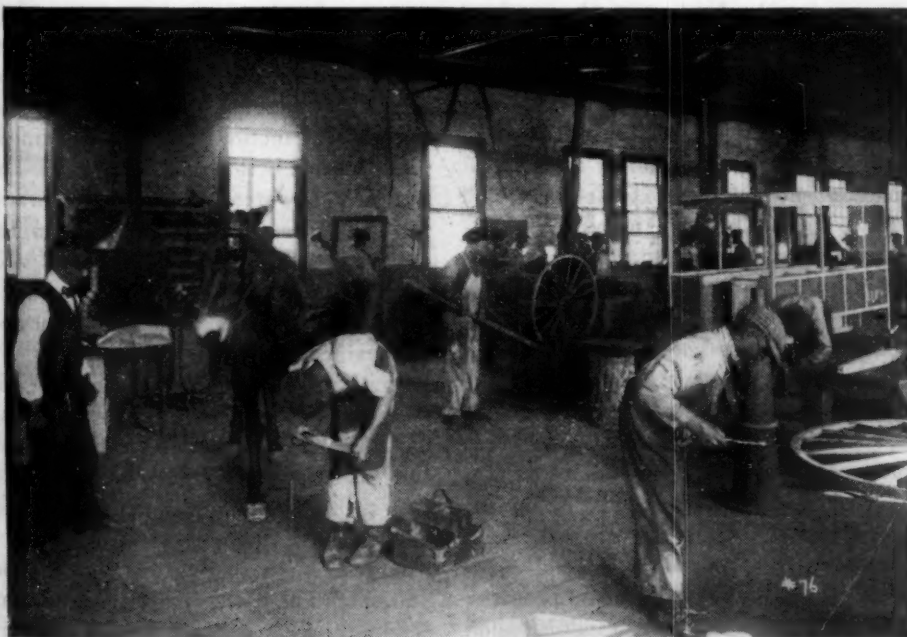
MAKING furniture from packing cases and barrels is a part of the regular course in home economics at Tuskegee Institute.

kegee concerns itself not only with teaching agronomy, dairying, and the like, but undertakes to encourage land ownership, rotation of crops, and cooperative marketing among the farmers themselves. It is now more than twenty-five years since Doctor Washington held the first annual negro farmers' conference at Tuskegee. Today it brings together Negro farmers from every part of the South to discuss the problems of agriculture from their own point of view and to observe and learn all they can of improved methods that are demonstrated in the booths about the campus.

The training of nurses at Tuskegee has become related to National Negro Health Week, which, with the support and encouragement of the United States Public Health Bureau, the National Red Cross, and the National Association of Hygiene and Health, undertakes to awaken within the race a general interest in the prevention and cure of disease, the use of sanitary measures, and the general improvement of public health.

The training of public-school teachers at Tuskegee is part of a regular program for the improvement of Negro schools whereby as one result in the last seven years, under the patronage of the Rosenwald Fund, 1740 new school buildings for Negroes have been built in the South, State appropriations for Negro education have been multiplied four and five times, and a general advance in educational interest has taken place which has overcrowded schools and at the same time reduced illiteracy in the Negro race to less than twenty-five per cent.

Tuskegee, besides being an industrial school, has become a great social agency for the development and progress of the Negro race. Many people wonder at its wide repute, at the hold which it has upon public confidence, and at the increasing resources provided for its work. But when the magnitude of its program as a great social agency is observed, there is no longer room for wonder, unless it be that it does not have more funds at its disposal to carry out the very heavy program which it undertakes, a program which takes account of every phase of



THE blacksmith shop at Tuskegee does the work of the school while training the student in the trade.

Negro life from the home to the church, from the babies to their grand-parents, from recreation to business.

Interracial goodwill—Another phase of the work of Tuskegee no less important than that of training Negro youth or the promotion of Negro progress is its work in establishing interracial co-operation and accord. Very early in his work at Tuskegee, as a matter of fact it was necessary to the progress of the school, Booker Washington began his unique efforts to enlist public interest in the aspirations of his race. When he talked of education, it was necessary for him to interpret his race to that large number of people who had serious misgivings about the wisdom, and even safety, of giving education to Negroes.

In the North, his work became a campaign to secure financial aid for the development of his school. In the South, it was the task of convincing his white neighbors that his program of education was calculated not only to satisfy the aspirations of the Negro but to be a contributing element to the progress of the South as a whole, from which both black and white should derive benefit. So well did he present his cause, so skillfully and justly did he interpret each race to the other, and at length the North to the South and the South to the North, that he became a National figure, in the promotion of interracial and inter-sectional goodwill, and ere long, an international figure in his contribution to the problem of large scale advancement for unprivileged groups and to the correction of interracial maladjustments without the dangers of revolution.

Any meeting at which Booker Washington was scheduled to speak became the focus about which gathered those elements of both races that were seeking to find a way out of social difficulties without injustice to either group. Following his leadership, Tuskegee Institute itself became a center at which gathered the liberal-minded, courageous leaders of both races and both sections for the exchange of view and the discussion of topics, which meant a steady and sane progress to better understanding and goodwill. Tuskegee itself was indicative of the possibilities of the Negro race, and the visitors number hundreds who have stood in its chapel and declared that their vision of the Institute has increased beyond measure their faith in the possibilities of the Negro race, some even declaring that they have been converted from hostility and distrust to confidence and support.

The importance of this phase of the work of Tuskegee was strongly emphasized by ex-President Roosevelt, a member of the Board of Trustees of the Institute at the time of the death of Doctor Washington. When the Board had under advisement the question of a successor to Doctor Washington, Colonel Roosevelt expressed his conviction to the members of the Board that the future of the Institute, because of its unique service in interracial activities, was a matter of great National concern. This phase of the work of Tuskegee reaches out into every part of the Nation. Two or three times each year the principal of the Institute makes what has come to be called a "Goodwill Tour" into some Southern State. Upon the invitation of leading citizens of both races, these tours are featured by public addresses in which matters affecting both races are discussed with frankness and in a spirit of goodwill. And the fact that they continue is the indication of their acceptability in those sections which are visited.

In the light of these activities, Tuskegee may be called a school, a social agency, and a spirit. As a school, it has done as much as any other institution in America to establish the soundness of those educational policies called "industrial education." A new word, however, has come to take the place of the term "industrial." It is now called "vocational education." That idea has come to be generally accepted as the soundest program of public education that has yet been proposed. At one time considered especially adapted to the needs of the Negro race, it is being provided throughout the Nation for the youth of all races. Once regarded as more or less peculiar to America, it is being adopted throughout the world. As developed at Tuskegee, industrial education is seen to be not simply a system of materialism aiming only at meat and money, but as a complete system of life in which love and truth and beauty are as much a part of the daily bread for which to work and pray as are what we shall eat, what we shall drink, and wherewithal we shall be clothed. The institution itself is a great agency to project this conception of life into every phase of a race's activity and progress. It is dedicated to the idea that in the providence of God the two races in America, white and black, are indispensable to each other's welfare and progress, and that together they can establish upon these shores a civilization which shall mark out for other lands the path of

goodwill over which differing races and peoples may travel toward the brotherhood that shall include all the races of men.

THE CONSTITUTIONAL CONVENTION ON EDUCATION—Dr. John A. H. Keith, principal of the State Normal School, Indiana, Pennsylvania, contributes the following summary based on a study of Madison's *Journal of the Constitutional Convention*:

On Saturday, August 18, 1787, Mr. James Madison proposed ten additional powers for Congress and they were referred to the Committee on Detail. The first of these proposals was to dispose of the unappropriated lands of the United States, and the eighth was to establish a university. The following Monday, August 20, Mr. Madison made several proposals, which were referred to the same Committee on Detail. Among these: "To establish seminaries for the promotion of literature and the arts and sciences." "To establish public institutions, rewards, and immunities for the promotion of agriculture, commerce, trade, and manufactures."

In the preliminary consideration of the Constitution, this clause is found: "Congress shall have power to dispose of and make all needful rules and regulations respecting the territory or other property belonging to the United States."

When the "Committee on Style and Arrangement" finally agreed upon a form for the Constitution and reported it to the Convention, Mr. Madison and Mr. Pinckney moved to insert among the powers of Congress a power "to establish a University in which no preference or distinction should be allowed on account of religion." Mr. Wilson supported the motion. Mr. Gouverneur Morris said: "It is not necessary. The exclusive power at the seat of Government will reach the object." On the motion of Mr. Madison and Mr. Pinckney the question was voted on. Six States voted No against four in favor and one divided.

Congress, under the Articles of Confederation, was then in session. The Ordinance of 1787 was being formulated and passed and the right of Congress to dispose of the public domain remained unquestioned under the Constitution. Congress might aid education in the States, although the Tenth Amendment definitely decided that the management of educational agencies in the States was to be left with the States.

Educational Progress During 1923

THE first part of THE JOURNAL'S annual survey of educational progress appeared in the January number. Beginning with Rhode Island reports for the rest of the States are presented here. In spite of the fact that America has forty-eight school systems as independent of each other as are those of England and France, the excellent practices and programs of one State have been copied by other States and the schools of the Nation have steadily improved. The United States, with only six per cent of the world's population and seven per cent of its area, controls a great share of the world's gold and raw materials. This fact is a challenge to every educational worker to make the schools produce a nation ever more worthy of its rich heritage.

Rhode Island—The General Assembly authorized a new building for Rhode Island College of Education and appropriated \$400,000 for construction. The College of Education is full to overflowing with students preparing to teach. One of every three teachers in Rhode Island is attending professional courses for improvement.—Walter E. Ranger, State commissioner of education, Providence.

The development of the College of Education. An added building voted unanimously. Afternoon and Saturday classes for teachers doubled. One third of all public-school teachers continuing their professional preparation within its walls every year, although 85 per cent are already college or normal-school graduates.—William G. Vinal, secretary, Rhode Island Institute of Instruction, Providence.

South Carolina—Increased enrolment in white schools; largely increased State appropriations and county levies for support of schools; the establishment of fifty rural high schools and the building of more adequate school buildings all over the State.—J. H. Hope, State superintendent of education, Columbia.

The signal results of the concerted effort to reduce illiteracy together with the increased interest and support of both the common and high schools.—George H. Webber, N. E. A. State director for South Carolina, Beaufort.

The legislature authorized the State to pay \$9 a month for the tuition of pupils not living in a district supporting a high school and attending a high school

somewhere in the State, thus committing itself to a free public high-school education for all.—B. L. Parkinson, secretary, South Carolina State Teachers Association, Columbia.

South Dakota—Teachers' salaries were increased and a State-wide building program was conducted. Teaching requirements have been raised and a high-school division has been established in the State Department of Education to direct the two hundred forty-nine high schools of the State. Under the Smith-Hughes Act, thirty-four accredited agricultural courses have been established in high schools and fifty-three home economics courses. A compulsory attendance law now requires an average attendance per rural pupil of 127 days per year. A law has also been provided for a minimum term of eight months in every school in the State.—Fred L. Shaw, State superintendent of public instruction.

Tennessee—The legislature of 1923 divided the work of the State into eight departments with a commissioner at the head of each. The Department of Education has the following divisions: High schools, elementary schools, certification, library, geology, registration of professions and trades, vocational education, industrial rehabilitation. A survey of the State's educational needs is being made in preparation for the 1925 legislature. Effort is being made to make the rural school term at least eight months, to improve the efficiency of teachers, and to provide better buildings and equipment.—P. L. Harned, State commissioner of education, Nashville.

Increased attendance and longer term in rural schools and a unanimous recommendation by a general education committee for a State bond issue of \$12,000,000 as a State subsidy in building schoolhouses for a period of three years.—S. L. Smith, N. E. A. State director for Tennessee, Nashville.

Texas—The appropriation of \$2,000,000 supplemental to the State available fund and \$1,500,000 to be used as an equalization fund each year of the biennium, 1923-1925. The appropriation of \$1,000,000 to establish in the western portion of the State a Texas Technological Institute. The appropriation of \$50,000 for the purpose of making a survey of the entire educational system, including the public free schools, the State's higher institutions

of learning, and the State Department of Education.—S. M. N. Marrs, State superintendent of public instruction, Austin.

No doubt the proposed Educational Survey in Texas, for which the legislature has appropriated \$50,000, will bring education to the attention of the people more fully and awaken our whole Commonwealth to Texas' needs.—Catherine Gorbett, N. E. A. State director for Texas, El Paso.

Passage by the legislature of the Educational Survey Bill and the making of definite plans for doing the work immediately.—R. T. Ellis, secretary, Texas State Teachers Association, Fort Worth.

Utah—Greatly improved attitude towards the essential quality of work to be done by the schools.—C. N. Jensen, State superintendent of public instruction, Salt Lake City.

Professional reorganization of teachers including appointment of executive secretary and adoption of code of ethics and the gradual shift of public interest from cost to educational results with corresponding revival of interest in a constructive program.—L. J. Nuttall, retiring president, Utah Educational Association, Provo.

Vermont—(1) The training of teachers has been placed upon a standard basis, requiring high-school graduation for admission to teacher-training courses. The number of teacher-training students enrolled will probably be sufficient to meet the entire needs of the State. (2) A program of improvement and standardization of rural schools, initiated in 1921, has made steady and significant progress. (3) The teachers of the State have shown marked interest in self-improvement and in professional spirit, evidenced by widespread professional reading, attendance at summer schools and educational courses, and membership in the State Teachers Association.—Clarence H. Dempsey, State commissioner of education, Montpelier.

The indorsement of expert supervision by 86 per cent of the towns and over 95 per cent of the population, after the State legislature had made such supervision a matter of local option.—D. W. McClelland, N. E. A. State director for Vermont, Bennington.

Virginia—Considerable consolidation has been accomplished, and particularly has great improvement been made in the quality of instruction in the rural schools. The general plan of certification, which seeks to elevate standards, and the preparation of the handbook

with the elementary course of study have materially contributed to this end.—Harris Hart, State superintendent of public instruction, Richmond.

The State-wide adoption of the county unit of administration has been completed; and the improvement this change has already made in school procedure and efficiency is most encouraging.—S. A. MacDonald, N. E. A. State director for Virginia, Norfolk.

(1) The inauguration of a plan for making physical examination of all the school children of the State and provision for corrective measures through the organization of clinics and the services of public health nurses; (2) the adoption and use of a new and modern course of study for the elementary schools of the State.—C. J. Heatwole, executive secretary, Virginia State Teachers Association, Richmond.

Washington—An increasing readiness on the part of the public adequately to finance education. Bonds and special levies have been approved in every part of the State to provide better housing and improved organization.—Jennie M. French, N. E. A. State director for Washington, Tacoma.

State-wide retirement fund. Constructive program in State-wide consolidation. Increased aid for high schools. Establishment of observance of State-wide temperance and Good-citizenship Day. Increased direct supervision of rural schools through eighth grade exemption law. Increased professional standards for teachers.—Josephine C.

Preston, Superintendent of public instruction, Olympia.

The 1923 legislature enacted, almost without opposition, the W. E. A. certification bill, raising the minimum training requirements gradually from nine weeks beyond high school to two years by 1927, and greatly simplifying other features of the certification plan.—Arthur L. Marsh, executive secretary, Washington Education Association.

West Virginia—Seven thousand, or 54 per cent, of West Virginia's 12,869 teachers attended summer schools. This number is equivalent to the aggregate number of West Virginia teachers who attended summer schools for the decade, 1910-1920.—J. H. Hickman, N. E. A. State director for West Virginia, Charleston.

The defeat of retrenchment bills before the legislature last February and March; the growth of professional spirit among the teaching corps indicated by increased enrolment in the State and National education associations; increased subscriptions to school journals; an increased devotion to the teaching profession; and the manifestation of a greater spirit of service.—W. W. Trent, secretary, West Virginia State Education Association, Elkins.

Wisconsin—Physical Education Law was enacted by the last legislature providing that a minimum of two and one half hours a week in physical education shall be required in all the public schools of the State of Wisconsin. By this law teacher-training institutions are

required to prepare *all* teachers to give instruction.—John Callahan, State superintendent of public schools, Madison.

(1) The enactment of a compulsory physical education law. (2) Definite program of education inaugurated and dynamically executed by the State Department of Education to include better teacher-training, a larger taxing and administrative unit, the establishment of more consolidated and rural high schools, and providing for a larger distributive educational fund.—John F. Sims, N. E. A. State director for Wisconsin.

The final reorganization of the Wisconsin Teachers Association, the saving of the Teachers' Retirement Law, and the establishment of compulsory physical education.—E. G. Doudna, secretary, Wisconsin Teachers Association, Madison.

Wyoming—For 1922-23 the average length of term including rural and city schools was one hundred seventy and four tenths days actually taught. Less than twenty-five schools in the State were maintained for less than a term of eight months.—Katherine A. Morton, State superintendent of public instruction, Cheyenne.

The strengthening of our truancy law; the amendment of the compulsory education law, which requires all children to attend school regularly until the sixteenth birthday; State aid, which encourages consolidation; and higher certification requirements for rural teachers.—A. A. Slade, N. E. A. State director for Wyoming, Casper.



THE EDUCATION BILL REINTRODUCED—On December 17 the Education Bill was reintroduced in both houses of Congress. It was presented to the Senate by Senator Thomas Sterling, of South Dakota, who sponsored the Bill in the last Congress. It was presented to the House by Congressman Daniel A. Reed, of New York, Judge Towner having resigned his membership in the House last spring to become Governor of Porto Rico. Both men are leaders of recognized experience and judgment. The outlook is excellent. This is a picture of a committee representing the great National organizations that are supporting the Bill, which called upon Senator Sterling and Congressman Reed the day the Bill was presented. The Bill has been referred to the education committees.

Washington—The Founder of Washington



MOST of the great principles established during the Revolutionary period center about the figure of Washington, who, with possibly one exception—Abraham Lincoln—had more to do with forming the positive thought of present Americans than any other man. His personality affected not only those with whom he came in contact but all the people of his time as well. The principles for which he stood have become part and parcel of the subconscious mind of the Nation and have had a powerful effect on the life and institutions of other republics.

On entering the public schools Young America is introduced to George Washington, and every recurring twenty-second of February with its afternoon of recitations, tableaux, and songs, firmly fixes upon his impressionable mind the characteristics of Washington. Upon leaving the friendly care of his teachers to enter the school of life he carries with him an idealized image of the Father of his Country. The virtues of the first President of the United States are thus clearly engraved on every intelligent citizen's heart. Washington's close adherence to high standards of duty, his sympathy and affection for his family, his friends, and his dependents, his calm manner, his judicial way of looking at problems are as inspiring in the twentieth century as they were when the thirteen colonies struggled for existence.

The city of Washington abounds in relics of its founder and in memorials to his memory. Dominating the southern landscape is that simple yet superb shaft, the Washington Monument. Statuary Hall of the Capitol contains Houdon's statue of Washington. That the sculptor was employed by the State of Virginia to create the original and that he lived at Mt. Vernon while executing the mission are facts worth remembering. The White House has its Gilbert Stuart, the painting Dolly Madison cut from the frame and bore to

safety the night the British burned the White House.

At Washington Circle, the intersection of Pennsylvania and New Hampshire avenues, is a fine equestrian statue of Washington and another by Greenough adorns the Capitol Plaza. The coat worn by Washington on his resignation as commander-in-chief of the Continental Army may be seen in the Na-



FIVE hundred fifty feet above the city looms Washington Monument. This noble shaft is the city's most characteristic feature. It dominates Washington more than any other structure. From its summit may be had wonderful views of the City, the Potomac, and the Virginia hills.

tional Museum and his commission, in the Department of State.

Not far from the city, lovers of Washington can find much of interest. Half-way between Mt. Vernon and Washington is the city of Alexandria. Some of its old streets are paved with cobblestones laid by Hessian prisoners of war under the personal direction of Washington. On North Columbus Street stands Christ Church, a quaint old stone edifice, built in 1773, containing the pews of General Robert E. Lee and George Washington. The nominal entrance fee of ten cents maintains the necessary wear and tear involved. The lover of old things will find great pleasure in the altar tablets, the facsimile

autograph on the Washington pew, and the little prism-hung chandelier given by Washington to the church in days when all such "luxuries" had to be imported from the Mother Country. At Pohick, not far from Mt. Vernon, stands the little brick church where the Washington family retained two pews. Its altar, as was also the one in Christ Church, was restored by the Daughters of the American Revolution.

The Carlyle House recalls the time, twenty years before the Revolution, when the governors of the six colonies met and recommended to the King of England that means be devised to compel the colonist to pay the taxes demanded of them. Alexandria also points with pride to the lodge where Washington presided as Worshipful Master. On the outskirts of the city, a vast memorial temple is being erected by his Masonic brethren in his memory. Those who visit Fredericksburg, one of Virginia's oldest towns, may see the old Masonic lodge where Washington was made a Mason.

At 3051 M Street, in Georgetown, one of the oldest sections of the city, may be seen the building used by Washington as headquarters when surveying the District of Columbia in 1791. Long before this, however, Washington had been employed as surveyor by the Ohio Company, and in surveying the different tracts of land, he had gained an intimate knowledge of the Potomac, especially the picturesque turns and bends of the stream above Georgetown. He became convinced that the Potomac would in time become the avenue of communication between the sea and the plains west of the Alleghanies. The building of this waterway across the mountains, thus making the Potomac a medium of western traffic, was one of his cherished dreams. It was a part of his scheme to circumnavigate the falls of the Potomac, twelve miles from the city and 120 miles from where the river flows into Chesapeake Bay, and here to erect a manufacturing city. The war for independence interfered with his plans and he did not live to see boats travel from Cumberland to tidewater, but the nucleus of a city was formed. Lots were sold, a few buildings put up, and the village named Matildaville. But like some mining towns of our western States, little remains today to

¹This is the second of a series of articles on the city of Washington by Miss Jessie M. Robbins, of the Association's Division of Publication. Many thousands of teachers will visit these National shrines next July.



Copyright by Underwood & Underwood.

NO SPOT near Washington has more of Nature's charm than Great Falls, Virginia. The changing color of the rushing waters—now brown, now green—and the picturesque wildness of the rocks which form the river bed make this an ideal place for picnics.

mark the scene of erstwhile activity. Crumbling cellar walls and the ruins of a mill are all that is left of this "deserted village."

The story of the Canal starts with the granting in 1748 of a charter to the Pawtommack Company by Maryland and Virginia. Its object was to make the Potomac navigable, the principal obstructions being Little Falls, Great Falls, Seneca Creek, and the junction of the Shenandoah River. In thus uniting the freshwater and tidewater Potomac it was necessary to build a canal around the Falls, a colossal task in days when money and labor were scarce and the few American engineers unfamiliar with canal locks. The company started with a capital of \$250,000. Maryland subscribed fifty shares and Virginia a like amount. Virginia afterwards transferred them to Washington, who in turn willed them to the city of Washington for a National University.

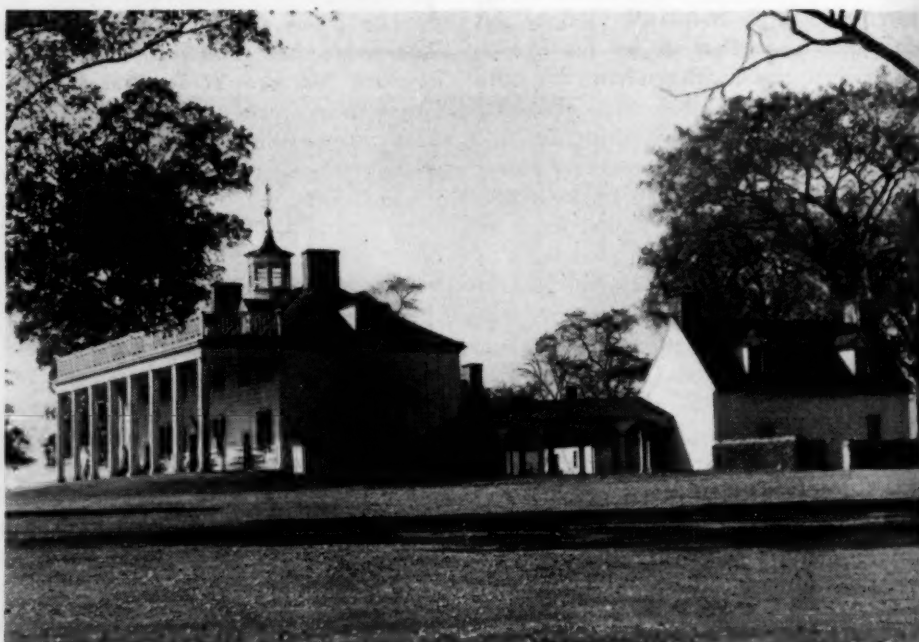
With occasional help for the enterprise from the State legislatures of Virginia and Maryland and encouraged by the enthusiasm of its officials, the canal was finally built. The main canals were six feet deep, 25 feet wide at the top and 20 feet at the bottom, accommodating ordinary river boats. The locks were 14 by 100 feet, with a lift of ten feet. At Great Falls there were five locks and a canal one mile long. A suspension bridge was built over the

Falls. Three fourths of a mile down the river, the visitor may see the entrance to the canal where there is a deep cut through the river cliff near the mouth of the gorge. Through the Virginia bluffs, rising 60 to 70 feet, is a canyon blasted from solid rock seven feet deep and fifteen feet wide. The lock walls are of red sandstone blocks, two feet long and a foot thick. Records show

that 300 boats used the canal the year it was opened, with an increase ten years later to 1300 vessels, but the revenues fell short of paying the cost of maintenance.

Great Falls, though comparatively unknown, is well worth seeing both for its historic significance and its intrinsic natural beauty. Everyone knows of Mount Vernon and on coming to Washington makes it one of his first objectives. It is easily reached by water, land, or air. The cool boat ride on the Potomac and the peaceful charm of the grounds and gardens are a delight in themselves, and the mental stimulation from this close contact with history is a never-to-be-forgotten experience. The fifteen miles of charming scenery help prepare one for the beauty of this wonderful colonial estate with its mansion house overlooking the river from its vantage point on the Virginia shore. We are not disappointed to find people from everywhere strolling along the red brick walks, in and out of the hedges of boxwood, which line the garden paths, upstairs and down in the house itself, for is it not a National shrine, the goal of all true Americans?

The mansion house was built in 1743 by Lawrence Washington, a half-brother of George Washington. On his death and that of his only daughter, George inherited the estate, taking possession of it shortly after his marriage in 1759. He was called to command the Continental Army. Then followed his two



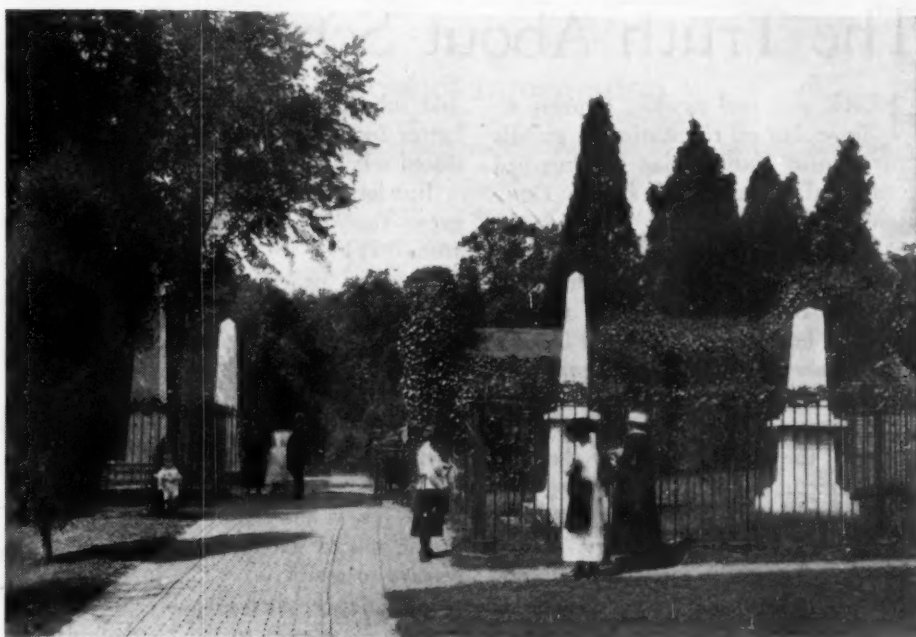
FROM the front veranda of Mt. Vernon, where Washington spent many restful hours, a magnificent view of the Potomac is obtained. Through masses of foliage the river glitters in the sunlight, and we catch a glimpse of sailboats and laden freighters on their way to the sea.

terms as President. On retiring from public life, Washington lived only a little over two years among the peaceful surroundings of his beautiful home.

The estate stayed in the hands of the Washington family until 1855 when it was offered for sale. Through the patriotic energy of Ann Pamela Cunningham, of South Carolina, an association was formed—the Mt. Vernon Ladies' Association. In 1860 it acquired the property of Mt. Vernon for \$200,000, and since then it has purchased parts of the estate that had fallen into other hands, restored fallen buildings, and brought to the protecting walls of the mansion house countless articles once owned by Washington or his wife.

Through the excellent management of the Association the deer park under the hill has been restocked, memorial trees have been planted, and the lawns, gardens, and hothouses so well cared for that today Mt. Vernon is a constant source of satisfaction to visiting Americans. The spinning house, the covered passageway to the kitchen, the old well lend an indescribable charm.

The stables and the coach house recall the traditions of those early Virginia days when horses played such a large part in tilling the soil, journeying across country, and affording pleasure. Washington maintained extensive stables and bred horses for his own and his neighbor's use. His correspondence shows that he was steward of the Alexandria Jockey Club and usually attended the



TO THE peaceful tomb of George Washington the Nation reverently comes to pay homage. The sealed sarcophagi, containing his remains and those of Martha Washington, are viewed through the plain iron gates by everyone visiting Mt. Vernon.

races at Annapolis. And no small part of the retinue from Mt. Vernon was the pure white coach team groomed to look like satin. His favorite diversion was fox-hunting. He rode with ease, and when at home he supervised on horseback the many details of his estate, which had grown to eight thousand acres.

Few people realize how excellent an organizer General Washington really was. The skill with which he directed

the reins of government he also applied to his own affairs. His estate he divided into five farms, each of which had its own overseer, hands, slave quarters, and live stock. Each of these overseers reported weekly to the manager, who sent Washington a full account of farm happenings. And every Sunday afternoon when absent from Mt. Vernon, Washington went over this correspondence and wrote his manager, thus keeping in close touch with conditions on his plantation.

Mt. Vernon, the home of Washington, is also his burial place. In 1831, the new tomb was finished and the body of Washington removed to its final resting-place. The magnificent memorial wreaths, placed there by men and women of national or international fame, are of more than passing interest, and the old colored attendant often has to suggest to him who tarries that others are waiting to see.

The Potomac, beloved by Washington in his lifetime, daily joins in reverence to his memory, for all craft pay tribute when passing Mt. Vernon. The ceremony is usually simple, consisting merely of tolling a bell or lowering the flag, but on vessels of the United States Navy a more elaborate service is observed—a bell is tolled, colors are lowered to half-mast, a bugle sounds "taps," the guard presents arms, and all on deck stand at attention and salute as the ship passes America's most venerated shrine.



THE WINDOWS from the rear of Mt. Vernon have as pleasing a view as those from the front, for they overlook the beautiful rose gardens hedged with boxwood, the ivy-covered greenhouses and stables, the sunny fields, and the distant woodlands.

The Truth About School Costs¹

HERE was real news! A press release, hot off the statistical griddle of the Census Bureau, had just reached the editorial rooms of the *Zenith Daily News*. It showed that school expenditures in the city of Zenith had increased 156 per cent in the five years from 1917 to 1922. Don't analyze this figure. Rush these headlines into type: *Flagrant Extravagance In School Expenditures Revealed*.

The *Zenith Daily News* for six years, ever since the appointment of the last superintendent, had been warning the city that its school expenditures "threatened the city with bankruptcy." For reasons best known to itself, it had consistently attacked the public schools at every opportunity. Here was another splendid chance. On the authority of the Census Bureau the increase in school expenditures in Zenith in five years was 156 per cent; exceeded by but five of the twenty-five cities for which figures were given.

Another "school extravagance" editorial would be timely. The school board was holding hearings preparatory to fixing the budget for the next year. The superintendent of schools was proposing a carefully drawn budget providing for an increase in school expenses for 1924-25 of approximately ten per cent. An attack on school costs at this time would probably lead to the rejection of the proposed budget and the application of "the knife" to Zenith's school privileges. And that was the real objective of this paper.

The situation described is not unusual. Suppose the charges made by the newspaper are biased? Suppose that the increase in school costs in Zenith, as reliably stated by the Census Bureau, are justifiable when analyzed? What is the best means of meeting the situation?

The best answer is a clear presentation and a proper interpretation of facts on school costs during the war period, to the school board, to the newspapers, and to the public in general. This is what was done in Zenith. The following are some of the facts presented.

Table 1 gives figures pertinent to Zenith's school growth during the last ten years, beginning with 1913. While city population increased 42 per cent, school attendance increased 82 per cent,

and school costs 312 per cent. What better fodder could any advocate of reduced school privileges desire?

But let us study these figures. Zenith grew very rapidly in total population from 1913 to 1923. Its school attendance grew nearly twice as fast. For every one hundred children attending in 1913, 182 were attending in 1923. An increase of 82 per cent in school costs in 1913 would, therefore, appear justifiable on the basis of increased attendance.

But the figures of Table 1 show that the largest increases in attendance were in the junior and senior high schools and in the special groups—all relatively expensive to maintain. The total increase in attendance, therefore, is not a true measure of the increased burden placed upon the schools. For example, in accordance with the demands of the Federated Women's Clubs of Zenith, facilities for crippled children, one of the special groups, were rapidly extended between 1913 and 1923. Each additional crippled child attending, however, represented an increased burden of cost over twice as great as did an additional child in the regular day elementary school. These children had to be taught in smaller classes. Transportation to and from school had to be provided. Specially trained teachers had to be obtained.

These facts had been pointed out to the Federated Women's Clubs, but their attitude had not changed. They rightly insisted that society could better afford to educate these children and make them self-supporting, than to allow them to

become public charges to beg on the street.

In short, society had demanded that the schools provide a new and expensive public service. But at the same time the schools were condemned because this valuable service cost money.

How should the costs of the rapidly growing and most expensive school groups be evaluated in measuring increased school attendance? They may be equated on the basis of their relative cost. In Zenith the yearly costs per pupil attending in each of the school divisions, were as follows:

Elementary Grades I to VI.....	\$72	1
Junior High Grades VII to IX..	108	1½
Senior High Grades X to XII..	144	2
Special classes (Crippled, deaf, blind, and over age).....	180	2½

These figures show that it costs one and one half times as much to provide for a year's schooling in one of Zenith's well organized junior high schools as in its elementary schools. Similarly the cost of one year's schooling in the senior high school is twice that of the elementary school. The cost of properly educating a child in one of the special groups is on the average two and one half times as great as the cost in the regular elementary class. These ratios were used in evaluating the increased attendance in Zenith between 1913 and 1923 as given in Table 2.

Table 2 shows that Zenith's increase in school attendance between 1913 and 1923, when each division of the school system is properly evaluated as to its cost, was not 82 per cent, but 113 per cent. The additional burden placed upon the schools of Zenith represented by increased attendance was 113 per cent. An increase in school costs of this per

TABLE 1.—School Costs in Zenith—1913 to 1923

Year	City population	Average daily attendance					Cost of public schools
		Elementary schools grades I to VI	Junior high schools grades VII to XI	Senior high schools grades X to XII	Special groups from all grades	Total attendance	
1	2	3	4	5	6	7	8
1913	280,331	24,242	5,561	1,801	226	31,830	\$1,553,308
1923	398,420	37,330	13,614	4,922	2,075	57,941	6,401,132
Increase 1913 to 1923	118,089	13,088	8,053	3,121	1,849	26,111	\$4,847,924
Per cent increase 1913 to 1923	42.1	54.0	144.8	173.3	818.1	82.0	312.1

¹ Prepared for THE JOURNAL by the Division of Research of the National Education Association.

cent was therefore justified on this basis alone.

During the period 1913 to 1923 the value of the dollar lost in purchasing power. The loss of the ability of the dollar to purchase those human services and materials necessary for the conduct of a public-school system are indicated by the index numbers that are available from a number of reliable sources. For example, in 1923 it took, according to the United States Department of Labor, \$172 to purchase what \$100 purchased in 1913. This index of the cost of living, that is, the cost of those things needed for the maintenance of a family, is indicative of the purchasing power of the dollar when applied to the largest item of school expense, the teacher's salary.

In buying building materials \$100 in 1913 purchased as much as \$181 in 1923. Industrial concerns were paying approximately \$212 in 1923 for the same amount of labor that cost \$100 in 1913. School Boards had to do the same in constructing school buildings, in grading school sites, and in employing janitors.

In short, the dollars expended by the public schools in 1923 were *not* 1913 dollars. The expenditure of a dollar in 1923 by a school board represented a much smaller levy against the Nation's supply of human services and materials—namely, teachers' services, building materials, labor, fuel, and the other things necessary for school maintenance—than it did in 1913.

Using the conservative figure represented by the cost of living index, Zenith was justified in spending \$173 in 1923 for every \$100 expended for its schools in 1913. Or stated differently, one factor alone, the depreciation of the dollar between 1913 and 1923, justified

Sources of Information

The following are sources of information valuable in presenting facts on school costs:

Research Bulletin of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C. See especially the recent number dealing with City School Costs. 25c. a copy.

Changes in Cost of Living. Press releases regularly issued by the Department of Labor, Washington, D. C., giving index of change in the cost of living for individual cities. Last issue dated October 22, 1923.

Wholesale Prices of Commodities, issued monthly by Department of Labor.

Wages, Hours, and Employment in American Manufacturing Industries, 1914 to 1923. Issued by National Industrial Conference Board, 10 East Thirty-ninth Street, New York City. \$2. 154 pages. Gives wage trends since beginning of war.

Measuring the Current Expenditures of the Cleveland Schools, 1911 to 1922. L. C. Bain, August, 1923. Unusually good presentation of facts on city school expenditures as affected by purchasing power of the dollar and enrolment. The method of evaluating enrolment in the accompanying article follows the method used in this study. Not available for general distribution. Partially reproduced in School Topics, Cleveland Public Schools.

School Expenditures 1917-1922. Press releases of Department of Commerce, Census Bureau. Show percentage increase in current school expenses and capital outlays between 1917 and 1922.

an increase in school costs *stated in dollars* of 73 per cent.

School costs in Zenith in 1913 were \$1,533,308. Attendance properly evaluated, increased 113 per cent between 1913 and 1923. Therefore an increase in school costs of 113 per cent was justified during these ten years, bringing this figure up to \$3,265,946. Each of the dollars of this sum however represented a depreciated purchasing power. In order to give this sum the same purchasing power in 1923 that it had in 1913,

it was necessary to increase it by 73 per cent, or to \$5,650,087.

The actual cost of the schools in 1923 in Zenith, \$6,401,132, was thirteen per cent greater than this sum. This is very different from the 312 per cent increase given in table I, or the 156 per cent increase for five years given for Zenith in the press release of the Census Bureau.

This thirteen per cent increase represents the real gain in the school's ability to improve its own efficiency in Zenith, during this ten-year period. All but thirteen of the 312 per cent increase in Zenith's school costs between 1913 and 1923 are fictitious insofar as they enabled the School Board to provide a more efficient school system. Increased attendance and the depreciated dollar swallowed all but thirteen per cent of the "extravagant increases" dwelt upon by the *Zenith Daily News*.

What had the public schools in Zenith done in these ten years with this thirteen per cent increase? Ten accomplishments were reported. Five of them follow:

1. The schools greatly increased their holding power. In 1913 but twenty-three per cent of the total school enrolment was above the sixth grade. In 1923 thirty-three per cent of the enrolment was above the sixth

TABLE 2.—Attendance Increase in Zenith—1913 to 1923

School division	Increase in attendance 1913 to 1923	Ratio of cost per pupil	Increase in attendance 1913 to 1923 evaluated on basis of cost
1	2	3	4
Elementary	13,088	1	13,088
Junior high	8,053	1½	12,079
Senior high	3,121	2	6,242
Special classes	1,849	2½	4,622
Total	26,111		36,031
Per cent	82.0		113.2

grade. A moving picture show that draws and holds a large attendance is a success, no matter what the price of admission. Any institution that draws and holds a large audience is considered a success. Does this also apply to the public school?

2. The average score of Zenith's school buildings on the Strayer-Engelhardt score card in 1913 was 692, meaning that many buildings were unsafe and unsanitary. In 1923 the average score was 803—substantial progress toward the desirable score of between 900 and 1000. Is the safety and health of Zenith's children worth anything?

3. The salaries of teachers in Zenith were below the average of cities of comparable size in 1913. They were slightly above the average in 1923. Is it worth anything to Zenith to have its fair share of the Nation's best teachers?

4. There was an increase of eleven per cent in the play space per child in Zenith's school grounds between 1913 and 1923. These grounds are now open, under supervision, until sundown. Is it worth anything to Zenith to have adequate play space provided for its children?

5. Special classes were organized for 2000 crippled, blind, deaf, and over-age children. Is it good management to relieve the regular classes of the burden of instructing these handicapped children? Is it a good investment to make these children self-supporting, good citizens, rather than allowing them to become community charges?

Was the budget recommended by the superintendent adopted by the Zenith board of education? It was adopted with but two amendments. Amounts in addition to those recommended were approved by the board for additional special classes and for new playground space. And the citizens of Zenith approved the action as a *good investment*. Zenith's experience can be duplicated in any city if the people are given the facts—clearly stated and honestly interpreted.

In many cities school boards today, due to increased attendance and the depreciated dollar, are in a less advantageous economic position than they were ten years ago. They have less ability in the open market to command those human services and materials necessary to the provision of any unit of school service than they had before the war. And yet in some of these same cities school leaders have allowed the people to be led into the belief that the schools are indulging in riotous spending. This should not be.

The misrepresentations by the enemies of public education—the calumnies against the public schools of those whose selfish interests are threatened by the extension of school privileges—would appear in their true light if educational workers made one of their first duties the presentation of the facts on school costs.

The American people believe in their schools. They will continue in that belief if they know the facts. Educational

leadership has no more important duty today than the wide dissemination of the facts on school costs.

Housing the School Army

THERE is no excuse for unpreparedness either in war or peace. What a menace to democracy when schools are not ready for the incoming army of boys and girls! We prate of an equal chance for all, and at the same time withhold proper schooling from the Nation's children. When school opened last fall, there was a scarcity of over 345,000 seats in 300 of our largest towns and cities. A small per cent of cities reported that new school buildings were then under construction, but in most cases the extra room gained from these new buildings will be needed for the midyear increase in enrolment, an increase almost as great as in September. Recent letters from different localities to the editor of *THE JOURNAL* show the present situation. They speak for themselves.

Birmingham, Alabama, has 5800 pupils on a forced part-time schedule and 482 teachers with classes too large for efficiency.

Oakland, California, has 337 portables housing 13,293 pupils. Superintendent Hunter adds "While we have been able by very strenuous efforts to maintain our salary schedule in the Oakland public schools and also to have seats for all children for full-day sessions except in the kindergartens, it has been at the expense of our physical plant. It will require half a million dollars to put it in good condition and a bond issue of seven and a half million dollars to eliminate the portables and temporary buildings."

Denver, Colorado, has had a growth of 1500 pupils per year for the last five years. Five thousand pupils in the elementary schools are housed in basements, in portable buildings, and in other inadequate buildings. Needed additional pupil capacity may be put at 18,000. The new structures for which a school bond issue was recently made will provide accommodations for about 14,000.

Increased accommodations are needed yearly in Washington, D. C., for some 800 pupils in the grades and 750 pupils in the high schools.

More than 4000 children are on part-time in Atlanta, Georgia. Superintendent Sutton writes that though the city has recently completed 18 magnificent

buildings, they are crowded and need more space and better financial support for schools.

Chicago has 22,562 pupils on a forced part-time schedule and more than 27,000 pupils in buildings that are being used in excess of their capacity.

Superintendent Young, of Worcester, Massachusetts, writes: "There are nearly 6000 children now on a four-hour school plan. We believe that this is the peak of the congestion because of accommodations which will be ready for use in September, 1924. The building program has been adopted by the School Committee and is now awaiting action by the city government."

St. Paul, Minnesota, has 4411 pupils in old buildings and rented quarters and more than 1500 in portable buildings. According to Superintendent Hartwell, there are still 1000 pupils on half-day sessions and 8500 pupils in classes of more than 40 pupils.

All the Newark, New Jersey, senior high schools—four in all—are on double shifts, the enrolment far exceeding the proper accommodations. Dr. Corson, superintendent of the Newark schools, reports that the increase this year is 469 over that of last year and that probably two full shifts will be necessary in each building. "The city owns a site, but no appropriation has been made for a new building."

Paterson, New Jersey, has sixteen classes containing 590 pupils on part-time sessions in its elementary schools. Two high schools are using one building. Plans have been made to remedy all of these conditions.

On June 1, 1922, there were over 85,000 pupils in part-time classes in New York City; nearly 74,000 in four-hour double session classes; and more than 117,000 in five-hour double session classes. If the buildings—elementary and high—now being erected are ready for occupancy by January 1, 1924, and allowing for 30,000 increased enrolment in the elementary schools and 16,000 in high schools, the number in all part-time and double-session classes will be reduced about 75 per cent.

Nearly 2000 children are on half-time in Buffalo, New York. Over 330 tem-

porary rooms are now in use. The city has made plans to relieve this situation.

In Cleveland, Ohio, there are 2100 children on shift, going from classroom to classroom and 7000 on half-day sessions, according to Mr. Connor, the director of the Division of Reference and Research. Last June about 13,000 boys and girls were in sub-standard classrooms of all kinds.

Dayton, Ohio, has five buildings with 250 pupils on half-time and 137 classes held in other than regular classrooms. Another indication of overcrowded conditions is that 98 elementary school classes have an enrolment of more than 45. Superintendent Stetson says, "Our experience has been that we can not build new buildings fast enough to keep up with the growth of the city." Mr. Stetson adds, "The great problem before the people interested in education today is the problem of financing our public schools. This financial situation means that we must ask those interested in education to study this great problem seriously. I do not believe that it is real economy to lower teachers' salaries or to do anything which will, in any way, lessen the efficiency of the instruction which the teachers are able to give. There are four ways, however, which suggest themselves among others, as to possible ways by which certain economies may be effected—(1) in school-building construction, (2) in the supervisory and administrative organization, (3) through the reorganization of the various courses of study, and (4) through reorganizing the teaching load in the high school.

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.

Some plan must be outlined whereby adequate financial support through taxation may be assured the public school."

Another Ohio city, Toledo, reports 854 pupils on half-day sessions. Nine tenths of this number will be taken care of by the schools now under construction. Youngstown, Ohio, has 1200 pupils on half-day sessions, and 2000 pupils are in portable buildings. At the fall election a levy will give about \$800,000 a year for building purposes in the next four years.

"Approximately 2000 of the Providence, Rhode Island, pupils are on part-time schedule on account of the lack of schoolrooms. About 2500 are crowded into the buildings beyond their normal capacity."

Superintendent Rhodes, of San Antonio, Texas, writes that the housing facilities of the San Antonio public schools have been badly congested with 7500 pupils on part-time last year, but as a partial relief, the city voted a two-million bond issue to improve elementary schools and build junior schools.

Richmond, Virginia, has 2500 children on part-time. Three years ago it had three times as many, the reduction coming about through a bond issue of \$1,500,000 for new buildings.

Seattle, Washington, is using 32 portables in the high schools and 115 portables in the elementary schools in order "to avoid double sessions, which we seriously object to from an educational standpoint." Superintendent Cole adds, "The high-school growth in this city is astonishing, as 23 per cent of all the students enrolled in the regular public schools are in the high schools. It is a serious matter for us to erect buildings rapidly enough to take care of the secondary schools. Roosevelt High School was completed in 1922, and Garfield High School in September, 1923. These buildings combined afford accommodations for 3000 students, and by the close of this year both will be filled to their capacity. Additional high-school or intermediate school accommodations will be sorely needed by September, 1925."

"Milwaukee finds itself woefully behind on its building program," writes Superintendent Potter. "At the present time we have 5900 children above the kindergarten on half-time; 2500 children are housed in barracks, and another 700 children in basement rooms and assembly halls. Classrooms are crowded far beyond their most efficient capacity. The Board has set a maximum of 45 pupils per teacher, but many teachers have more

than that. There are approximately forty rooms at the present time with an enrolment as large as fifty."

Radio Talks in Education

RADIO is fast sweeping into the life of the Nation as an educational force. The transition from plaything to tool is now rapidly taking place. The new tool will modify the possibilities of non-school and adult education many fold. How shall the schools prepare for these new opportunities? The development of print brought with it rapidly widening opportunities for richer mental life for the average man and woman. Films have added vividness and reality. Radio audiences will eventually be as many times larger than newspaper and film audiences as the latter are larger than the audiences of the ancient town crier.

The National Education Association has arranged for a series of radio talks on education from Station WRC, Radio Corporation of America, Washington, D. C. For the present these will occur on Monday evenings at 6:15 o'clock, eastern standard time. THE JOURNAL wishes to list the subjects of these and other educational radio talks and college courses in this column. Readers are invited to report to the Editor, Journal of the National Education Association, 1201 Sixteenth Street Northwest, Washington, D. C., such talks and courses. Talks noted thus far are:

American Education Week addresses, John H. Beveridge, Superintendent of Schools, Omaha, WOA, Omaha, Nebraska, November 18-24.

Watching the margin in education, S. D. Shankland, Secretary of the Department of Superintendence, WRC, Washington, D. C., December 22.

Does education pay, John K. Norton, Director of the Division of Research, National Education, WRC, Washington, D. C., December 29.

Education in patriotism, Mrs. Frances O. Abbott, lecturer, WRC, Washington, D. C., January 7.

Brooklyn Daily Eagle Weekly Digest of current affairs, H. V. Kaltenborn, associate editor of the Brooklyn Daily Eagle, WEA, New York City, each Tuesday evening at 8:30, eastern standard time.

Extension courses are broadcasted from the State College of Washington, at Pullman, Washington, using its own station, KFAX, which recently celebrated its first anniversary.

The Journal of the National Education Association

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

President, Olive M. Jones

Secretary, J. W. Crabtree

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

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

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

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

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

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

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

Editor-in-Chief, William C. Bagley

Publication Staff

Joy Elmer Morgan
Managing Editor

Harold A. Allan
Business Manager

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

Teaching Joy in Work

WITHOUT a wholesome respect for all kinds of work democracy must perish. Society may be able to carry a few idlers and parasites who do not earn their keep. It may be able to survive for a time with a considerable number of unwilling and half-hearted workers, but democracy cannot be at its best until men and women everywhere recognize their just obligation to contribute to society services in return for what society does for them. This ideal cannot be too often emphasized in the schools. In our efforts to shield children from too much labor we must not make them soft and selfish in their attitude toward labor—its necessity, its dignity, its opportunity for service and joy.

Some work carries its own satisfactions—elements of beauty and variety, problems that challenge initiative and originality, stimulating surroundings, or desire for the finished product which is immediately in sight. Other work is sordid or at best monotonous. The coming of the automatic machine has greatly multiplied tasks that are surrounded by monotony. But the automatic machine just because it is automatic maintains its rate of production. It is one wheel in a great machine and must move with the

rest. This mere mechanical keeping up with the procession is satisfying to certain types of minds.

The greatest losses from lack of joy come where men and women are working alone or in small groups. Here a wrong attitude toward work means inefficiency, loafing on the job, and other practices that are little less than thievery. And the laborer is robbing himself because he is diminishing the supply of services that would be available if everyone worked fairly and honestly. Such failure to be faithful in work robs the worker in another way. It breeds dissatisfaction and rots character. Give everyone a task in which he can find joy either in the work itself or in the consciousness of service and most of the evils of our time would be gone. There rests with every teacher and parent the obligation to build into the lives of children the attitudes that make for social well-being. Joy in work is one of the most important of these attitudes.

Pledge to the Flag

SIXTY-EIGHT National organizations at a recent conference on the Flag adopted the widely used Pledge of Allegiance in a slightly modified form. As revised the pledge will be used generally in the public schools and on all patriotic occasions. It is the practice in many schools to use Washington's birthday as an occasion for instructing pupils in the meaning of the pledge and of the flag as a symbol of the great Republic. The revised pledge follows:

"I pledge allegiance to the Flag of the United States and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all."

FINANCING the schools is one of the gigantic problems before American education. The American people want good schools. They are able to pay the price. They are willing, but a system of taxation fashioned for a different set of conditions makes the task difficult and even impossible in many localities. Relief may be found in larger funds from the States and the Nation combined with a wiser distribution of the tax burden.

TEACHER TRAINING in service is one of the surest means of professional advancement. It should include studies that broaden the outlook and vitalize living as well as courses that bear directly on the work of the schoolroom.

THE POLITICIAN who wants the votes of women may as well be told at the outset that the women of America are more and more making the adequate support of the schools their major issue. And theirs will not be the stay-at-home vote when the interests of the schools are at stake.

THOSE who would reduce taxes by reducing school support base their hope of success on present political and economic conditions. While the public may be easily stampeded we can hardly think the excitement over tax reduction will be such as to cause citizens to lose sight of school needs.

EDUCATION cost 1.36 per cent of our total National income in 1910. It cost 1.48 per cent in 1920. Our schools were inadequate then. They are inadequate now. Let educational workers unite to demand an equal opportunity and a fair start in life for every American boy and girl.

BEFORE there can be fine teaching there must be fine living. Every teacher should be enabled to live a simple, well-rounded, contented life—rich in the abiding satisfactions, secure economically, broad in its community contacts, well-poised, and consecrated. The influence of such a teacher in the life of a single child is immeasurable.

DOCTOR DORA ZOLLINGER, of Switzerland, who has been studying education in America, reports that history textbooks in Switzerland are being rewritten to place larger emphasis on non-military contributions to the nation's success. Modern industrial, social, and political life are rich in heroism, generalship, and high achievement.

SCHOOLS exist to create right basic tastes. To what extent are they teaching children to demand better newspapers? The impressions that flow into the mind are the raw material of thinking. High thinking does not come from minds flooded with the deadly and the sensational.

SOCIOLOGISTS are agreed that, barring the possible devastation of another general war, the masses of the people will have increasing leisure. How can this leisure be turned into individual and racial improvement? Here is a problem for study by teachers.

FRESH FROM THE CLASSROOM

FROM every section of the country have come scores of letters in response to the appeal sent out through the columns of *THE JOURNAL* calling upon classroom teachers to state the difficulties that are preventing them from rendering one hundred per cent service. Mrs. Bradford, chairman of the Committee of One Hundred on Classroom Teaching Problems, is highly gratified with the generous response and wishes to urge teachers who have not responded to do so at once. Many of the letters that have been received state frankly and sincerely some of the shortcomings of the present-day school systems. Where does the fault lie? What can be done to remedy the situation? The following excerpts have been selected from the many excellent letters received:

HOW much longer must we try to pour into one mold all children of one grade without regard as to whether they are of superior, average, or inferior intelligence? How much longer must we labor under conditions which force the bright child to form lazy habits and the dull child to become embittered and discouraged by work which is beyond him? To keep the note of success and achievement ever ringing in the child's heart and mind is a greater aim by far than mere class achievement. How often in dreams I've wandered to that imaginary schoolroom which radiates culture and refinement, where the teacher might gather the children about her as would a mother and open their eyes to greater appreciation of the world about them and study their reactions and attitudes and bring to them such a world of culture that life on any lower scale than the highest type of citizenship would become distasteful. A school where the child will be able to have real and vital experiences under sympathetic guidance—this is the hope of the future!—A. A. A.

OUR public schools are overlooking the individuality of children. Splendid children are going into the school mills every year, and after being drawn through the huge melting-pot, come out apparently a machine-made article, easily duplicated. They have not the fine healthy mind and nerves, with which they entered. Their desires for the finer things have become feeble and aimless because they are mentally exhausted.—K. T. W.

I AM glad to see *THE JOURNAL* becoming more human—getting closer to the teacher's problems. Keep up the good work and help us to get some of the many things needed—special schools for special children, sym-

pathetic assistance instead of autocratic supervision, and the launching of a live campaign for the abolition of those "drives" that sap the vitality of teachers and children. Help us to find time for the real work of teaching for which there is such crying need. I know I voice the hope of many teachers when I say let us work together for less drives, less confusion—more time for the really big things of childhood.—H. T. W.

JUST as men used to plan the kitchen and equip it with all sorts of "inconveniences" for the housewife, so architects, unfamiliar with classroom problems, are building school-houses without consulting the teachers. The practice of sending a questionnaire to all teachers asking for suggestions as to classroom arrangement, and for criticisms on the building they are occupying, would do much to overcome the present difficulty.—M. P. O.

AN increasing number of grade teachers here would very humbly suggest the rating of principals and supervisors by teachers for the help of superintendents of schools in larger cities. If such marking of teachers is desirable and helpful, why would not the opinion of from three to twenty experienced and efficient workers, from whose ranks the principals have usually been taken, be helpful to the superintendent of schools in ranking principals? If when additional work is added to our daily routine provision were made for dropping some other work, that too would be a step forward. A unit of salary the same for high and grade schools with equal ability, preparation, and experience is greatly and earnestly hoped for. A tenure of office bill, wisely safeguarded, is another hope that looms large in the teacher's dreams. Provision for retirement, after years of faithful service, more or less universally applied is another vision. Exchange of teachers from one city or State to another should be increased.—M. F. W.

SO TO instruct that the child's school life will be so happy and satisfying, that he will almost unconsciously become an honest, broad-minded citizen, desirous of rendering service to the world, is the great service of the teacher. I have not reached this goal! No doubt my own limitations are responsible in part. We are too much bound by our courses of study and give too little time to the establishing of a close relationship with the child. Teachers and parents must work together to train the child for life; criticism on either side must be constructive, not destructive. Each teacher must recognize the value of subjects other than her own, and of the various school activities. Keep ever in mind the happiness and welfare of the child that the community, the Nation, shall receive in him a fair, friendly citizen!—R. R. I.

WHAT can be done for the boys and girls who simply do not fit into our scheme of

things? I am speaking of the normal boys and girls, those who are physically and mentally straight. Some teachers will say that a normal child will adjust himself to the conditions in school. But I have found some who would not. Shall we continue to let them drift, as so many have done in the past, until they are old enough to leave school? Is the trouble with the teacher? or the curriculum? or perhaps the home?—P. T. W.

THERE are several reasons why a teacher is unable to give one hundred per cent service. First, an overcrowded curriculum; second, lack of a spirit of coöperation between pupils, teachers, and parents, and last but not least the fact that a teacher does not usually remain in the same school longer than two years. A teacher must spend much time and money in obtaining a certificate to teach. Then she goes into the schoolroom and must work four or five years at a low salary to try to save what she has expended on her education. If I had been teaching merely for the monthly wage I earned, I would not have continued in the profession even as long as I have. I agree with Miss Elwell that there are no *bad boys* nor *bad girls*, they are merely misunderstood or misguided.—T. T. N.

FAULTY, inadequate supervision is worse than no supervision at all. A supervisor possessing a deep knowledge of his work together with the proper methods, a keen sense of justice, a capability of understanding the conditions under which the teacher works, a sense of humor, a blameless, irreproachable character, ability quickly to detect imperfections and faults of a teacher and then firmly, kindly and tactfully to suggest improvement—this is the supervisor that will be a real help to the teacher and the means of uplifting the high standards of the school.—V. S. W.

ONE of the things that keeps me from rendering one hundred per cent service is the crowded condition of our schools. There are so many subjects in our curriculum that have to be crowded into the daily program that there seems to be no time left to help the backward children. Again, each supervisor expects so much in his special line of work, that not sufficient time is left for the essential subjects. Instead of giving a model lesson as an inspiration for future work, supervisors ask to see what you have been doing.—M. T. W.

I HAVE been teaching for over twenty-five years. In the early days of my teaching I had no feeling of union or brotherhood with other educators in other parts of our country. *THE JOURNAL* and the conventions of the National Education Association have changed all this for me. Now we are all members of a great family, all interested in one another, each anxious to know the opinions of the other and to profit by his experiences, and each rejoicing in the success of the other. I have been able to keep up with new ideas in educational work and to share the thoughts of men and women who are the leaders. No part of our country seems remote or isolated now, but each community and each school seem a part of the great whole.—B. F. M.

Does American Education Week Pay?¹

WHEN American Education Week was added to the school calendar doubtless many a teacher and principal, already burdened with a preponderance of "weeks and days," thought to himself "one more interruption." A survey of the observance of the week throughout every State in the Union for the year 1923 reveals, however, that the setting aside of a week for the purpose of arousing and consolidating the sentiment of the American people toward their greatest investment and their greatest responsibility has met its most enthusiastic response from those who deal directly with the child. The new prominence which has been given education as a result of Education Week has focused public attention on the place the profession holds in the life of the Nation and this has had a favorable reaction on the teaching force itself.

Education Week has been celebrated for four years, but with its annual recurrence preparations for it have become more systematic and effective. This year in many States a State-wide program was carried out and many of the cities had their own plans, all of which were based on the National program. Special bulletins calling upon administrators and teachers to join wholeheartedly in the observance were issued by State and local departments of education. The President's Proclamation was printed in full or in part by practically every newspaper in the country and was given much prominence in other publications. The press responded with special educational editions, editorials, and information in their columns based largely upon the facts sent out by the United States Bureau of Education and the National Education Association. In the mining town of Tarentum, Pennsylvania, the daily paper was given over to high-school English classes for one day.

More than a million sermons and addresses were delivered on the subject of education during the week. Clubs of all kinds, particularly noonday luncheon clubs, Rotary, Kiwanis, Lions, and others were active in the campaign. In most places the American Legion assumed the leadership in furnishing speak-

ers for luncheons, dinners, and civic meetings. A feature of the week's observance this year was the active support given to the movement by the motion-picture theatres of the country.

In the three months passed since its observance, November 18-24, there has been time for sober reflection on the permanent results from the intensified campaign for better schools in which churches, clubs, newspapers, theatres, libraries, and other organizations participated. Through this campaign of publicity many facts and figures concerning the schools were brought to light, which often startled the most optimistic. Many communities are not allowing these to drop into oblivion, but are using them as a background for a permanent school program for improved school conditions both locally and nationally.

Perhaps the most far-reaching benefit and one that will have an immeasurable influence on American life will come from the cordial invitation extended to the parents to see the "school in action." On school-and-teacher day doors were thrown wide open and tens of thousands—yes, hundreds of thousands—of parents saw the actual working of a modern school. Thousands of foreign-born parents caught their first glimpse of an American schoolroom. In many places evening sessions were held and supper was served, so that the parents might come directly from the office or factory. In Anne Arundle County, Annapolis, Maryland, the superintendent and supervisors used the school busses to carry the patrons and citizens of the county to the schools. Parents and teachers were no longer strangers. Surely this interpretation of the school to the home and the home to the school will bring about an understanding that will be reflected in the life of the coming generations.

A feature of the week, and one that in the future will play an increasingly important rôle in stimulating the public to a more vital interest in the schools, was the radio. Through this wonderful medium people in the remotest hamlets, those in far-away rural and mountain districts, and those in the larger centers of population received alike the challenge to rally to the sup-

port of popular education. With this powerful agency added to those which have already demonstrated their effectiveness in leading the American people to reflect systematically upon the right of every child to a liberal education, the permanency of American Education Week seems assured.

Through the President's Proclamation, followed closely by similar appeals from the chief State officers and from the mayors of many cities, the whole Nation was led to dwell for a time at least upon the advantages of education. The ringing sentences in many of these proclamations should appeal to every American.

"Despotism finds its chief support in ignorance. Knowledge and freedom go hand in hand."—Calvin Coolidge.

"In any field of thought or activity a man's judgment is only as good as his information."—William D. Denny, Delaware.

"Education is the foundation of progress. Without it man is hampered by ignorance and superstition; with it he can press forward to boundless achievement."—Percival P. Baxter, Maine.

"The most important function of the schools is not merely to teach facts and develop mentality, but to arouse and inspire the great vital forces of youth to thrift and industry; to lofty endeavor; and to service and sacrifice for God, country, and humanity."—Arthur M. Hyde, Missouri.

"There is need for more reflection upon the fact that the perpetuity of our most cherished institutions depends upon the universal education of our youth."—A. V. Donahey, Ohio.

Another contributing factor to the success of the week was the intelligent use made of the educational pageant tracing the progress of education from the earliest times down to the present. Chief among those given were *The Light*, *The Torch*, *The Enchanted Year*, and *America, the Land of Visions*. What child would not have a clearer conception of the part that education has played and continues to play in the life of all nations and a finer appreciation of present-day opportunities after seeing one of these?

The underlying purpose of all advertising is to make people want the commodity advertised. That this is the motive of the advertising campaign during American Education Week is admitted by the three organizations sponsoring it. If then it has served to popularize education with the American people, does it not pay in untold dividends?

¹ Prepared for THE JOURNAL by the Division of Elementary School Service.

ENROLMENT and AFFILIATION

THE following associations are in addition to the affiliations which have been reported in previous issues of THE JOURNAL:

CINCINNATI, OHIO, *Elementary School Principals Club of Cincinnati*, Edith A. Hill, Secretary.
PEKIN, ILL., *Pekin Teachers Club*, Mildred Marra, Secretary.

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association for 1923-24, since the list was published in the January JOURNAL. The lists are grouped according to the number of years the schools have maintained complete enrolment in the Association.

Four Years

CLEVELAND, OHIO, *Gordon School*, Edith C. Peters, Principal.
MESA, ARIZ., *Mesa Public Schools*, H. E. Hendrix, Superintendent; *Franklin Junior High School*, O. P. Greer, Principal; *Irving School*, Mabel Morris, Principal; *Lincoln School*, Daisy Aston, Principal; *Mesa Union High School*, H. E. Hendrix, Principal; *Washington School*, Helen Vance, Principal; *Webster School*, Olive Huber, Principal.

Three Years

CHEYENNE, WASH., *State Normal School*, N. D. Showalter, President.
CHEYENNE, WYO., *Johnson School*, Lavina A. Cole, Principal.
CHILLICOTHE, MO., *Chillicothe City Schools*, James R. Kerr, Superintendent; *Central School*, Herschell Thomas, Principal; *First Ward School*, Lora Hudson, Principal; *Fourth Ward School*, Mrs. A. C. Jones, Principal; *Garrison School*, A. C. Lane, Principal; *High School*, E. R. Adams, Principal; *Highview School*, Vernie Diehl, Principal; *Second Ward School*, Ruth Linville, Principal.
GLOVESVILLE, N. Y., *Oak Street School*, Katharine A. La Roubette, Principal.
LEWISTON, ME., *Dingley Normal Training School*, Adelaide V. Finch, Principal.
LINCOLN, NEBR., *Saratoga School*, Lena Jane Merrill, Principal.
MAKAWELI, KAUAI, HAWAII, *Makaweli School*, Carrie A. Thompson, Principal.
OMAHA, NEBR., *Comenius School*, Lula B. Mathews, Principal; *Park School*, Mary A. Fitch, Principal.
QUINCY, ILL., *Washington School*, Edith E. Hall, Principal.
SAN JOSE, CALIF., *Washington School*, Nell O'Brien, Principal.
TUCSON, ARIZ., *Dunbar School*, Cicero Semmons, Principal; *Drachman School*, Julia C. Keen, Principal; *Miles School*, Mrs. A. B. Lineweaver, Principal; *Roosevelt School*, Salome Townsend, Principal.
WESTBROOK, ME., *Forest Street School*, J. A. Tuttle, Principal.

Two Years

BEVERLY, MASS., *Charles S. Brown School*, Evelyn A. Greenlaw, Principal.
GRAND RAPIDS, MICH., *Walker School*, Ada A. Fuller, Principal; *West Leonard School*, Mrs. Lettie A. Marsh, Principal.
TUCSON, ARIZ., *Davis School*, Grace Hudlow, Principal; *Holladay School*, Winnie Wheeler, Principal; *Mansfield School*, R. H. Robison, Principal; *Menlo Park School*, Mission View School, Elizabeth Angle, Principal; *Roskrige School*, O. W. Patterson, Principal; *University Heights School*, Lurena Merriman, Principal.

Current Year

ADAMS, MASS., *Maple Grove School*, Hannah Baildon, Principal.
AMERICUS, GA., *McKay Hill School*, A. S. Staley, Principal.
ANN ARBOR, MICH., *Bach School*, Emily Maischke, Principal; *Eberbach School*, Lottie Seath, Principal; *Jones School*, Wendell Vreeland, Principal; *Mack School*, Emma Weibrecht, Principal; *Perry School*, Carrie L. Dicken, Principal.
ARVADA, COLO., *Arvada City Schools*, George H. Wheatley, Superintendent; *Grade School*, Mrs. Mabel Wilson, Principal; *High School*, George H. Wheatley, Principal.

AUBURN, NEBR., *Antioch Ward School*, P. W. Lamb, Principal.
BISBEE, ARIZ., *Bisbee High School*, H. D. Buffington, Principal; *Lincoln School*, Francis Chamberlin, Principal.
BOISE, IDAHO, *Whittier School*, Belle Eagleson, Principal.
BRADFORD, PA., *Bradford Public Schools*, J. P. Buttrworth, Superintendent; *Fifth Ward School*, Elizabeth Dana, Principal; *Fourth Ward School*, Mrs. Adelaide Christie, Principal; *High School*, George E. Schilling, Principal; *Second Ward School*, Emma Boyle, Principal; *Sixth Ward School*, A. Ulshofer, Principal; *Third Ward School*, Beatrice Chapman, Principal.
BRIDGETON, N. J., *Gouldtown School*, Edwina Steward, Principal; *Hopewell Township Schools*, J. J. Unger, Britton Superintendent.
BRITTON, OKLA., *Britton City Schools*, J. Carl Connor, Superintendent; *Britton Grade School*, Edna Larson, Principal; *Britton High School*, W. H. Taylor, Principal.
BROOKFIELD, ILL., *Brookfield School*.
BROOKLINE, MASS., *J. D. Runkle School*, Edith E. Wright, Principal.
CAMPBELL, CALIF., *Campbell Union Grammar School*, Ernest J. Cuthbertson, Principal.
CANON CITY, COLO., *Alcott Annex School*, Mrs. Willie McSkey, Principal; *Alcott School*, Kate Cromley, Principal; *Harrison School*, Mrs. Myrtle Abbott, Principal; *Jefferson School*, Cynthia McGowan, Principal; *Junior High School*, J. H. Thomason, Principal; *Lincoln School*, P. E. Smithson, Principal; *McKinley School*, Harper Johnson, Principal; *Washington School*, G. T. Steinsultz, Principal.
CHEYENNE, WYO., *Central School*, Lula McCormick, Principal.
COLCHESTER, CONN., *Bacon Academy*, Arthur E. Gregory, Principal.
COLORADO SPRINGS, COLO., *Bristol School*, Katharine Courtney, Principal; *Lincoln School*, R. M. Grindle, Principal; *Washington School*, Nellie A. Remick, Principal.
COLUMBUS, OHIO, *Leonard Avenue School*, Grace C. Phelps, Principal.
CONEMAUGH, PA., *Conemaugh Public Schools*, J. M. Uhler, Superintendent.
DELMONT, S. DAK., *Delmont City Schools*, J. O. Davis, Superintendent; *Grade School*, Lulu Berchfield, Principal; *High School*, Florence Bidwell, Principal.
DIVIDING CREEK, N. J., *Fairton School*, Edward Campbell, Principal.
DOWNERS GROVE, ILL., *Downers Grove City Schools*, Ernest Her, Superintendent; *High School*, Ernest Her, Principal; *North Side School*, Agatha Sweet, Principal; *South Side School*, Maude Whiffen, Principal.
EAST HARTFORD, CONN., *South Grammar School District*, Alice F. Baker, Principal.
ELELEE, KAUAI, HAWAII, *Elelee Public School*, H. H. Brodie, Principal.
ELWOOD, IND., *Linwood Building*, Carrie House, Principal.
ERIE, PA., *McKinley School*, Mary O'Connor, Principal.
EUGENE, OREG., *Condon School*, Margaret Halvorsen, Principal.
FAIRBURY, ILL., *Edison School*, Nelle Carrithers, Principal; *Fairbury Township High School*, E. W. Powers, Principal; *Isaac Walton School*, Ruth Bradshaw, Principal.
GALENA, MD., *Galena High and Elementary School*, Lelia N. Ware, Principal.
GORHAM, ME., *State Normal School*, W. E. Russell, Principal.
GRAND RAPIDS, MICH., *Jefferson School*, Clara E. Skinner, Principal; *Madison School*, Lucy M. Bettes, Principal.
GREELEY, COLO., *Greeley City Schools*, G. E. Brown, Superintendent.
GREYBULL, WYO., *Greybull City Schools*, C. M. Negus, Superintendent.
HACKENSACK, N. J., *School Number Four*, Olga L. Buck, Principal.
HAKALAU, HAWAII, *Hakalau School*.
HAMAKUAPOKO, MAUI, HAWAII, *Hamakuapoko-Maui School*, Mrs. Louise V. Boyum, Principal.
HAMMOND, IND., *Columbia School*, Kate Hamilton, Principal; *Edison School*, Eva H. West, Principal; *David Gibson School*, Mrs. Nan Mostellar, Principal; *Hessville School*, O. B. Hayward, Principal; *High School*, A. L. Spohn, Principal; *Irving School*, H. F. Cortright, Principal; *Kenwood School*, Jennie Mabba, Principal; *Lafayette School*, Rena Ames, Principal; *Maywood School*, Mrs. Susie Shaffer, Principal; *Riverside School*, De Etta Curry, Principal; *Wallace School*, Blanche Nixon, Principal; *Washington School*, Nina Pettit, Principal; *West Park School*, Ethel M. Dunn, Principal; *Woodrow Wilson School*, J. J. Owen, Principal.

HANNIBAL, MO., *Central Junior High School*, A. B. Goodrich, Principal; *Eugene Field School*, Norwell Romjue, Principal.
HILLSBORO, N. DAK., *Hillsboro City Schools*, V. E. Esson, Superintendent; *Hillsboro High School*, R. N. Meland, Principal.
HILO, HAWAII, *Kaumana School*, E. C. Houston, Principal; *Waiakea-kai School*, Rebecca Bohenberg, Principal; *Waiakea-uka School*, Joseph Carvacho, Principal; *Waiakea-waena School*, Mrs. Guido Geacometti, Principal.
HONOLULU, HAWAII, *Honolulu School*, Louise Van Wagner, Principal.
INDIANAPOLIS, IND., *School Number 31*, Grace M. Black, Principal.
KAKAHA, KAUAI, HAWAII, *Kakaha School*, Clyde C. Conwill, Principal.
KALAMAZOO, MICH., *Western State Normal College*, D. B. Waldo, President.
KEARNEY, NEBR., *Kearney City Schools*, O. A. Wirsig, Superintendent; *Alcott School*, Julia Ellis, Principal; *Bryant School*, Beatta Bauer, Principal; *Emerson School*, Julia Hall, Principal; *Hawthorne School*, Ruby Erickson, Principal; *High School*, C. S. Hobson, Principal; *Junior High School*, Katherine Major, Principal; *Kenwood School*, Elma Milam, Principal; *Whittier School*, Leona Kuhn, Principal.
KEARNY, N. J., *Nathan Hale School*, Edith M. Leadley, Principal.
LAMAR, COLO., *Lamar City Schools*, E. J. Knight, Superintendent; *Central School*, Mrs. Minnie Utter, Principal; *Lamar Junior High School*, Jacqueline Monahan, Principal; *Lamar Union High School*, A. Boyd, Principal; *Lincoln School*, Lena Cooper, Principal; *Pioneer School*, Ethel Rupp, Principal.
LONG BEACH, CALIF., *Horace Mann School*, S. F. Howland, Principal; *Washington Junior High School*, H. H. McCutchan, Principal.
LOS ANGELES, CALIF., *Second Street School*, William B. Frackelton, Principal.
MARIETTA, OHIO, *Harmar School*, Washington School, Principal.
MARINETTE, WIS., *Park School*, Margaret Erdman, Principal.
MAYFIELD, UTAH, *Mayfield School*, J. M. Woodhouse, Principal.
MAYWOOD, ILL., *Irving School*, C. C. Brister, Principal; *Lincoln School*, Florence M. Woodbury, Principal.
MINNEAPOLIS, MINN., *Dowling School*, Mrs. Julia L. McGrew, Principal.
MINOT, N. DAK., *Central School*, Eva Martin, Principal; *Lincoln School*, Mary Norton, Principal; *Roosevelt School*, Glynn Sinclair, Principal; *Sunbyside School*, Grace Kennard, Principal.
MONTROSE, COLO., *School District Number One*, William Melcher, Superintendent.
MOUNT CLEMENS, MICH., *Mount Clemens City Schools*, L. W. Fast, Superintendent; *Clemens School*, Marguerite L. Evans, Principal; *Dickinson School*, Lillian E. Broome, Principal; *A. T. Donaldson School*, Loia Green, Principal; *Grant School*, Lucile Stevens, Principal; *High School*, R. W. Ward, Principal; *Lincoln School*, Mrs. Anna Hicks, Principal; *Wilson School*, Rachel W. McVea, Principal.
MOUNT VERNON, N. Y., *School of Industrial Arts*, Hugh H. Stewart, Principal.
MOUNT VIEW, HAWAII, *Mount View School*, Mrs. Gladys Weatherbee, Principal.
MUNHALL, PA., *Elementary School*, Charles R. Stone, Principal.
MURRAY, UTAH, *Arlington School*, E. E. Boggess, Principal; *Bonnyview School*, Mae G. Scott, Principal.
NEW ORLEANS, LA., *A. H. Wilson School*, J. B. Soares, Principal.
OBERLIN, OHIO, *Oberlin City Schools*, Howard L. Rawdon, Superintendent; *High School*, W. Z. Morrison, Principal; *Pleasant Street School*, Crilla B. Thomas, Principal; *Prospect Street School*, Mrs. Bernice W. Andrus, Principal.
OCILLA, GA., *Ocilla Public Schools*, A. M. Stephens, Superintendent; *High School*, E. V. Whelchel, Principal.
OKLAHOMA CITY, OKLA., *Edgemere School*, Mrs. Dora C. Frye, Principal.
OKMULGEE, OKLA., *Okmulgee High School*, Paul N. Campbell, Principal.
OOKALA, HAWAII, *Ookala School*, Mrs. Cora Sabin, Principal.
PAWHUSKA, OKLA., *Century School*, Charles T. Hoy, Principal.
PEKIN, ILL., *Pekin City Schools*, C. B. Smith, Superintendent; *Douglas School*, Mina Fair, Principal; *Franklin School*, Agnes Bross, Principal; *Garfield School*, Bertha Evans, Principal; *Jefferson School*, Julia Higgins, Principal; *Lincoln School*, Anna C. Kumpf, Principal; *McKinley School*, Frank Isenbarg, Principal; *Pekin Community High School*, R. V. Lindsey, Principal; *Pekin Junior High School*, O. C. Echols, Principal; *Roosevelt School*, Nina Teach, Principal.
PHILADELPHIA, PA., *Ellwood School*, Rebecca W. Riegner, Principal; *Nebinger School*, Margaret C. Kane, Principal.
PITTSBURGH, PA., *Friendship School*, Mary Z. Anderson, Principal; *Knoxville Union High School*, C. B. Critchfield, Principal; *Morningside School*, Katherine C. Kernan, Principal.

The rest of this list will appear in the March Number

Professional Ethics for Educators¹

IT WOULD no doubt be futile to attempt an estimate of the age of the teaching profession, for even if we should utterly ignore the incidental training of the home in prehistoric times we still have a great accumulation of years in the pages of history to the credit of the teacher. It is perhaps not assuming too much to say that ever since teaching as such began some kind of teaching ethics existed. The Sophists, we recall, did not conform to the ethics which their contemporaries thought proper and essential. One item in this code which the Sophists appear to have violated and for which they were severely criticized was accepting fees for their services. How times have changed! It is inconceivable, from the very nature of the profession itself, that teaching service could have been carried on for any length of time without the formulation—subtle and unorganized it may be—of certain ethical principles which belong peculiarly to the business of instruction. Our own observation, likewise, supplies us with many instances of the control of conduct on the part of teachers according to customs which are recognized as being, to say the least, professional courtesies. It is safe to say that the large majority of teachers in our country today act under a very high code of professional ethics, even though it be in large measure a personal code.

A survey of kindred fields along other professional lines shows us that a well-defined and codified system of ethics is a part of the training given to initiates in those fields. Medical students are instructed before receiving their degree in the principles of medical ethics, some features of which go back to Hippocrates himself. Law also has its code of ethics sanctioned in this country by the American Bar Association and adopted by thirty or more States. Violation of the code of ethics by a member of these professions spells ostracism by one's colleagues. The following additional professional bodies have codes of professional ethics in most cases adopted by the national body of the respective organizations: National Association of Credit Men, National Dental Association, American Pharmaceutical Association, American Society of Mechanical Engineers, American Society of Civil Engi-

neers, American Institute of Electrical Engineers, American Institute of Architects, Newspapers of Kansas, Missouri Press Association, American Business Publishers, and perhaps others not here noted. In addition to these definitely codified principles, we rejoice to note such movements as the Associated Advertising Clubs of the World, which have formed a Vigilance Committee whose business it is to enforce the policy of the organization for "truthful presentation of business facts in advertising." Another praiseworthy index of popular high standards of business is seen in the stupendous work undertaken by the Rotarians of "creating a code of ethics in every craft and business group throughout the country."

An account of these modern efforts for ethical practices and for the formulation of ethical codes is given in the Annals of the American Academy of Political and Social Science, volume 101. The whole volume is given over to a study of this matter. The committee whose work is presented in the volume consisted of twenty-one members, all men of national repute, three of whom represented the teaching profession. The arrangement of the contents of the volume, however, gives quite a blow to the erstwhile rising hopes of those interested in the matter of educational ethics. Part II, for example, is devoted to ethical codes for lawyers; Part III to the medical profession; Part IV to engineers; Part V to architects; Part VII to journalists; Part VIII to accountants; Part IX to ethics in business. Note that Part VI is devoted to ethical standards for *teachers, librarians, ministers, and social workers*, and even so is not much longer than some of the sections devoted to a single profession. It is also embarrassingly conspicuous that so far at least as the headings show ours is the only profession in the group reported in the Annals that concerns itself with an article on "(academic) freedom" and "tenure." For some reason the other professions have not felt it necessary to take up these matters. It could not be, of course, that there is any causal connection between our abbreviated code of ethics and the necessity to defend "freedom" and "tenure"!

While we can conscientiously defend before the world the morality and the ethics of the members of our profession, yet within the bosom of the professional

family there are some facts which can not be ignored but which *can* be remedied. The writer a short time ago became interested in professional ethics for teachers, and with this thought in mind made a survey of books representing fields where one might reasonably expect to find mention of the matter if there were anything to be said. Accordingly, books on the philosophy of education, principles of education, history of education, and ethics, were canvassed by means of tables of contents and indices (where given). Every possible title under which the subject might be treated was run down if it appeared at all, but with what pitiful results: Contrary to what one might suppose, the topic, "The meaning of education" has apparently nothing to do with educators' ethics. Perhaps one might not be presumptuous in thinking he could find help in "Changing Conceptions of Education," but evidently, conceptions had not changed enough at the time of the appearance of the book to include our subject. It was thought that *School and Society* might give some assistance, but no. Well, then one might certainly hope for something from *Schools of Tomorrow* but apparently we shall have to wait longer than tomorrow for the desired end. *Educational Reform* looks as though it were going to give us light but the phantom turns out to be nothing but "tenure." "The Educational Ideal," likewise, does not include what we should like to think is at least one phase of the ideal—namely, professional ethics. And so it went not only through books on philosophy and principles of education but likewise through history of education, even through those texts giving chapters and sometimes volumes to "modern times" or "present-day tendencies" but without a reference to our subject. In all over 14,000 pages were examined in this way by means of tables of contents and indices without finding a single reference to the topic. Likewise a search through more than 3000 pages of works on ethics in the same way failed to yield anything but negative results. Of course it must be noted in this connection that some of the books cited may have within their covers a mention of the subject but if they do it is not listed so that one unfamiliar with them could find it.

Now it must not be understood that nothing has ever been written on this matter, as the bibliography appended will indicate, but it is true that there has been altogether too little written and

¹ Written for THE JOURNAL by Florence M. Teagarden, University of Pittsburgh, Pittsburgh, Pennsylvania.

that a layman who wanted to know if there were such a thing as a code of ethics for teachers would have a hard time finding out. Incidentally it may not be amiss to remark that the writer while surveying this field chanced to ask a fellow teacher from another State if his State had adopted a code of ethics. Surprise was registered on the gentleman's face as he said "A code of ethics? Written out? I never heard of one," and yet as the writer discovered later the State in question had adopted a code some seven or eight years ago! One can find in Bagley's Classroom Management an excellent chapter on The Ethics of Schoolcraft, but here we see also the dearth of material with which the author had to work since this chapter, the one on "ethics," is the only one without a bibliography. Monroe's Cyclopedia of Education gives an excellent article on the subject written by Dr. Suzzallo and gives a code which the author says is "gradually acquiring a wide if not a general acceptance among American teachers." Although not presenting codes several works contain exactly the meat that should be included in a well-ordered code, as for example, Dewey's My Pedagogical Creed and Thorndike's Education. McVannel in his Outlines of a Course in Philosophy of Education hints at the need for a code of ethics but goes no further. He mentions three "problems of the philosophy of education, the last of which is "to formulate educational ethics."

Educators all over the country are beginning to be conscious of the need of a code of ethics and current educational literature is giving us quite a wealth of material on the subject and several valuable articles are cited at the end of this paper. A. L. Threlkeld, superintendent of schools of Chillicothe, Missouri, says, "We should adopt a code of ethics which would so connect itself with our system of certification and revocation of certificates that teachers who are guilty of breaking the code would be expelled from the profession. If we were to draw up a high ethical code and put the necessary teeth into it, I believe that with the teachers working for it through local, State, and National organizations the legislatures would not hesitate to support it with necessary laws. How much better it would be for us school teachers to push this than to have the lead come from others!" Is Threlkeld not right and would it not be much better for the teachers of the Nation to formulate ethics on their own initiative than

to wait until the suggestion comes from an outside agency? It is a commendable thing, indeed, for the Rotarians of the country to influence businesses and crafts to adopt codes of ethics, but if we belong to a *profession*, as we have stoutly maintained for many years, we will *formulate our own code* and we will do

Ethics for Teachers

National League of Teachers' Associations

WE BELIEVE that one who aspires to be a leader of youth should have, first of all, character—that subtle and indefinable quality which is finer than the finest deeds; greater than the greatest facts, which includes, but transcends, honor—a nice sense of what is right, just, and true, with a course of life corresponding thereto;

Vision—a supreme faith in the ultimate triumph of the ideal good;

Patience—which means the ability and the willingness to wait, and may also mean kindness to evil-doers, and bearing with the weaknesses of others;

Justice—recognizing in our fellow-man another self—seeing both sides of every question;

Benevolence—that which helps another to help himself—not indulgence;

That energy and enthusiasm which can be satisfied only by seeing ambition realized;

Service—"The power to give the world more than I take."

And with these a broad education, both liberal and professional, as a preparation for one's life work, so that he may do it conscientiously and with pleasure because he can do it well.

"And it came to pass that after awhile the artist was forgotten—but the work lived."

it as a *National body*. On the very face of things is it not an anomaly that teaching, being one of the two professions, the ministry being the other, that conceives it to be one of their highest obligations to inculcate ethical principles in the present generation is not quite sure of its own ethical principles?

The writer has at hand at present copies of eighteen codes drawn up by various States, cities, and clubs and has knowledge of several others. The following list gives the States that have officially adopted codes arranged in order as to date of adoption if current information be correct: Alabama, North

Dakota, Virginia, New Jersey, New Hampshire, Oregon, Massachusetts, Mississippi, Pennsylvania, New York, Iowa, and Michigan. Rhode Island in effect has a State code inasmuch as the Barnard Club representing the men educators of the State and the Rhode Island Association of Women Teachers have both adopted a code prepared by the Barnard Club. Michigan and Massachusetts are both working on revisions of their codes at the present time. California has a committee working on a professional code and hopes to have complete reports ready within a short time. In addition to the work done by States there have been several other codes prepared. The Cincinnati Teachers' Association adopted a code in 1922. The Teachers' Forum of the Teachers' Association of Malden, Massachusetts, as well as the Levana Club, of Worcester, Massachusetts, both had codes, but these are no doubt superseded now by the code adopted by the State. A code was also prepared at one time by graduate students in education at the University of Utah. The principles of a code suggested by Suzzallo have already been mentioned. The Monongahela Teachers' Round Table, of West Virginia, prepared a code some eight or ten years ago, but since it never became a part of the creed of the teachers of that section, it is considered by them to be non-existent. There is also an account of a code prepared by the Illinois town and city superintendents. The code prepared by a committee of schoolmen under the auspices of the University of Pennsylvania has been superseded by the code adopted by the State.

One thing may not be apparent to those who read the above account of the codes which are in existence—namely, that these codes literally have to be run down and it is altogether possible that there are others which have still escaped the attention of the writer. To be able to present the meager list given above has required considerable search through magazine articles, periodical indices, and the like, and a small volume of correspondence with State associations, National headquarters in Washington, D. C., and others. In the words of one of the staff in the office of the National Education Association to whom the writer mentioned this fact, "We need not only that codes be written, but that a system of machinery be set up to place them in the hands of every initiate in the profession."

A perusal of the available codes reveals several interesting and significant facts. Inasmuch as the wording of whole paragraphs from different State codes is identical it is evident either that one State is willing in large measure to abide by the same rules of conduct that another State has worked out and found useful or else that the States have found a common model from which they are both willing to copy. This is a significant and favorable sign, for it indicates that there is considerable unanimity of opinion as to what should be included in a code.

On the other hand, there are apparent in some codes evidences of purely local conditions which to one outside the particular vicinity in question would seem should be omitted from a code which is to be considered professional. For example, one code at hand consisting of nineteen articles devotes its first article to the following: No teacher should lend his or her name in any way whatsoever in a situation which has arisen from attack upon a teacher for personal or political reasons." Surely as teaching conditions are at large throughout the country such matters do not deserve first place in a code of ethics. Again, while boards of education are not always what the best educators would wish yet circumstances hardly seem to justify the inclusion in a code of ethics of such a philippic as "Teachers should recognize school boards as employers and superiors, but also as fair-minded gentlemen and co-workers in education; unless proved otherwise." While all conscientious educators deprecate the apparent faithlessness of some in the matter of contracts yet when we consider the general qualifications, responsibilities, and ideals of professional teachers it hardly seems appropriate to devote three out of thirteen articles to the matter of contracts, as is done in one code. Again, there are in some codes such details of conduct and behavior for teachers as to imply that the teaching body is far inferior to what most of us believe it to be. Some such items might well be omitted, since it is belittling to the profession to include them. It has, however, been wisest to begin with local conditions and with such apparently necessary detail and with differing codes for different units in order to furnish a beginning of thinking. Have we not, however, now reached a point where more mature thinking is incumbent upon us? Are we not already arrived at the place where big issues can best

be taken care of by a national code and where smaller and more local issues will be taken care of through the "courtesies pertaining to the profession"?

An attempt was made by means of a chart to compare the several items in the individual codes. The results given here do not claim mathematical exactness. Wherever the evident intention of differently worded items was the same they were listed as being identical. The designations under which they appear here will identify them by this apparent common thought. The figures are based on the eighteen codes at hand. The percentage given indicates the percentage of codes in which a given item appears:

Contract obligations.....	78 per cent
Relations to superiors.....	78 per cent
Affiliation with educational organizations and movements.....	61 per cent
Duties in community.....	61 per cent
Criticism of associates, or of teachers by supervisors.....	50 per cent
Appointment on merit only.....	50 per cent
Applying for only those positions known to be vacant.....	50 per cent
Relations to parents.....	50 per cent
Democratic plan in school organization.....	50 per cent
Study of education.....	44 per cent
Duty to notify superintendent of employed teacher before offering a position.....	44 per cent
Relations with publishing houses and commercial firms.....	44 per cent
Indiscriminate use of recommendations.....	39 per cent
Underbidding or injuring rival candidate.....	39 per cent
Compensation.....	28 per cent
General conduct and behavior.....	28 per cent

These figures are on those items only which are included in one fourth or more of the codes at hand. Strange as it may seem there is no one phase of professional conduct that has been included in 100 per cent of these codes. It seems hard to explain certain other matters, too, as for example, how almost 40 per cent of these codes account for omitting an item on affiliation with educational organizations and how likewise another 39 per cent could omit such a matter as participation in affairs of the community. Other anomalies are that less than 25 per cent of these codes indicate by spatial arrangement that the teacher's first duty is to the pupils. If it is true that "the purpose of the school is instruction" it would seem as if this relationship should be given considerable and conspicuous attention. One code, giving "four phases of the teacher's ethical duty in order of contact," puts "relation to parents and pupils" third; "relations to his fellows and the profession" first; and "the proper attitude toward his officials and superiors in the school organization"

second. The last named of these four relationships is "to the school board and the public." It would seem in the light of the best principles of educational procedure today that in this arrangement the cart were put before the horse.

On the other hand, some excellent items are suggested by a small percentage of the codes under consideration. It may be that the spirit of these ideas could be included in a national code without detailed mention, but at any rate, it would certainly be wise for any group formulating a code of ethics to keep in mind such items as the following, which are included in but few of the codes at present:

Duty of notifying all other districts in which an application has been placed as soon as the applicant has been elected in one of them.

Appointment of a Commission on Professional Ethics, whose duty it would be to study new problems of ethics as they arise; to conduct investigations in regard to violation of the code, etc.

Duty of giving proper notice to a teacher who is not to be re-employed.

That it is unprofessional for a teacher to accept remuneration for tutoring a member of his own class.

Provision for adequate preparation for members of the profession before taking up the work of the profession.

Standardized nomenclature on such terms as superintendent, principal, supervisor, staff, faculty, and professor.

Courtesies common to this and other professions.

Duty to deprecate using the profession as a "stepping-stone."

Other duties in regard to the profession.

Obligation of answering all letters which enclose postage.

No doubt there are other topics which we can not afford to omit in implication at least if not in exact statement.

The work of the profession on the matter of ethics will not be complete either until adequate means are taken for actually training all initiates in the principles of professional ethics. Such matters ought to be required of candidates as definitely as other matters now included in teachers' examinations, many of which are of much less importance. Training schools, normal schools, and teachers' colleges certainly should make it a part of their business to educate in these matters as well as in other phases of the principles, history, and philosophy of education.

A national code of ethics—Can we not say now that we are ready for the formulation and adoption of a national code of ethics? Because (a) We are already far behind the other professions in this matter and probably will never be recognized by them as belonging to a profession until we can compete with

them on equal terms on this point. (b) After all these years of teachers' organizations throughout the States and cities, many places have not yet adopted a code of their own and it might be years before they would of their own accord, while, on the other hand, they would undoubtedly be perfectly willing to subscribe to a national code if one were presented to them. (c) Will it not be better to undertake this matter for ourselves than to wait until we are obliged to do so at the instance of other bodies or professions? (d) In view of the different existing codes is it not highly unreasonable that a matter which is unethical for a teacher in one State or city is perfectly ethical in another either because he lives under a different code of ethics or else because he lives under none at all? (e) Since the rough places have already been gone over by local units, is it not time that we pool the benefits of these first attempts and devise a larger and more professional code? (f) Since among those groups which have already adopted codes there is as much unanimity of opinion as there is in regard to content, is there any real difficulty in the way of undertaking such a task?

Plea for proper publicity—In the event of the adoption of a national code of ethics, it is clear, is it not, that considerable publicity should be given to the code for the benefit not only of the laity but also for the enlightenment of our own members. Until such a time as a national code is adopted can not some steps be taken to give publicity to the already existing codes?

Plea for training in professional ethics—It would seem that all those who have to do with the training of prospective teachers in matters, at least, of theoretical professional training; or with the admission of new members into the profession; or with the uninformed members already in the profession, should make it a point of honor to give proper attention to instruction in or examination of knowledge of professional ethics.

Plea for a commission on professional ethics—Assuming that a national code of ethics has been adopted, our duty will not be done in this regard until we have appointed a national commission of professional ethics and perhaps subsidiary commissions to represent smaller units, such as State organizations, throughout the country. The commissions can attend to such matters as necessary revisions of the code as conditions may change, proper enactment of the code, and investigation of cases of violation.

Building the Curriculum¹

The Factors Involved

THE first step in curriculum construction is to discover *the child's capacity for education*, to understand what we have to start with, namely, the child himself, and then to visualize what we want him to become, in order that he may go out to serve life in terms of his own best self. The school no longer measures a child's worth merely by his capacity to achieve results in a prescribed course of study independently of his other powers. The modern educator realizes that it is the whole child that comes to school, that not merely minds, but bodies, emotions, attitudes, and unfolding ideals, all surge into the classroom to be developed and synthesized into an abundant life.

In other words, we are to measure or estimate a child's physical, social, and moral worth as well as his mental worth. As we take these measurements, the variation in the abilities, interests, and ambitions of children is found to be so great that it demands that courses of study be differentiated to meet the needs of different groups of pupils. These varying groups may be in different schools in the same city or they may be in the same school. One group may be preparing for college matriculation and looking forward to a professional career. Another group must be trained so that its members can work for the street-car company or run a banana stand. Some are of alien parentage and must be orientated in American life; others are of American parentage, but the ideals of Americanism are foreign to them.

The teacher—Let it be understood that we refer to the teacher strengthened and reinforced by the best qualified supervisors and administrators—must have a proper perspective and balance of values of the curriculum as a whole in relationship to the growth of the individual pupil. Sometimes it is only as the teacher follows the progress of her former pupils, that she realizes that subjects are not ends in themselves, to be pursued in logical order, but are merely means of enriching instruction. They are not all-inclusive, they only serve to

point the way. It is the teacher with large vision who vitalizes the course of study so that it becomes a means by which pupils grow and develop intellectually, morally, and socially, to the end that they may render proper service in school and in society. Very little in the course of study amounts to anything except as it blossoms in the classroom teacher's own thinking and life.

In emphasizing what is expected of the teacher, we sometimes forget the teacher herself. Her physical, social, and economic welfare are factors worth consideration. To insure the best service, the teacher should enjoy not only health and strength and a well-stored mind, but also a reasonable economic independence.

What are the aims and objectives of education?—The next step in curriculum construction is to decide upon the general and specific aims and objectives of education. The following list is a compilation of the aims named most frequently. Some are restatements of the same thing.

General aims—Moral development or virtue, social efficiency, complete living, good citizenship, individual development to the end that each may live a happy and productive life, discovery and promotion of individual capacity, ability to adjust oneself to an ever-changing environment. Splendid ideals, but the classroom teacher sometimes wonders just what they mean. She wants them to be particularized.

Specific aims: (1) Health and physical efficiency, including personal and community hygiene. (2) Command of fundamental processes, mastery of the tools of formal learning, such as reading, spelling, writing, drawing, number combinations, and social intercommunication, clarity and coherence of mind which best reveals itself in command of the use of language, both written and oral. (3) Worthy home membership, parental responsibilities and activities, the upbringing of children, and the maintenance of home life. (4) Vocational efficiency, practical skills which the individual is fitted by natural ability to take on, the labor's of one's calling, together with an appreciation of the other man's job. (5) Social and civic efficiency, realization of the desire to be well thought of by one's fellows, intelligent participation

¹ Prepared for THE JOURNAL by Margaret M. Alltucker, assistant director of the Division of Research of the National Education Association, in charge of curriculum investigation for the 1924 Yearbook of the Department of Superintendence.

in the solution of social and economic questions, activities involved in one's general social relationships and behavior, together with those qualities which make for friendship and good neighborliness, and finally a realization that man's highest and most permanent ideal is service. (6) Worthy use of leisure, education for play and recreation, avocational efficiency, training for leisure to the end that it may be used for enjoyment and enrichment of life, training for the enjoyment of nature, of literature, and of the fine arts in all their forms, a body of intellectual and cultural interests and contact with other cultures than his own through command of their languages. (7) Ethical character, conduct founded upon right principles, clearly perceived and loyally adhered to, an appreciation of the great moral values and spiritual capital in the experience of the race. (8) Religious attitudes and activities. (9) Unspecialized practical labors, such as selecting, using, and making simple adjustments to the common mechanical devices for the home which modern civilization supplies. (10) General mental efficiency—its development and maintenance, ability to analyze problems, to concentrate attention, to study effectively, and to do independent thinking, i. e., intellectual responsibility and independence, the discovery of knowledge through reading and information on scientific results and the methods by which they are achieved.

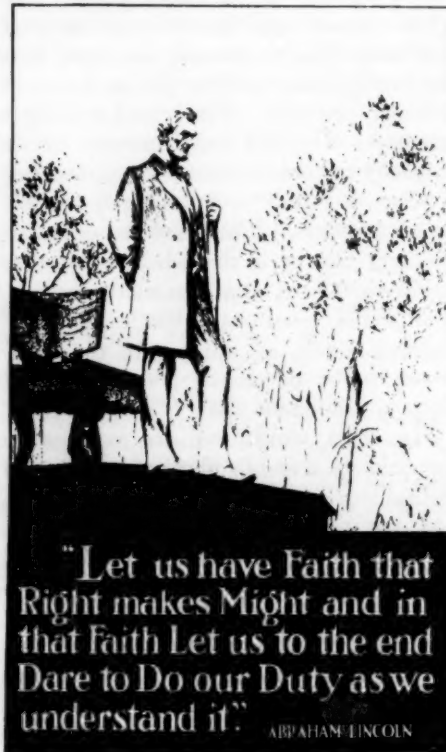
What are the purposes of the course of study?—(1) To guide the teacher in her work. The printed course of study is her handbook. It should help her to understand the purpose of school work—what things to teach in each subject and how to divide the time. In so far as it limits and restricts the individual expression of the thoughtful teacher, it is at fault; in so far as it aids the work and gives ample latitude to the strong it is helpful and worthwhile. As a guide it should encourage initiative and resourcefulness and inspire the teacher to her best thinking.

(2) To coordinate all the efforts of the school, to unify the work of the various grades as to aims and principles, and to enable each teacher to see her own work, not as a separate unit, but as growing out of the work of preceding grades, and leading to that which is to follow.

(3) To provide a basis for classification and promotion, to make approximate assignments of work to be completed within given periods, and to establish standards of attainment which will

help each teacher to keep in mind certain facts, habits, and skills which children in her class are expected to acquire, with ability to use these in situations requiring their use.

(4) To encourage teachers to keep in mind the fostering of superior abilities with which some children are endowed;



to help all children to work to their capacity.

(5) To help teachers constantly to work toward the realization of those ultimate, though less tangible aims, namely: the cultivation, as by-products of all the required work, of certain habits, skills, interests, attitudes, appreciations, and ideals which promote not only the ability to make a living, but the ability to live abundantly.

What are the essentials?—An analysis of the groups affected by the course of study, the aims in education, and the purposes of the course of study determines the curriculum, or the body of experience that can and should be communicated. Since *children learn by doing*, the curriculum should consist of pupil activities, carefully selected and arranged so as to bring about the desired outcomes in terms of knowledge, habits, skills, and attitudes.

Formerly the teacher's emphasis was on subjects, bodies of knowledge, accumulated through the thinking and experience of generations and arranged in logical order. These were doled out in daily portions to the pupil. From his

viewpoint it was largely a cold-storage process—the idea being that at some future time he might need this information which at present had no connection with his daily life. Now subjects are looked upon as sources of material for enriching the child's activities and not as ends in themselves to be pursued in logical order.

In brief, the essentials of a course of study are: statements of general educational aims and objectives, aims of particular subject courses and their relationship to the general purposes of education, outlines of pupil activities, subject-course references for both pupils and teachers, grade outcomes, and differentiation of material to fit pupils of different levels of ability as well as standards of attainments measured by educational tests.

Who shall make the course of study and how?—The selection and arrangement of pupil activities is not a one-man job. It is a problem beyond the wisdom of any one person. Ernest Horn's statement has received widespread approval, namely: "The best course of study in any subject is possible only by *pooling the leadership* in that subject. Leadership includes all those who have contributed. It includes: (1) the classroom teacher, (2) the supervisor, (3) the superintendent, who has made success in the subject administratively possible, (4) those in colleges or in bureaus of research, who are building the foundations of sound method by their investigations, and (5) those in colleges or normal schools who are directing the training of young teachers."

THE COURSE OF STUDY—WHAT IT SHOULD CONTAIN—The question of what should enter into a course of study is ever a puzzling one to those who have to do with its planning or organization. If we accept the now general view that the school is an institution which not only prepares for life but *is* life, we have very wide limits and the curriculum becomes very inclusive. But if we accept another theory that the curriculum is the embodiment of race experience to be made over in so far as possible into present-day life experience perhaps the matter is simplified somewhat. The subjects of study then become the phases of life about us—a thing that teachers and superintendents too often fail to take into consideration, and thus lay the foundation of many mistakes. These phases of life or subjects of study constitute

largely the life of the school. The school is the institution which takes the child at an early age and for a number of years in connection with other institutions and influences, broadens his powers and his capacities and seeks to advance him toward the goal set up as the purpose of his education. In this process it should make him better able to adjust himself to his environment and make it minister to his physical, intellectual, moral, and æsthetic nature. One point, therefore, that should not be overlooked is that the schools should be organized and conducted to give the child the greatest possible command over the things that are around about him. In this connection it should be said that it is but fair that he ask to be given some insight into vocations, some guidance and some training toward a vocation.

In the planning of the course of study for the public schools of Kalamazoo, it was the aim so far as experience and conditions would allow not to lose sight of certain principles and standards—namely, that needs and interests of present-day life and environment should be reflected in the curriculum and that the work at any stage should be adjusted to the individual needs and capacities of the child; that provision should be made for motivation, opportunity given for independent self-direction and for growth in proper personal qualities and in appreciation of worth, also for the increasing power to organize and use knowledge.—E. H. Drake, Superintendent of Schools, Kalamazoo, Mich.

THE CURRICULUM YEARBOOK—The Department of Superintendence at its Cleveland meeting in February, 1923, authorized its president and executive committee "to create a commission for the purpose of bring-

ing together elements for the construction of a suitable curriculum for the boys and girls of American public schools." The executive committee at its meeting in May voted to coördinate the

two-year problem; the 1924 Yearbook Committee to conduct the work for the first year and the proposed Commission on the Curriculum during the second year. A sub-committee, consisting of Payson Smith, Will C. Wood, John K. Norton, and Sherwood D. Shankland, was appointed, which met in Oakland, July 6, when topics were selected and assigned. The completed volume will be ready for distribution at the Chicago meeting of the Department of Superintendence.

The capacity of the child for education is the primary factor in a program of public education. Other important factors are the teacher, the community and the Board of Education. The Yearbook includes careful discussions of each of these subjects.

As a basis of future work, a review of present curriculum practice was prepared by the Division of Research of the National Education Association. This task involved a Nation-wide search for material and a vast amount of labor in its organization. Chapter titles are: What are the aims and objectives of education? What are some of the present methods of determining the curriculum? Who shall make the course of study and how? What are the essentials of a course of study? Aims and objectives of subject Courses; Outcomes in terms of knowledge, habits, skills, and attitudes; Facts on

time allotments of subjects.

The machinery for devising, revising, and supervising the curriculum is considered from the viewpoint of the general administration, the principal, the classroom teacher, and the rural worker.

Some practical curriculum problems are discussed in sections dealing with holidays and special observances, motivated education, silent reading and the junior high school.

EXPERIENCE is the best teacher. Wise educational workers build life by controlling experiences. What experiences shall the child have in school? Curriculum makers aim to answer this question scientifically. They recognize that

The Curriculum Vitaly Concerns:

The child—he is the direct objective and bears the first shock.

The teacher—she is the interpreter of life. She must make the course of study a living thing for a group of rioting youngsters.

The parent—he is the State's most interested trustee—more inclined than ever before to examine the procedure to which his children are exposed during school hours.

The local community—it is the co-operating critic, asking for a precise statement of aims and objectives in terms easily understandable.

The tax-payer—he foots the bills for the education of his own children or those of his neighbors. He wishes a statement of achievement in terms of cost. He is willing to pay after he has been shown.

The enthusiast—with a special plea for particular propaganda which he wishes the school to assume.

The Nation—its future progress and prosperity are at stake. Its security depends upon the suitable education of its future citizens.

The next generation—it depends upon us, not merely for its physical but also for its social heritage. The children of 1955 will be dependent for their social inheritance upon the skill, wisdom, and foresight with which we of today prepare their parents for tomorrow. The real measure of the worth of education in 1924 cannot be taken until thirty years later, when the children whom we have taught have put our teaching to the acid test of life's responsibilities.

work of the proposed Commission on the Curriculum with the 1924 Yearbook Committee, which had been appointed previously. President Payson Smith, of the Department of Superintendence, and Superintendent Robinson G. Jones, chairman of the committee for the second Yearbook, held a conference in Cleveland a few days later to formulate the working program. It was decided to make the study of the curriculum a

Salvaging Human Derelicts

WILLIAM R. COMINGS

Elyria, Ohio

THE International Society for Crippled Children should be allied with the National Education Association. It should be allied with the American Medical Association, for it is an organization with an amazing record of educational and physical reorganization work that entitles it to the warmest recognition. Its healing miracles rival those of ancient record, its educational success dwarfs anything I have seen in public schools—and I am reasonably familiar with modern movements. Withal there goes with these two lines of its work an altruistic web of service, of love, of uplift, of opening doors of opportunity. The detailed story would live the heart of the veriest pessimist on earth.

This conviction was forced upon me, a teacher and superintendent of nearly forty years' experience, during the sessions of the Fourth Semi-annual Meeting of the Society, held recently in Elyria, Ohio. It was not a great crowd—there were only about seventy-five in attendance—but they came as delegates from State and district associations to confer on the work of redemption and education of the crippled children in a dozen or more States.

This International Society was organized to bind together the work of the several States and Ontario, to hear reports of the progress in each and to add enthusiasm and impetus to the work. Every speaker, every report gave great credit to Edgar Allen, "Daddy Allen" as he is familiarly known among the children and the workers in the hospitals. It was he who turned aside from a prosperous business career to build a needed hospital for the Elyria community, and then, a little over ten years ago, raised funds for the first hospital for crippled children at Elyria, Ohio. It is a great work. Surveys indicate that there is one crippled child needing care for every four hundred population. Parents instinctively avoid publicity of the burden that "an act of God" has thrust upon them. Often they are sadly conscious that it is not an act of God but has come about through some fault of their own or some inherited physical defect. In the cities special schools have been started to care for these children, many of whom spend but

a brief time in the hospitals. They are better provided for in convalescent homes, in special "home cottages," or in their own homes, from which they are daily taken by busses to the schools, for the child needs the home feeling and surroundings rather than institutional furnishings. The Elyria (Gates') Hospital has been crowded from the day of its opening.

An incident just at the close of the World War led the Elyria Rotary to take an interest in the work Edgar Allen was doing and it became so vitally interesting that missionaries were sent to other Rotaries to get them to take up the work in their localities. A State organization of fifty or more of them was the result. The impulse spread to other States with wonderful rapidity, and now more than 18,000 children have been benefited by their work, aided by other organizations.

The rapid spread of the work is phenomenal. Rotaries gave it an impulse in Pennsylvania, and New York, Michigan, Illinois, Kentucky, Tennessee, and Ontario followed suit, and New Jersey, the Virginias, and California are now effecting the establishment of working conditions. To correlate the work of these various States that differ in organization somewhat from each other the International Society was organized. Reports made at the meeting show that the Rotaries are unable to keep up with the sentiment of devotion to these children; every conceivable organization begs the privilege of assisting. In Michigan over thirty different organizations are enlisted and are represented in the State organization. In Ohio only the Rotaries are represented in the State organization, though assistance is had from many societies of different sorts.

Ohio was the first to give State aid. This was secured through the influence of the Rotaries. It provides for the hospital treatment and for the academic and vocational education through the high school if necessary. The legislation in other States is patterned or being patterned after that of Ohio. Without this aid ninety per cent of the cripples sooner or later become dependent upon charity. It is humanitarian. It is good business.

The Edgar Allen forces are today

coöperating with the Shriners to avoid duplication of effort and are thus not antagonizing State institutions where they are established. Aid is accepted from the Rockefeller Foundation, the Russell Sage Foundation, the Knights of Columbus, or other forces showing a readiness to give assistance. Chicago has undertaken a large and splendid work along this line. Literature giving information about the work there can be obtained by writing Miss Jane Neil, of the Spalding School, Chicago. Wherever schools for cripples are established, as they have been in Cleveland, Youngstown, Akron, Columbus, and many cities, much attention is given to athletic exercises, games, and gymnasium work. These handicapped children soon learn to take great pride in doing what they have seen other children do. The accomplishment of a feat becomes immediately a matter of exaltation, a pride, and a joy.

There should be no stint of praise for these active business men, engrossed in their own affairs, who pledge themselves to carry out this work. It means no little effort and expense. When a crippled child is discovered, he is assigned to some member who must visit him and get the consent of the parents to the hospital care and treatment, must take him to the hospital, see that he is properly cared for, give advice as to his education, be a guide in the vocational training so that it may fit the child for earning his own living, and then find such work as he can do. If the child is living many miles away it is no small task that is thus undertaken. Not infrequently an assessment of five dollars a year or more is made upon each member of the club to carry on the work until such time as the State can be prevailed upon to assume the financial part of the program. It is pioneer work in every State to secure the needed legislation. Politicians find so many uses for money that they are quite unwilling to appropriate funds to carry out the "vagaries" of these "propagandists." Arguments fortified by strong backers, supported by statistics, impressed by "before and after" photographs, must be fairly forced upon the members. When they are fully convinced that wry necks can be made to "face front," that hunched spines can be straightened, that clubbed feet and hands can be made to perform naturally, that artificial legs and arms can be fitted to the stumps nature has given some unfortunate—when they are satisfied that this can be done and that

in the end the State will save money they surrender and appropriate about half the amount called for.

Much space might be given to individual cases relieved, but two are worthy of mention. In Toledo a boy was born with only stumps in place of legs and arms. He had attained his growth before he was "discovered" by the local Rotary. Lying upon a board mounted on skate wheels he could push himself about the alley in which he lived, but after being sent to a special hospital and fitted with hands and feet he walked unaided to visit his mother and later learned to drive the hospital car and make himself useful. It is his delight to support the Rotary in its work.

In Chicago another boy was found who had no semblance of arms. He was taken in charge and was being trained to use his mouth, his chin, and his feet to typewrite and do other work

when it was discovered by X-ray that inside the skin of his shoulders there were stumps of arms about four inches long. An operation was performed, the short stumps released, and arms were fitted to them that enabled him to be almost normal in his range of activities.

Every hospital given to such work has its miracles that speak words of praise, more eloquent than verbal speech, of the agencies that have made abnormality normal, that have brought joy into lives, that have replaced shadows with sunshine. Edgar Allen, the Rotaries, and their aiding cohorts would welcome any organized effort of teachers that will assist them in this humanitarian task. Address the International Society for Crippled Children, Elyria, Ohio. Ask them also to send you complimentary copies of the *Crippled Child*, the organ of the society, so that you may know more of its work.

GUIDE TO BOOKS

Descriptive List

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

BAUDOUIN, CHARLES. The power within us; tr. from the French by Eden and Cedar Paul. N. Y., Dodd, 1923. 196p. \$1.50.

A scientific discussion of the "mental determinants of moral energy," involving a consideration of personality, the inner life, concentration, the emotional forces, and personal ascendancy, in the light of the most recent findings of psychology. While non-technical, it is not the usual popularized "mental tonic."

CALDWELL, OTIS WILLIAM, and SLOSSON, EDWIN E. Science remaking the world. Garden City, N. Y., Doubleday, 1923. 292p. Illus. \$2.50.

"Interesting and engaging information" on modern science, delivered as lectures at Columbia university by well-known scientists and put into clear, non-scientific terms for the layman. Includes a chart giving chronological list of outstanding scientific achievements in forty centuries. Bibliography.

DARROW, FLOYD LAVERN. Masters of science and invention. N. Y., Harcourt, 1923. 350p. Illus. \$2.50.

Brief biographies of some fifty leading scientists from Galileo to Einstein, which place each man against a background of the ideas of his time. While written for the high school boy and girl many older readers will find the book useful and interesting. Well indexed.

DRINKWATER, JOHN. Robert E. Lee. Boston, Houghton, 1923. 128p. \$1.50.

Opens with a dance at Lee's home on the night of his great decision, taking him in

succeeding scenes through the battles of Malvern Hill and those around Spottsylvania Court House, culminating in the line of retreat near Appomattox. Climax is scene between Lee and Davis on day of Stonewall Jackson's death. Play platitudinous and disappointing in more than one respect though it succeeds in conveying the nobility of the central character.

HARRIS, ARTHUR MERTON. Pirate tales from the law. Boston, Little, 1923. 324p. \$2.

Book is based on court records from the Old Bailey so it may be presumed to be a fairly accurate account of the exploits of Blackbeard, Captain Kidd, Quelch, and Avery. Disillusioning to one who thinks piracy synonymous with precious jewels and buried treasure, as the loot seems to have been largely groceries.

KLEISER, GRENVILLE. Training for power and leadership. N. Y., Doran, 1923. 383p. \$3.

A course of study in self-cultivation and business conduct, consisting of general instructions and exercises in the development of personality, acquiring self-confidence, understanding human nature, business correspondence, salesmanship, etc. Author was formerly instructor in public speaking in Yale divinity school.

MEEKER, EZRA. Ox-team days on the Oregon trail; rev. and ed. by Howard R. Driggs (Pioneer life series). Yonkers, N. Y., World Bk. Co., 1922. 225p. Illus. \$1.20.

An account of the author's two trips with an ox team, the first from Iowa to Oregon in 1852, the second fifty-two years later across the continent from West to East. Simple sincere treatment of interesting material. Book is well printed and bound but has textbook appearance. For fifth or sixth grade reading.

NORTHCLIFFE, ALFRED CHARLES WILLIAM HARMSWORTH, 1st viscount. My journey round the world; ed. by Cecil & St. John Harmsworth. Phila., Lippincott, 1923. 326p. Map. \$4.

The diary of Northcliffe, written for his family to take the place of letters, in 1921-22. Gives a clear-cut impression of a forceful personality as well as a keen commentary on everything that came under his observation.

ORPEN, SIR WILLIAM. The outline of art. vol. 1. N. Y., Putnam, 1923. 247p. Illus. \$4.50.

Like the recent outlines of history, science, and literature, this is designed "not for the critic and the expert, but rather for the general public." This, the first of two volumes, reviews the history of art from the birth of modern painting in the fourteenth century to the eighteenth century, giving a brief account of the life of each of the more important artists and a critical appreciation of his work. A valuable feature of the book is the large number of reproductions, some in color, of well-known works of art. The editor is a distinguished English portrait painter.

RUSSELL, CHARLES EDMUND. True adventures of the secret service. Garden City, N. Y., Doubleday, 1923. 316p. \$2.

Twelve thrilling narratives of exploits of the United States Criminal intelligence service of the A. E. F. in France.

SEVEN AGES; a brief and simple narrative of the pilgrimage of the human mind as it has affected the English-speaking world, by a gentleman with a duster. N. Y., Putnam, 1923. 218p. Illus. \$2.50.

The anonymous author of *The mirrors of Downing street* and *The glass of fashion* here attempts to trace the main current of human thought from the age of Socrates down to the present time. Interpretive chapters on Socrates, Aristotle, Jesus, Augustine, Erasmus, Cromwell, and Wesley are linked together in interesting fashion and pervaded by a high ethical spirit. Work is biased by a preconceived thesis but is stimulating and worthwhile and is presented in clear and direct fashion for the average reader.

TATCHELL, FRANK. The happy traveller. N. Y., Holt, 1923. 271p. \$3.50.

A glorified guide-book, discreetly mixed with naive humor, which plans walking trips throughout the world for the real traveler without funds, so complete in every detail that by observing its two great rules—"Be cheerful and interested in everything" and "Do not bother too much about your insides," he can go where he will in comparative comfort. Short practical vocabulary for each country.

Contents: The art of traveling—The Mediterranean countries—the Far East—Islands.

WIGGIN, Mrs. KATE DOUGLAS (SMITH). My garden of memory. Boston, Houghton, 1923. 465p. Illus. \$5.

An autobiography of wide appeal, maintaining, as do the other works of this author, a happy combination of grave and gay, and revealing with evident unconsciousness an admirable and lovable character. Should be popular.

WOMEN of 1923, international; ed. by Ida Clyde Clarke and Laura Miller. Phila., Winston, 1923. 224p. \$1.

A handbook covering with some thoroughness the activities of women in international and National organizations, in government service, in politics, in the various States, in

the professions and industry, and in the arts. There are in the list of two hundred outstanding women some notable omissions.

Classified List

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

Children's Books

- BAILEY, CAROLYN SHERWIN. *In and out door playgames; boys' and girls' book of what to play and make.* Chicago, Albert Whitman Co., 1923. 126p. 60c.
- BEARD, DANIEL CARTER. *The American boy's book of birds and brownies of the woods.* Illus. Philadelphia, Lippincott, 1923. 242p. \$2.
- GERWIG, GEORGE WILLIAM. *Washington, the young leader.* N. Y., Scribner's, 1923. 144p. 88c.
- SMITH, LAURA ROUNTREE. *Fifty funny animal tales.* Chicago, Albert Whitman Co., 1923. 126p. 60c.
- SMITH, NORA ARCHIBALD. *Action poems and plays for children.* N. Y., Crowell, 1923. 169p. \$2.
- WILTSE, SARA E. *Grimm's fairy tales; bks. 1 and 2.* Boston, Ginn & Co., 1923. 254p. 230p. 68c. each.

Art, Music, and Games

- CAMP, WALTER CHAUNCEY. *The book of sports and games.* Illus. N. Y., Crowell, 1923. 424p. \$2.
- CARTLIDGE, S. J. *Original design; bk. 1, geometric pattern for beginners.* Illus. N. Y., Dutton, 1923. 143p. \$2.50.
- DE GOVEIA, C. J. *The community playhouse; a manual on its organization and maintenance.* Illus. N. Y., Huebsch, 1923. 165p. \$2.
- DOWNS, MARIE, and O'LEARY, FLORENCE. *Elements of costume design for high-school students.* Illus. Milwaukee, Wis., Bruce Pub. Co., 1923. 64p. 90c.
- WEIDIG, ADOLF. *Harmonic material and its uses; a textbook for teachers, students, and music lovers.* Illus. Chicago, Clayton F. Summy Co., 1923. 423p. \$3.

Health, Science, and Mathematics

- ABBOTT, CHARLES GREELEY. *Everyday mysteries, secrets of science in the home.* Illus. N. Y., Macmillan, 204p. \$2.
- BAINBRIDGE, FRANCIS A. *The physiology of muscular exercise; rev. ed.* N. Y., Longmans, Green, 1923. 226p. \$3.50.
- BARRETT, W. H. *Elementary physical chemistry.* N. Y., Longmans, Green, 248p. \$1.80.
- BROADHURST, JEAN. *Home and community hygiene; rev. ed.* Illus. Philadelphia, Lippincott, 1923. 444p. \$2.50.
- BUSHEE, FREDERICK ALEXANDER. *Principles of sociology.* N. Y., Holt, 1923. 590p. \$3.50.
- DAVIS, KARY CADMUS. *The new agriculture for high schools.* Illus. Philadelphia, Lippincott, 1923. 494p. \$1.80.
- HASEMAN, LEONARD. *An elementary study of insects.* Illus. Columbia, Mo., Missouri Bk. Co., 1923. 143p. \$1.20.
- INGERSOLL, ERNEST. *Birds in legend, fable, and folklore.* N. Y., Longmans, Green, 1923. 292p. \$3.
- KRUEGER, WALTER W. *Insect life.* Grand Rapids, Mich., Central High School, 1923. 74p. Paper, 50c.
- LUCKETT, GEORGE SPARR. *The elements of public health administration.* Illus. Philadelphia, Blakiston's, 1923. 271p. \$3.

- MC COY, FRANK. *The fast way to health.* Los Angeles, Calif., Times-Mirror Press. 333p. \$5.
- MACDONALD, V. MAY. *Mental hygiene and the public health nurse.* Philadelphia, Lippincott, 1923. 67p. \$1.50.
- MILNE, R. M. *Mensuration and elementary solid geometry for schools.* N. Y., Macmillan, 1923. 216p. \$2.90.
- SCHUYLER, ROBERT LIVINGSTON. *The Constitution of the United States; an historical*

- rev. ed.* N. Y., Longmans, Green, 1923. 976p. \$4.80.
- WINSLOW, CHARLES E. A. *The evolution and significance of the modern public health campaign.* New Haven, Conn., Yale Univ. Press. 65p. \$1.50.

Language and Literature

- BABCOCK, ROBERT W., and POWELL, JOHN H., JR. *How to debate.* Philadelphia, Lippincott, 1923. 288p. \$2.
- BOYNTON, PERCY H. *Milestones in American literature.* Boston, Ginn & Co., 1923. 651p. \$2.
- DETROIT BOARD OF EDUCATION. *Pupils' guide for speech correction.* Illus. Detroit, Mich., Author, 1923. 40p. 15c.
- DONNELLY, FRANCIS PATRICK. *Art principles in literature.* N. Y., Macmillan. 161p. \$1.50.
- ELLIOTT, G. R., and FOERSTER, NORMAN. *English poetry of the nineteenth century.* N. Y., Macmillan. 848p. \$3.50.
- GANNETT, MABEL ANSTICE. *A handbook for the study of the drama and the short story.* Boston, Palmer Co., 1923. 61p. Paper, 40c.
- HERRICK, ROBERT, and DAMON, LINDSEY TOWN. *Working plans for new composition and rhetoric.* Chicago, Scott, Foresman, 1923. 52p.
- HITCHCOCK, ALFRED MARSHALL. *High-school English book.* Illus. N. Y., Holt, 1923. 583p. \$1.56.
- IRVING, WASHINGTON. *Rip Van Winkle and other sketches.* Boston, Ginn & Co., 1923. 242p. 72c.
- LAIDLEY, MARY FONTAINE. *Teachers' manuals; Our English; bks. 1 and 2.* N. Y., Am. Bk. Co., 1923. 40c. each.
- LAWRENCE, EDWIN GORDON. *Rudiments of speech; a system of training in oral expression.* N. Y., Scribner's, 1923. 146p. 80c.
- SCOTT, JAMES BROWN. *Robert Bacon, life and letters.* Illus. Garden City, N. Y., Doubleday, Page. 459p. \$5.
- SCOTT, WALTER. *Guy Mannering; edited by Charlotte M. Yonge.* Boston, Ginn & Co., 1923. 516p. \$1.
- TASSIN, ALGERNON DE VIVIER. *The oral study of literature.* N. Y., Knopf, 1923. 447p. \$2.25.
- WIDTSOE, OSBORNE J. P., and LEWIS, B. ROLAND. *Effective writing.* N. Y., Scribner's, 1923. 218p. \$1.25.

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, 1923, No. 27. *Hampton Normal and Agricultural Institute.* 118p. Paper, 25c.
- BULLETIN, 1923, No. 30. *An Americanization program.* 60p. Paper, 10c.
- BULLETIN, 1923, No. 31. *Americanization in the United States.* 42p. Paper, 5c.
- BULLETIN, 1923, No. 33. *Educational hygiene.* 36p. Paper, 5c.
- BULLETIN, 1923, No. 35. *List of bulletins of Bureau of Education, 1906-1922.* 52p. Paper, 10c.
- BULLETIN, 1923, No. 37. *Progressive tendencies in European education.* 31p. Paper, 5c.
- BULLETIN, 1923, No. 38. *Main streets of the Nation.* 42p. Paper, 10c.
- BULLETIN, 1923, No. 39. *Consolidation and transportation problems.* 22p. Paper, 5c.
- BULLETIN, 1923, No. 40. *Report of a survey of the State institutions of higher learning in Kansas.* 160p. Paper, 20c.

Books to Grow On

Interesting Books of 1923

Have you read them?

- Boyd—Through the Wheat. ✓
- Bradford—Damaged Souls.
- Cather—Lost Lady.
- Charnwood—Theodore Roosevelt.
- Collins—Sea-tracks of the Spee-jacks.
- Crothers—The Cheerful Giver.
- Dickinson—War, Its Nature, Cause, and Cure.
- Frost—New Hampshire. ✓
- Gale—Faint Perfume.
- Gibbons—Europe Since 1918.
- Greene—The Lone Winter. ✓
- Jenison—Sunwise Turn.
- Kaye-Smith—End of the House of Alard.
- Powell—By Camel and Car to the Peacock Throne.
- Robinson—Humanizing of Knowledge.
- Stephens—Deirdre.
- Stern—The Back Seat.
- Swinnerton—Young Felix.
- Towne—Ambling Through Acadia.
- Ward—Triumph of the Nut.
- Warner—Groups and Couples.
- Werner—Barnum.
- Wharton—Son at the Front.
- Wiggin—My Garden of Memory.
- Wilson—Able McLaughlins.

New York State Library
Book Selection Section

- survey of its formation.* N. Y., Macmillan. 219p. \$1.50.
- SMITH, ALPHEUS WILSON. *The elements of applied physics.* Illus. N. Y., McGraw-Hill, 1923. 481p. \$3.
- SMITH, DAVID EUGENE. *Essentials of plane and solid geometry.* Boston, Ginn & Co., 1923. 514p. \$1.60.
- *The progress of arithmetic in the last quarter of a century.* Boston, Ginn, 1923. 93p. 72c.
- STARLING, SIDNEY GEORGE. *Elementary electricity.* Illus. N. Y., Longmans, 1923. 248p. \$1.10.
- THOMSON, JOHN ARTHUR. *The biology of birds.* Illus. N. Y., Macmillan, 1923. 447p. \$5.
- WATSON, W. *A textbook of physics, including a collection of examples and questions;*

BULLETIN, 1923, No. 45. *Work of Bureau of Education for natives of Alaska*. 4p. Paper, 5c.

BULLETIN, 1923, No. 48. *Suggestions for consolidating rural schools of Beaufort, N. C.* 23p. Paper, 5c.

BULLETIN, 1923, No. 49. *Statistics of State universities and State colleges*. 16p. Paper, 5c.

CITY SCHOOL LEAFLET No. 9, 1923. *Teaching load in 136 city high schools*. 6p. Paper, 5c.

CITY SCHOOL LEAFLET No. 10, 1923. *Bibliography of work-study-play, or platoon, plan*. 7p. Paper, 5c.

CITY SCHOOL LEAFLET No. 11, 1923. *Training of teachers for platoon schools*. 5p. Paper, 5c.

COMMERCIAL EDUCATION LEAFLET No. 7, 1923. *School opportunities and business needs*. 10p. Paper, 5c.

HEALTH EDUCATION No. 13, 1923. *Dramatics for health training*. 16p. Paper, 5c.

HIGHER EDUCATION CIRCULAR No. 27, 1923. *Need of art training in college and its application in after life*. 7p. Paper, 5c.

INDUSTRIAL EDUCATION CIRCULAR No. 18, 1923. *Standards of eighth-grade attainment in shop work*. 15p. Paper, 5c.

INDUSTRIAL EDUCATION CIRCULAR No. 19, 1923. *Means of improvement for teachers in service*. 18p. Paper, 5c.

INDUSTRIAL EDUCATION CIRCULAR No. 20, 1923. *Art as a vocation*. 18p. Paper, 5c.

KINDERGARTEN CIRCULAR No. 13, 1923. *Pre first-grade training*. 8p. Paper, 5c.

KINDERGARTEN CIRCULAR No. 14, 1923. *References on preschool and kindergarten-primary education*. 11p. Paper, 5c.

LIBRARY LEAFLET No. 21, 1923. *List of references on home economics*. 21p. Paper, 5c.

LIBRARY LEAFLET No. 22, 1923. *List of references on secondary education in the United States*. 10p. Paper, 5c.

RURAL SCHOOL LEAFLET No. 12, 1923. *Consolidation of schools in Randolph County, Indiana*. 12p. Paper, 5c.

RURAL SCHOOL LEAFLET No. 13, 1923. *Consolidated schools of Weld County, Colorado*. 11p. Paper, 5c.

RURAL SCHOOL LEAFLET No. 16, 1923. *Iowa plan of observation and practice teaching in training of rural teachers*. 4p. Paper, 5c.

RURAL SCHOOL LEAFLET No. 17, 1923. *Iowa plan of training superintendents and teachers for consolidated schools*. 5p. Paper, 5c.

RURAL SCHOOL LEAFLET No. 18, 1923. *Principles of kindergarten-primary education in the consolidated rural schools*. 9p. Paper, 5c.

BALDWIN, HOWARD H., and others. *Christian citizenship in high school*. N. Y., Doran, 1923. 161p. Paper, 5c.

CADY, MARION ERNEST. *Education in the Bible; principles, practice and product of the ancient Hebrew system, with applications to the problems of modern education*. Illus. Wash., D. C., Review & Herald Pub. Assn. Paper, 50c.

CALIFORNIA STATE DEPARTMENT OF EDUCATION. *List of high-school textbooks; prescribed by the State Bd. of Education*. (Bull. no. 3.) Sacramento, Calif., Calif. State Pr. Off., 1923.

— *List of high-school textbooks; supplement to bull. 3*. Sacramento, Calif., Calif. State Pr. Off., 1923. 9p.

DOWNEY, JUNE ETTA. *The will-temperament and its testing*. N. Y., World Bk. Co. 339p. \$2.16.

FRANK, GLENN. *An American looks at his world; variations on a point of view*.

Newark, Del., Univ. of Delaware, 1923. 375p. \$3.

FRANZ, SHEPHERD IVORY. *Nervous and mental re-education*. N. Y., Macmillan. 234p. \$2.

GRIZZELL, EMIT DUNCAN. *Origin and development of the high school in New Eng-*

MORRISON, J. CAYCE. *Some administrative uses made of standard tests and scales in the State of New York, 1921-22*. Albany, N. Y., N. Y. State Univ. Press, 1923. 37p. Paper, 5c.

NEWMAN, LOUIS ISRAEL. *A Jewish university in America?* N. Y., Bloch Pub. Co. 96p. Paper, \$1.

PARKINS, A. E. *A teachers' manual to accompany the McMurray and Parkins' geographies*. N. Y., Macmillan. 55p. Paper, 40c.

SINGER, EDGAR ARTHUR. *Modern thinkers and present problems*. N. Y., Holt. 329p. \$2.50.

SMITH, WALTER WHATELY. *The measurement of emotion*. Illus. N. Y., Harcourt, 1922. 183p. \$3.50.

YATES, DOROTHY HAZELTINE. *A study of some high-school seniors of superior intelligence*. Bloomington, Ill., Public School Pub. Co., 1922. 78p. \$1.25.

History, Economics, and Statecraft

BOGART, ERNEST LUDLOW. *Economic history of American agriculture*. Illus. N. Y., Longmans, Green, 1923. 173p. \$1.25.

BORTON, E. J. *Cost accounting principles and methods*. Chicago, Lyons and Carnahan, 1923. 243p. \$2.

BOWMAN, ISAIAH. *Supplement to The New World; problems in political geography*. Yonkers, N. Y., World Bk. Co. 102p. Paper, 50c.

CLELAND, ROBERT GLASS. *One hundred years of the Monroe Doctrine*. Los Angeles, Calif., Times-Mirror Press. 127p. \$1.

CRENNAN, C. H., and KINGSBURY, F. A. *Psychology in business*. (The Annals, Vol. 110; no. 199; Nov., 1923.) Philadelphia, Am. Academy of Political and Social Science. 240p. Paper, \$1; cloth, \$1.50.

DANA, EMMA LILIAN. *Makers of America*. Illus. N. Y. Immigrant Publication Soc., 1923. 206p. \$1.30.

Franklin, Benjamin. *The pictorial life of*. Illus. Philadelphia, Dill & Collins. \$3.

GEORGE, MARIAN M. *A little journey to Cuba and Porto Rico; for intermediate and upper grades*. Illus. Chicago, A. Flanagan, 1923. 162p. 60c.

HENRY, ALICE. *Women and the labor movement*. N. Y., Doran, 1923. 258p. \$1.50.

NICHOLS, ROY F., and KROUT, JOHN A. *A syllabus for the general course in American history*. N. Y., Columbia Univ. Press Bookstore, 1923. 116p. \$1.25.

OSBORNE, ALBERT B. *Picture towns of Europe*. Illus. N. Y., McBride, 1923. 259p. \$2.50.

SCOTT, WALTER DILL. *Increasing human efficiency in business*. N. Y., Macmillan, 1923. 369p. \$2.25.

SCOTT, WALTER DILL, and CLOTHIER, ROBERT C. *Personnel management; principles, practices, and point of view*. Chicago, A. W. Shaw. 657p. \$4.

WEBSTER, NESTA H. *The French revolution; a study in democracy*. N. Y., Dutton. 519p. \$5.

WEEKS, ARLAND DEYETT. *The control of the social mind, psychology of economic and political situation relations*. N. Y., Appleton. 260p. \$2.25.

WILLARD, R. C., and ROBINSON, EDWARD K. *Practical map exercises and syllabus in general history*. Boston, Ginn, 1923. 31p. Paper, 56c.

— *Practical map exercises in English history*. Boston, Ginn, 1923. 32p. Paper, 56c.

Books to Grow On

For Children in Grade One

Adelborg—Clean Peter and the children of Grubbylea.

Bannerman—Story of little Black Sambo.

Blaisdell—Boy Blue and his friends.

Brooke—Johnny Crow's garden.

Bryant—Stories to tell children.

Caldecott—Hey diddle diddle picture book.

Cee—Story hour readers, 1st year.

Cox—Brownie books

Falls—A B C picture book.

Francis—Book of cheerful cats.

Greenaway—Marigold garden.

Grover—Overall boys.

Howard—Banbury Cross stories.

Lansing—Rhymes and stories.

Lefèvre—Cock, the mouse, and the little red hen.

Lofting—Story of Mrs. Tubbs.

Mother Goose book of nursery rhymes.

O'Shea—Six nursery classics.

Potter—Tale of Peter Rabbit.

Poulsson—Through the farmyard gate.

Skinner—Nursery tales from many lands.

Smith—Chicken world.

Stevenson—Child's garden of verses.

Treadwell—Reading literature, first reader.

Wiggin—Pinafore palace.

This list represents the combined judgment of workers with children in America's largest public libraries. Children vary so widely in reading ability and in their interests that the books listed for each grade are useful also for adjacent grades. Information about many more excellent books may be had from the school or public library.

land before 1865. Illus. N. Y., Macmillan. 443p. \$2.50.

GROVES, ERNEST RUTHERFORD. *Personality and social adjustment*. N. Y., Longmans. 292p. \$1.40.

HOLMES, JOHN M. *Talks to high-school boys*. Illus. N. Y., Macmillan, 172p. \$1.50.

JOYCE, WILLIAM B., and FORBUSH, WILLIAM B. *The honesty book; a handbook for teachers, parents, and other friends of children*. 115 Broadway, N. Y., National Honesty Bureau, 1923. 56p. 80c.

KELLOGG, VERNON LYMAN. *Mind and heredity*. Princeton, N. J., Princeton Univ. Press. 113p. \$1.50.

MASSACHUSETTS DEPT. OF EDUCATION. *Professional ethics in normal schools; a manual for teachers*. (Bull. No. 2, 1923; whole no. 142.) Boston, Author, 1923. 32p.

NOTES and ANNOUNCEMENTS

THE HEADQUARTERS OFFICE was taken by surprise in November when the receipts from membership dues mounted to over \$50,000 which was 60 per cent above the income from memberships in November of last year. This necessitated enlarging the office force of the division of records and accounts at once. But in order to do that it was necessary to move the machinery into new and larger quarters. In doing this there were the usual difficulties. That is why there was delay in sending out membership cards in December and January. It could not be helped this time and is not likely to occur again.

THIS is the last number of *THE JOURNAL* to be sent to those whose membership dues are not paid for the year 1923-24 until after payment is received.

NOW AND THEN one receives *THE JOURNAL* an entire year, and all at once recalls that he did not really wish to be a member for the year and refuses to pay. Does that look ethical or professional?

THE REPAIRS on the buildings purchased by the Association last summer have been completed. This adds four fine office rooms, one large store and supply room, one large machinery hall, and several good storage rooms. The office rooms compare favorably with the office rooms in the main building.

MEMBERS who have received 1923-24 membership cards express favorable comment. They apparently like the style.

THE NUMBER of one hundred per cent schools received during the fall months was much larger than reports of previous years covering a similar period. This indicates the professional growth of teachers and the pride they take in having their school on the honor roll.

FOLLOWING the Monday evening meeting of the Department of Superintendence, February 25, the Chicago Principals Club will hold a reception at the Art Institute for those in attendance. The exhibit of the Chicago artists will be up at this time, and many of the artists will be guests of the club.

THE NEW officers of the Arizona State Teachers Association are—*president*, J. O. Kreager, dean, Department of Education, University of Arizona, Tucson, Arizona; and *secretary*, John Branigan, superintendent of schools, Holbrook, Arizona.

ROTARY members of the N. E. A. are cordially invited to attend the Rotary Club of Chicago luncheon, Tuesday, February 26, 12:10 to 1:30 P.M. in the Tiger Room, Hotel Sherman. Rotarians who are members of the Department of Superintendence will hold a luncheon, Wednesday noon, February 27, in the Tiger Room, Hotel Sherman.

ON to Washington June 29-July 5, 1924.

IT REQUIRES organization to meet organization.

TENURE RIGHTS are still unknown in places.

THE LARGER CHICAGO HOTELS are reserved to capacity. The Hotel Association advises those desiring reservations to address Mr. H. L. Carson, Secretary of the Hotel Association, Room 1825 Republic Building, 209 South State Street, Chicago, Illinois.

RAILROAD IDENTIFICATION CERTIFICATES are ready for distribution to paid-up members of the National Education Association. Address J. W. Crabtree, Secretary, 1201 Sixteenth Street N. W., Washington, D. C.

THE DEPARTMENT OF CLASSROOM TEACHERS will have headquarters at Hotel LaSalle, Chicago, during the meeting of the Department of Superintendence. The Executive Committee of the Department will hold several sessions. President Iversen, announces an open conference for all classroom teachers on Tuesday afternoon, February 26, in Room 102 at the same hotel. On Wednesday morning, February 27, a Department breakfast will be held at Hotel LaSalle, at which Olive M. Jones, Payson Smith, and W. T. Longshore, will speak. There will be brief messages from all organizations represented.

PRESIDENT Olive M. Jones has accepted the chairmanship of the Public School Division of the Thomas Jefferson Memorial Foundation which is raising a million dollar fund with which to purchase and preserve Monticello, the home of Jefferson between 1770 and his death in 1826. Jefferson's early championship of public education did much to shape our conceptions of State and National duty and it is fitting that the movement for a suitable memorial should arouse the interest of school children throughout the Nation, furnishing an opportunity to emphasize those ideals of writings and liberties for which Jefferson stood. Monticello is in Albemarle County, Virginia, about three miles from Charlottesville where Jefferson founded the University of Virginia. The estate to be purchased includes 648 acres and the mansion with practically all of its original furnishings.

THE BOARD of Education of Ithaca, New York, has voted unanimously that all permanent teachers in the Ithaca public schools who become ill shall receive one half their monthly salary during a period not to exceed one school year of ten months.

W. G. COVE, former president of the British National Union of Teachers and a leading speaker at the meeting of the National Education Association in Boston, July, 1922.

was recently elected Member of Parliament for the Wellingborough District. Mr. Cove will now devote his entire time to Parliamentary duties.

OVER 860,000 pupils in the New York State schools are without any knowledge of the Bible. The Bible was used every day in the average colonial home and in the public school, but the days of religious education in the home and school are past, according to an article by Reverend Clarence H. Benson, in the December *Moody Bible Institute Monthly*.

THE ADOPTION of the metric system of weights and measures is one of the issues before Congress. The Metric Association, which met in Cincinnati, December 28, has organized an energetic campaign to push the passage of the Bill.

"COLUMBUS" and "Jamestown," the first two of the "Chronicles of America" photo-plays produced by Yale University Press, were shown recently at Harrisburg, Pennsylvania, before over one thousand school superintendents and their friends. The gathering was enthusiastic over the triumph of the producers in making history so dramatically interesting as to reveal a new era of possibility for theatrical presentation.

A PAGEANT picturing the early settlement of Elizabeth City County, under the supervision of Miss Katherine L. Sinclair, was presented in Richmond, Virginia, at the State Educational Conference. It was the direct outgrowth of the history work of the third and fourth grade pupils of the Syme-Eaton School at Hampton, Virginia. Teachers performed the duties of pageant, advertising, business, and scenic managers, and episode and musical directors.

MORE than half of the children of school age in Cuba do not receive any education at all. It is estimated that more than 12,000 new classrooms are needed to provide places for these children. Many owners of buildings have offered free classroom space to boards of education, and additional classes will be installed as early as possible. By the provisions of a law passed in July, 1923, it is now possible to remedy in part the great shortage of teachers, which has been one of the greatest drawbacks in Cuban education.

THE TEMPORARY Library Training Board, appointed by the American Library Association last May and recently subsidized with a fund of \$10,000 by the Carnegie Corporation, has begun investigation of the field of library training with a view to formulating tentative standards for all library training agencies and devising plans for accrediting such agencies. Adam Strohm, librarian of the Detroit Public Library, is chairman, and Sarah C. N. Bogle, assistant secretary of the American Library Association, Chicago, is secretary.

THE CORRESPONDENCE courses in radio reception and transmission, offered by the engineering extension department of the Pennsylvania State College, have enrolled more students than any of the other correspondence courses offered by the department.

Department of Superintendence

Tentative Program for the Chicago Meeting, February 23-28, 1924

HOTEL reservations and the demand for identification certificates by paid-up members wishing the special railroad rates indicate that the meeting of the Department of Superintendence this year will be one of the largest in its history. The programs of President Smith and the officers of allied groups are receiving their finishing touches as *THE JOURNAL* goes to press. A time schedule showing a general outline of the meetings, luncheons, and dinners, together with officers of co-operating departments, appeared in the January issue. This and the following page contain additional information. The official program will be distributed at the time of registration. Several meetings of other educational groups are scheduled for Friday and Saturday, February 22-23.

The opening Vesper Service of the Department of Superintendence will be held Sunday afternoon, February 24, at 4 o'clock, in the Gold Room of the Congress Hotel. All other general sessions will be in the Auditorium Theater, as outlined below.

Monday morning, February 25, 9:15 o'clock, Olive M. Jones, President of the National Education Association, will bring the greetings of the parent Association. Superintendent P. P. Claxton, of Tulsa, Oklahoma, will speak. J. W. Abercrombie, State superintendent of Alabama, will speak on National Obligations in Education; William Mather Lewis, president of George Washington University, Washington, D. C., will talk on Encouragements.

Monday evening, February 25, 8 o'clock, Judge Florence Allen, of the Ohio Supreme Court, will deliver an address.

Tuesday morning, February 26, 9:15 o'clock, the following program will be given: Recent Achievements and Next Forward Steps in Rural Education, Frank P. Graves, State commissioner of education of New York; Educational Expenditures considered as Investments, E. C. Hartwell, superintendent of Schools, Buffalo, New York; Educational Fads as Fundamentals, O. L. Reid, superintendent of schools, Youngstown, Ohio.

Thursday afternoon, Superintendent J. H. Beveridge, of Omaha, Nebraska, speaks on Some Hazards of the Super-

intendency, with special reference to next forward steps that should be taken to protect the office of the superintendent and make it more highly professional. Mrs. Susan M. Dorsey, of Los Angeles, will discuss Relations of the Superintendent of Schools to the Teaching Corps, and Lotus D. Coffman, president of the University of Minnesota,

To Members of the Department of Superintendence:

The meeting of the Department of Superintendence to be held at Chicago from February 24 to 28 gives promise of being the largest in the history of the Department. Every effort has been made to make the program conform to the high standard of preceding meetings. While the speakers will not be held rigidly to a general topic, the pervading theme will be "Recent Achievements and Next Forward Steps in Public Education." The program will be optimistic and constructive. The aim of the meeting as a whole will be the promotion of the interests of the American public school. Every session whether general, sectional, or that of an affiliated body will conform to that aim.

Certain important changes have been made in program arrangement. The number of general sessions will be reduced from six to four. Two sessions instead of one will be devoted to the programs arranged by population groups. For Thursday forenoon, eleven programs have been arranged around certain central subjects. Each of these programs is sufficiently strong in itself to stand as a general session. The program offerings as a whole will be many times greater than those of former meetings.

This change will present a real problem to every member, that of choosing from among so many sessions, each making the strongest possible appeal to his interest. On the other hand, there will be increased opportunity for conference and discussion because of the distribution of the membership into numerous groups. This program with its smaller groups and strong leaders in discussion invites from the membership a large measure of personal participation.

With the coöperation that is implied, the meeting of 1924 will yield large returns to every school system whose superintendent is in attendance.

PAYSON SMITH, President.

will give an address in reference to higher education; Superintendent J. W. Studebaker, of Des Moines, Iowa, will speak on School Board Organization.

COUNTY SUPERINTENDENTS will hold meetings in the Elizabethan Room, Congress Hotel, Monday afternoon and Wednesday morning. The Superintendent's Relationships will be discussed at the Monday afternoon meeting by Edward J. Tobin, A. G. Yawberg, Fern Kennedy, M. S. Bentz, and Marie T. Harvey. Wednesday morning My Experience in Administating Education will be given by M. L. Pitman, Lillia E. Johnson, Carleton B. Gibson, W. L. Mercer, George P. Barron, C. H. Barnes, and A. L. Harman. Charles E. Dickey, leader.

SUPERINTENDENTS OF CITIES with population above 200,000 will meet in the Ball Room, second floor, Auditorium Hotel, Monday afternoon and Wednesday morning. The program for Monday afternoon will be on Improving Service. The speakers include: Ernest C. Hartwell, John J. Maddox, and Jesse H. Newlon.

The theme of the Wednesday morning program is Possible Economies. Through General Organization within the Schools will be discussed by I. I. Cammack, Charles L. Spain, Carleton W. Washburne; Through a Longer School Year by David B. Corson, and Through Central Business Administration, R. G. Jones. Herbert S. Weet, leader.

SUPERINTENDENTS of Cities with Population 50,000 to 200,000 will meet in the Crystal Room, Hotel Sherman, Monday afternoon and Wednesday morning. The first session's program follows: Organizing a Curriculum after the Educational Objectives Have Been Determined, J. H. Bentley, C. B. Glenn, and M. G. Clark. Improved Methods of Supervision, William John Cooper, H. B. Wilson, and Daniel J. Kelly; Some Practical Next Steps in the Reorganization of Secondary Education, Frank G. Pickell and W. C. Reavis.

Wednesday morning's program includes: Planning Schoolrooms to Facilitate Instructional Processes, J. W. Studebaker and M. E. Pearson; Making the High School a Social Institution, J. H. Beveridge and Paul C. Stetson; Personnel Management and Supervision of the Teaching Staff, E. E. Lewis, P. P. Claxton, and L. P. Benezet; and Recent Achievements in Budget Planning, Orville C. Pratt. H. C. Johnson, leader.

SUPERINTENDENTS of Cities with Population 25,000 to 50,000 will be held Monday afternoon and Wednesday morning in the Crystal Room, Great Northern Hotel. At the first conference the Powers and Duties of the Superintendent, and His Relation to the School Committee and to the Community will be discussed.

The second session will discuss Comparison of the 6-3-3 Plan and the 6-4-2 Plan in

Organization of the Elementary and High Schools; Promotion by Subjects; Value of Teacher Organizations; and Safety Teaching in our schools. John F. Gannon, leader.

SUPERINTENDENTS of Cities with Population 10,000 to 25,000 will meet Monday afternoon, and Wednesday morning, in the Gold Room, Congress Hotel. These sessions will be addressed by C. Ray Gates, J. H. Risley, S. Howard Chase, Frank E. Converse, P. R. Spencer, E. M. Sipple, E. T. Duffield, D. W. Horton, John L. Bracken, and C. B. Cornell. Walter Siders, leader.

SUPERINTENDENTS of Cities with Population 5000 to 10,000 will meet in Tiger Room, Hotel Sherman, Monday afternoon and Wednesday morning. The Monday's Round Table will discuss the Scientific Method in Administration. The program follows: What Service should School Systems render in This Group of Cities, C. R. Gates; Next Forward Steps in Educational Administration, N. L. Englehardt; The New Science of the Public School Publicity, P. R. Spencer; Professional Procedure in the Selection and Training of Teachers in This Group of Cities, H. A. Sprague; Notable Progress in Administration in this Group of Cities, J. J. Early.

Wednesday morning the general topic will be Next Forward Steps in Curriculum Making. The program follows: Criteria and Standards for the Selection of Subject Matter, A. G. Erickson, Will French, Richard W. Kretsinger, and Harry W. Langworthy; Methods of Finding, Assembling, and Using the Results of the Latest Investigation in Each of the Large Curriculum Branches, Oscar S. Wood; Organization of Curriculum Materials for Instruction Purposes, H. M. Corning; and Curriculum Making, L. Thomas Hopkins. John A. Sexson, leader.

SUPERINTENDENTS of Cities with Population below 5000 will meet in the Cameo Room, Morrison Hotel, Monday afternoon and Wednesday morning. Monday afternoon the Curriculum and the Training of Teachers are the principal topics. The program follows: Differences of the Curriculum of Rural Elementary Schools for Grades 1 to 6 and with Those for Similar Grades in City Schools, John M. Foote and Burr F. Jones. Minimum Institutional Training, Florence M. Hale; A Definite Program of Training in Service, Florence M. Wellman and Charles A. Philhower.

The second session's program follows: The Standard Four-year High School, E. E. Ramsey; Junior and Senior High School, W. L. Spencer and C. H. Dempsey; and Coordination of Educational Units for Maximum Efficiency, Milo B. Hillegas, and Francis G. Blair. John D. Whittier, leader.

TOPIC CONFERENCES dealing with problems of supervision and administration will be held Thursday morning, February 28, at 9:15 o'clock. These meetings will be open to all members of the National Education Association. At the conference on *Physical and Health Education*, E. George Payne will discuss Health Education in the Schools; William R. P. Emerson, Open Window Classes Versus Nutrition Classes; and Frederick W. Maroney, Coordination of Physical and Health Activities. David B. Corson, leader.

The conference on *Vocational and Part-time Education* will discuss Specialized Education and the Superintendent. The program follows: The Superintendent's Responsibility in Determining and Coordinating the Major Policies of Vocational and Part-time Education, Ernest C. Hartwell; The Superintendent's Opportunity to Coordinate Vocational and General Education, Robert J. Leonard; The Relation of Part-time Education to General Education and Vocational Education, Randall J. Condon;

High Lights of the Chicago Convention

Program—Optimistic and constructive.

Topics deal with urgent problems of administration.

14 allied departments and organizations co-operate.

108 addresses in conference sessions of population groups.

66 addresses in conference sessions of topic groups.

Vesper service Sunday afternoon at 4 o'clock.

General sessions—Auditorium Theater.

Registration and post-office—Mezzanine floor of Congress Hotel.

A new and intimate exhibit plan.

The Second Yearbook of the Department on curriculum making distributed to members.

57 varieties of dinners, luncheons, and breakfasts.

Vocational Guidance as an Adjunct of Vocational Education, Frank M. Leavitt. William M. Davidson, leader.

The conference on *Immigrant Education* will discuss The Place of Immigrant Education in a Democratic School System; What the High Schools have Accomplished in the Education of the Immigrant; and the Outlook for Immigrant Education in the United States. Two committees will report on Federal Leadership and State Leadership and Legislation. A. B. Meredith, leader.

The program of the conference on *Visual Instruction in Education* follows: Value of Visual Aids in Education, F. N. Freeman, Joseph J. Weber, and George C. Kyte; Use, Value, and Expense of Visual Instruction (a) in a City School System, Frank Cody, (b) in a State School System, Alfred W. Abrams and Dudley Grant Hays; Visual Aids Available for Use—Improvements Needed and Under Way, Susan M. Dorsey and Ernest L. Crandall; Training Teachers to Employ Visual Aids in Teaching, W. M. Gregory and John J. Tigert; Progress Achieved and Desirable in Visual Instruction, Charles H. Judd and Thomas E. Finegan. H. B. Wilson, leader.

The conference on *Educational Publicity*

will be addressed by W. H. Holmes, R. J. Tighe, Carleton B. Gibson, E. W. Butterfield, J. H. Risley, P. H. Smith, D. C. Bliss, W. H. Allen, and R. G. Reynolds. Charts, graphs, newspaper clippings, and school reports and bulletins will, during the meeting, illustrate the talks. L. P. Benezet, leader.

The program of the conference on *The School and the Community* follows: Parent, Teacher, and School, M. E. Moore; City Schools and Community Service, Paul C. Stetson; A Rural School Community Program, Mabel G. Bush; The Boy Scout Project, Loren W. Barclay; and School and Community Possibilities, Charl O. Williams. Frank Cody, leader.

The program for the Conference on *Major Objectives of Elementary Education* follows: How Shall We Select Subject Matter of the Elementary School Curriculum, William H. Kilpatrick; Reorganization of Subject Matter in the Elementary School, F. G. Bonser; Reorganization of the Elementary School to Meet Major Objectives, Charles L. Spain; Research in Relation to the Attainment Objectives in Elementary Education, Ernest Horn; Relation of Supervision to the Attainment of Major Objectives, Fred M. Hunter. Jesse M. Newlon, leader.

Other conferences include *Civic Education*, under the leadership of Jeremiah Rhodes, San Antonio, Texas; *Character Education*, under the leadership of J. E. Burke, Boston, Massachusetts; *Training Teachers in Service*, under the leadership of J. M. Gwinn, San Francisco, California; and *Problems of Junior High and Intermediate Schools*, under the leadership of Ben G. Graham, Newcastle, Pennsylvania.

NATIONAL Council of Education will hold three sessions, Tuesday and Wednesday afternoons and Thursday morning, February 26-28. Prior to these sessions, a luncheon will be held in the French Room of the Congress Hotel, Monday afternoon at 12:30, February 25, for officers, chairmen, and members of committees.

Tuesday afternoon, February 26, the Council will meet in the Playhouse Theater. The program follows: President's address; The Work of the Bureau of Education in Alaska, John J. Tigert; The Relation of Professional Spirit Among Teachers to Public Education and the Devotion of Citizenship, Olive M. Jones; Reports of the Committee on Reorganization of the National Council of Education, the Joint Committee on Health Problems in Education, and the Committee on Extension Education.

The Wednesday afternoon session, February 27, will be held in the Banquet Room of the Auditorium Hotel. Reports will be given for the Committee on the Status of the American Woman Teacher, the Committee on Illiteracy, the Committee on Vocational Education, and the Committee on State Funds for the Support of Elementary and Secondary Schools.

Thursday morning, February 28, 9:15 o'clock, a joint session will be held with the topic conference of the Department of Superintendence, dealing with Improvement of Teachers in Service, at which there will be reports of the Committee on American Teachers Colleges, the Committee on Training Teachers in Service, and the Committee on Participation of Teachers in School Management.