

The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

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Our National Association

What Its Meetings Mean to Education

THE BEGINNINGS of nearly every forward movement in American education can be traced to meetings of educational workers. In the early days these meetings were few and the attendance was small—progress was slow. First a few score people gathered, then several hundred, and later several thousand, until meetings became so big that they could not be conveniently accommodated even in our largest cities. Next came perhaps the most important step of all—that of the organization of the profession on a representative basis, bringing together delegates who are in a position to speak for the teachers of the entire Nation. Every teacher now has a part in shaping educational policy just as every citizen has a part in deciding the policies of his Government. Our educational ideals and practices will in the end be no better than the vision, training, and skill of the individual teacher throughout the Nation. Each teacher, therefore, has an interest in the professional improvement and advancement of every other teacher, for by promoting the welfare of the whole profession he is able to improve working conditions, salaries, and retirement systems so that all teachers and children receive the benefits.

The work of professional organizations is now recognized as an all-year work, requiring constant oversight and new types of expert service.

This fact has made the meetings of professional organizations more significant. They are better planned and their results are used to better advantage. The

earlier meetings were planned by busy men struggling with a heavy burden of other responsibilities. Even though small, their management was a difficult

problem. There was no great network of publicity to bring their conclusions to thousands of newspapers and magazines, both lay and professional. The publication of the printed Proceedings was done under many difficulties. Older members of the National Education Association recall the time when each was asked to contribute ten or twenty dollars into a common fund that there might be money to pay for the Proceedings. Those were heroic and noble beginnings. Every teacher of today owes an incalculable debt of gratitude to the men and women who have developed professional organization against such odds.

The National Association is now responsible for two great conventions each year. The meeting held in February brings together more than a dozen groups interested primarily in the administrative side of education. The July meeting is built around the Representative Assembly—the representative body of the entire profession. More than forty departments and allied organizations, each with its own special problems, come together at this time. The influence of these great conventions upon the life and thought of the country is immeasurable. They represent the best thought and work

On to Washington

THE sixty-second annual meeting of the National Education Association to be held in Washington, June 29 to July 4, will bring to thousands of teachers the richest experiences of a lifetime. From it they will return to their schools with increased teaching power. The patriotic pilgrimages alone will repay the cost of the trip in time and money. It will enable teachers to bring to the children a vivid picture of the privileges of American citizenship. There will be a wealth of opportunity to meet the best men and women in the profession. The problems of the present crisis in education will be considered. This meeting will be one of the turning points in the history of the American school—something to be remembered throughout the years. Literally hundreds of people are giving their best thought to the programs, the patriotic pilgrimages, the receptions in Washington, and every feature of the convention. An outline of the program follows:

Vesper service on the steps of the Nation's Capitol, with music by the Marine Band, Sunday afternoon, June 29.

Union meeting, Sunday evening.

General session Monday morning, June 30.

Opportunities to see Washington, Monday afternoon.

The Association's Service to Education and the Nation, past presidents of the Association on the platform, Monday evening.

Representative Assembly, Tuesday morning, July 1.

A variety of rich programs by departments and allied associations, Tuesday afternoon.

General program representing all branches of the profession, Tuesday evening.

Representative Assembly, Wednesday morning, July 2.

Open house by National organizations with headquarters located in Washington. Opportunity to visit such places as the Red Cross and D. A. R. Hall, where the Arms Conference met, Wednesday afternoon.

Final business session of the Representative Assembly, Thursday morning, July 3.

Continued meetings of departments and allied associations, Thursday afternoon.

A remarkable general program on Education and Government, Thursday evening. Among the speakers will be Senator Royal S. Copeland, Mrs. Carrie Chapman Catt, and Mr. Samuel Gompers.

Patriotic Union Service early Friday morning, July 4.

Patriotic pilgrimages to shrines which embody the spirit of America, Friday forenoon, with brief programs at noon—the White House; Tomb of the Unknown Soldier; the Lincoln Memorial; Gettysburg; and many other spots dear to every American.

of hundreds of men and women who have the interests of education genuinely at heart. In preparation for each, a president, elevated from the ranks of educational workers with a first-hand knowledge of the problems of the firing line, brings his best thought to bear upon the problem. This involves long hours of hard work, voluminous correspondence, and wide travel and conference. Working with the president is a trained permanent staff having full information about meeting places and hotels in various cities. A third factor in the success of a meeting is the hearty co-operation of educational workers in the city where it is held. Innumerable details must be anticipated and carefully provided for in advance if the thousands of out-of-town guests are to be made comfortable. For this the various local committees assume responsibility. Publicity, which enables educational workers to speak far beyond the meeting halls to the Nation at large, is planned months ahead. Material must be gathered from the hundreds of speakers and organized so that newspapers

and press associations can quickly obtain an intelligent idea of these great conventions which one newspaper worker characterized as forty-ring circuses.

The results of such a congress touch the life of every educational worker and

school child in the land. Those who are fortunate enough to attend, return to their homes with new inspiration, broad-

land—all are greatly influenced and often directly modified as a result of the discussions at these educational meetings

and in consequence of the reports of committees, the findings of the Representative Assembly, and the legislative programs adopted and promoted. It is through such conferences that our educational life has been enriched and vitalized into the great school systems that we know today. There are many battles yet to be fought. Teachers generally do not have just salaries and working conditions that enable them to give their best to the children. Millions of children are suffering educational handicaps that will prevent their development into strong, intelligent, public-spirited men and women, worthy of the opportunities of citizenship in this great Nation. The conventions of the National Education Association bring to the profession and to citizens throughout the country the challenge to build a better Nation through education. They help men and women everywhere to realize that a nation's conscious concern over education measures its interest in its own

On To Washington

Partial Payment of the Expenses of Delegates

STATE and local associations are everywhere rallying behind the cry, "On To Washington!" Plans are being made that promise to bring a record number of official delegates to next summer's meeting.

The problem of delegates' expenses is a serious one to associations situated at great distances from Washington. These associations will be especially interested in the resolution passed by the Representative Assembly at Oakland-San Francisco providing that \$10,000 be set aside from Association funds to be used for the payment of some part of the expenses of official delegates to its Assembly. This resolution grew out of the work of the Committee on Financing Delegates which was appointed in 1920 at Salt Lake City. The report of this Committee was presented at Oakland by its chairman, Miss Cornelia S. Adair.

The plan as finally approved provides that the \$10,000 be used in paying a part of the expenses of those delegates whose railroad and pullman fares are over fifty dollars. Each of these delegates will receive a sum in proportion to the amount that his railroad and pullman fare exceeds fifty dollars.

That each official delegate may know the exact amount he will receive, this table has been prepared. Each delegate from the States listed will receive the amount indicated in the table. The figures given in the table are the result of calculations carried on under the direction of the Chairman of the Committee on Financing Delegates. These

calculations are based on careful estimates of the number of delegates expected at the Washington meeting and a statement furnished by a reliable railroad

representative showing the expenses of a delegate traveling from the capital of each State to Washington, D. C., and return. The expenses considered were the cost of a round-trip railroad ticket, one and one-half fare, and a pullman fare both ways. On the basis of these facts calculations were made so that each delegate whose expenses were over fifty dollars would receive a proportionate share of the \$10,000. The amounts arrived at are given in the table. In considering this table these facts should be kept in mind:

1. No delegates from States not listed in the table will receive any part of their expenses from Association funds. The cost of railroad fare and pullman from the capitals of the States not listed is less than \$50, therefore, they do not share in the \$10,000 set aside for financing delegates.

2. Only the official delegates of State and local associations affiliated with the National Education Association will receive any part of their expenses.

3. Each delegate from the States listed will receive the same amount, that given in the table, no matter from what part of the State he comes.

4. Every official State or local delegate attending will receive the amount given no matter how large or how small the total State delegation.

5. The amount due a delegate will be paid at Washington at the close of the summer meeting.

ON TO WASHINGTON!

State	Amount Allowed Each Official Delegate
1	2
Alabama	\$2.50
Arizona	28.00
Arkansas	4.00
California	33.00
Colorado	16.00
Florida	3.50
Idaho	28.00
Illinois	3.00
Iowa	7.00
Kansas	8.00
Louisiana	7.00
Maine	2.00
Minnesota	7.00
Mississippi	5.00
Missouri	6.00
Montana	24.00
Nebraska	9.50
Nevada	33.00
New Mexico	20.50
North Dakota	13.50
Oklahoma	11.00
Oregon	33.00
South Dakota	12.50
Tennessee	2.00
Texas	14.00
Utah	23.00
Washington	33.00
Wisconsin	3.00
Wyoming	16.00
Alaska	48.00
Hawaii	75.00
P. R.	23.50
P. I.	175.00
Virgin Islands	30.00

ened outlook, and enlarged friendships. Courses of study, plans for school buildings, social conditions under which the teachers work, salaries, tenure, pensions, opportunities that shall be guaranteed the child in the remotest locality of the

future; that our greatest undeveloped resource is the children; and that all our building in agriculture and industry and commerce will in time crumble unless we build men and women strong enough to dominate our material civilization.

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Publicity for the Schools

EDUCATIONAL publicity was the subject of a special group meeting of the Department of Superintendence at Chicago on Thursday, February 28, under the chairmanship of Mr. L. P. Benezet, superintendent of schools, Evansville, Indiana. Following are abstracts of the papers of this conference so far as they are available.

SCHOOL PUBLICITY

—The newspapers of the country are the greatest allies the public schools have in promoting the cause of universal education. It is largely the educator's fault if the newspapers sometimes distort the facts, and build up stories with insufficient foundation to the discredit of the schools. They must have the news and it is a part of our duty to keep them advised of the facts. Many a well-conceived plan of school procedure, promising well for the future, has failed because its promoters were not careful to educate the public to its value.

Besides the newspapers, other opportunities are afforded through the parent-teacher organizations, the commercial clubs, the various luncheon clubs, and women's clubs.

The superintendent's annual report should be so written as to interest the public, and should be freely circulated rather than deposited upon shelves of the school buildings to gather the dust of ages. The report should be divided into chapters with headings that appeal, such as *The Building Program; The Children of the District and What the Schools Are Doing for Them; The Teachers; The Broader Service of the Schools; Reports of Business Manager, Principals, Supervisors, Statistical Tables*. A convenient index and attractive illustrations of the school work and the equipment may be added. The annual report may be a means of bringing vital information direct to the people if a

separate letter to parents, calling attention to the report and inviting criticisms and suggestions, is sent with each report when it goes into the homes.

In school publicity every other con-

schools. The parent-teacher association is a school improvement agency which it does not pay to ignore.—J. H. Risley, Superintendent of Schools, Pueblo, Colorado.

A RESOLUTION adopted by the Department of Superintendence emphasized the importance of American Education Week, which is the greatest educational publicity enterprise yet undertaken. The record of the activities of this week, statements made at the Chicago meetings, and reports from editors of magazines and newspapers throughout the country prove the value of the movement led by professional organizations to keep the schools before the people. One reason for the success of their enterprise is the high plane on which it has been conducted. As one Chicago editor remarked, the educators want "publicity"; most conventions want "pufficity."

The aim should be constantly to keep the plans and purposes of the schools before the people who finance and patronize them. Familiarity on the part of the public with school plans protects the schools in time of strain or crisis or special need. It also enriches the life of the community to keep it in close touch with our most extensive and necessary social enterprise—the education of all the children.

Superintendent William L. Ettinger, of New York City, has recently arranged for a school program to be broadcasted by radio from 2:00 to 2:30 on the afternoon of each school day as a means of giving the public a cross-section view of the school system. The entertainment will include short talks on special phases of education, music lessons, songs, recitations in various school subjects, and exercises for special holidays. Superintendent H. B. Wilson, of Berkeley, California, has arranged to have groups of children featuring regular school activities brought before various luncheon clubs that business men may see what the schools do and how they do it. These are admirable ways of protecting the schools from evil consequences resulting from the misstatements of their uninformed enemies.

MY EXPERIENCE WITH EDUCATIONAL PUBLICITY—

A part of so-called publicity work is unwarranted. It is a sound policy for the superintendent, like the operator of a Marionette, to stand behind the screen and pull the strings, rather than before the curtain magnify his self-importance. However, there is need of a non-personal type of publicity. It is our duty to keep the public informed of the opportunities offered by the schools, of the general organization and expense of operation. We must gain the good-will of the public to secure financial support for a progressive program. The kind of publicity needed in one community, however, is not needed in another. To keep the public posted, monographs on special work, addresses, and newspapers are aids. Monographs are little read by the public. If well interspersed with charts and diagrams they are the schoolman's delight, but they need interpretation in the vernacular of the common people before they can be understood. The best reports, those constructed on scientific principles, are of use in the classroom of teachers' colleges

and by school committees everywhere, but too much expense for elaborate reports can hardly be justified so far as the community is concerned. Public addresses and the daily press, principally the latter, are the most worthwhile means of disseminating information relative to the schools that will enlighten the public, and, thereby, win their support. The one thing essential is to have some one prepare accurate and constructive material for the daily papers.—Preston H. Smith, Superintendent of Schools, Bayonne, N. J.

HOW PUBLICITY HAS HELPED OUR SCHOOLS—

The school organization itself constitutes the front line in school publicity work. Members of the board of education should be persons of standing in the community, who know the schools and can speak with authority. The superintendent of schools should keep the general public conversant with his ideals and aims. Supervisors and principals should emphasize the significance of certain facts and figures. Well-informed teachers and pupils reaching as they do nearly every part of the community may become the most valuable instruments of publicity. The parents of the pupils in the schools as well as of former pupils form a strong force for publicity providing they are kept in touch with the doings and needs of the schools. In case of some special campaign like that for a bond issue the parent-teacher associations may get together a citizens' committee, the membership of this committee to be made up of prominent individual citizens as well as representatives from the many civic and patriotic organizations of the city. Perhaps the executive chairman may be a former president of the Rotary or Kiwanis Club. Such a committee with a speakers' bureau may effectively plan the campaign so that it will reach nearly every church, club, or other civic organization in the city. Publicity work may be aided in explaining the schools to the public by the preparation of large charts illustrating not only the work and progress of the schools but the needs of the system. As features of the exhibit, these charts may show magazine articles prepared by teachers on progressive educational subjects, statistical material of value, original projects by pupils as well as pictures and charts showing important extensions in equipment and service.

Furthermore it is well to try to give the schools of any community a good name by having members of the teaching and supervisory force write articles to be published in local newspapers and in the columns of the educational press of the country. The general policy of trying to have everybody, whether teachers, pupils, or citizens, speak a good word for the schools wherever they are tends to react favorably upon the local community and bring about better support both morally and financially for the schools. The good name of the school can be promoted through the courtesy of teachers to visitors.—W. H. Holmes, Superintendent of Schools, Mount Vernon, N. Y.

SCHOOL PUBLICITY—Parents who completed their school training prior to 1910 need to be enlightened. In consequence school publicity has become almost as important as commercial advertising. The apparently rising costs of the last few years have made this task doubly difficult for there is as much difference between the schools of today and those of two decades ago as there is between a high-powered automobile and the historic horse and buggy.

Heartbreak Road

As I went up by Heartbreak Road
Before the dawn of day,
The cold mist was all about,
And the wet world was gray;
It seemed that never another soul
Had walked that weary way.

But when I came to Heartbreak Hill
Silver touched the sea;
I knew that many and many a soul
Was climbing close to me;
I knew I walked that weary way
In a great company.

[Helen Gray Cone in *The Coast Without a Seam and Other Poems*.]

At the head of the list as effective means of educating the school constituency on the school problems of the day stand the daily newspapers with their "school pages," feature stories, and editorials. Next is the weekly or monthly bulletin published by the school authorities carrying educational ideals, methods of teaching, some feature stories, and more or less statistical matter showing progress in studies and costs. Other forms of effective general publicity are annual reports, education weeks, addresses to organizations of all kinds, school exhibits, illustrated booklets, and visiting days for patrons. Campaigns for school betterment plans, such as bonds for buildings, new educational features, salary increases, etc., have highly specialized forms of publicity ranging from school parades with slogans and banners to school surveys showing low spots, needs, and high spots. As to publicity costs, newspaper publicity costs nothing; bulletins published in school print shops cost very little. The average annual cost for the 61 cities reporting in answer to a questionnaire was \$1565 odd. The cost of publicity in Muskogee for the current year is approximately \$525.—Richard J. Tighe, Superintendent of Schools, Muskogee, Okla.

EDUCATIONAL PUBLICITY—The superintendent of schools who wishes his school system to progress will have to realize that he has the responsibility and obligation of making the citizens of his community want better schools. He will have to do this by publicity. There are various media and agencies for putting it across. The most commonly used is the annual report.

It is time that the superintendents of schools of this country stop deluding themselves with the idea that the public reads their annual reports. It is also time that they began to take seriously the publicity value of this yearly publication; to determine toward whom it should be directed and the way in which it can be prepared so as to get the greatest results. If the annual report is to be a report to the general public, it should be written in a language which the general public understands. That language is not the technical language of the schoolman. The supreme test of any piece of publicity is that it shall be read. No matter how carefully prepared, it is of no use whatever if nobody reads it. Schoolmen have got to learn in some way how to put "pull" into their publicity material.

Another publicity media agency at the hand of every superintendent of schools is the public press. Most superintendents of schools are neglecting it. From a careful study made of newspapers in connection with the public schools it has been demonstrated that the newspapers are eager to get public-school news. They are willing to go more than half way in telling the story of the schools.

There are three great educative influences in every community—the church, the school, and the press. The wise schoolman will utilize to the full the other two agencies which are at work in every community with him.

The progressive school systems in this country are almost invariably found in communities where the citizens are familiar with their public schools. We cannot expect a man to support something that he does not know about. On the other hand, if the schoolmen in this country appreciate this responsibility, and prepare for it as carefully as do commercial agencies, the continued progress and the proper support of the schools will be as familiar to every citizen in that community as are *His Master's Voice* or the *Gold Dust Twins*.—R. G. Reynolds, Director, Bureau of Educational Service, Teachers College, Columbia University, New York City.

Aims in American Education¹

PAYSON SMITH

*President of the Department of Superintendence, 1923-24, and State
Commissioner of Education, Boston, Massachusetts*

THE Department of Superintendence of the National Education Association represents in its membership the authorized leadership of public education in America. Its annual meeting with an attendance of several thousand is a powerful influence in the molding of educational policies and in the perfecting of educational practices. The meeting is important not only to those who attend it but likewise to every citizen, because public education stands close to the interest of every citizen. Public education is an important industry from whatever angle it is regarded. It is important with reference to the amount of money that has been invested in it in buildings and equipment. It is important with reference to the cost of its annual maintenance. Hundreds of millions of dollars every year are expended for the support of public education. This industry is important with reference to the number of people engaged in it. One fifth of our entire population is engaged in the business of going to school and getting an education. This business is most important of all with reference to the results that we have a right to expect shall come from it.

The public schools are not maintained for any selfish individualistic purpose. The people do not tax themselves primarily in order that the individual, by sharpening his wits, shall be able to achieve a selfish advantage over his mates. No justification for a tax-supported system of education can be found if we are to limit the prospective results to those which accrue to the advantage of the individual. One justification and one only can be found and that is that, as a result of our educational activities, we shall be able to improve upon the quality of our citizenship, raise the standards of social life, and feel the benefits of better civilization.

In other words, the object of public education is a social one. We support education to secure a better citizenship, using that term not only in its political significance but in its social and eco-

nomic significance as well. To be sure, this large social result can be obtained only by individual means. There is no way of improving the mass except by the improvement of the units that comprise it. There is no other way of getting a better citizenship except by what often

GOOD SCHOOLS Might Close

Up Some Jails—A man in State's prison is now serving the first of four sentences to life imprisonment. He was convicted of four murders and got the limit for each crime. Tests proved him to be very dull and slow to learn. The teachers had to tell him everything five times over. But he had mechanical ability far above the average. A wise warden stopped treating him as a dangerous beast and trained him for certain machine work. The man now operates two machines where the average outside workman operates one. Instead of costing the State over \$300 per year, he earns his own keep.

From eight years old this convict has spent nearly all his life in institutions and jails. It has cost the State a great deal of money to arrest and jail him. One per cent of that money, spent on the right sort of schooling, might have steered this four-times murderer safely into a decent, useful life in the work that he loves and can do.—Collier's.

seems the slow and laborious process of getting better citizens. Thus the results that we aim for in citizenship as a whole we must consciously seek to secure through the right education of each individual child. On the occasion of this annual meeting, held at a time when every educational activity is under scrutiny, criticism, and to some extent, reorganization, it is well to inquire as to the goals which education should seek to secure for our common citizenship.

In the first place, American education has now, as it has always had, the serious responsibility of developing in citizenship the quality of intelligence. More and more the people as a whole are being called on to exercise directly the functions of government. Not only are they choosing their officers in primary and general elections but increasingly they are settling questions of policy at general elections. In such a situation,

we must have an education that will produce an electorate interested in civic problems and willing and able to use thought, care, and discrimination in the settlement of them. Our American schools must be so taught that we shall decrease the proportion of people who can be easily misled by the specious reasoning of the agitator and the demagog. We must see our problems, not in the light of a selfish personal interest, but with reference to the righteousness of the issues and the principles involved. An ability to distinguish that which is true from that which is false, an ability to face facts, and a courage in facing them are among the things toward which American education must strive.

This object of the development of intelligence does not imply propaganda. Unfortunately, there are many who seek to crowd into the schools various reform activities and different programs looking to the accomplishment of specific results desired by limited groups or classes. They do this under the mistaken impression that it is the function of education to tell children what to think. *It is not the business of education to tell people what to think. It is rather the business of education to show them how to think.* The progress of American institutions does not depend upon one hundred per cent agreement so much as it depends upon a sincere, honest, and open mind.

In the second place, these schools of ours must pay large attention to teaching the meaning and significance of American institutions. Unless our institutions of government command the respect of the people and their loyal and intelligent support, then the end of our experiment in democracy is in sight. Our institutions are subject to orderly change. The officers of our Government in every field must be subject to proper criticisms rendered in proper ways. Any lover of our institutions, however, must deplore the tendency too often found in the comic journals and in current speech to hold in contempt officers of government as such. Those who speak lightly of the officers of our National Government, President, Senators or Representatives, or those of our State governments, Governors, and legislators,

¹An address by Radio from Station WMAQ, *The Chicago Daily News*, Chicago, Illinois, February 25, 1924.

Meditation

A. EVELYN NEWMAN

Professor of English, State Teachers College,
Greeley, Colorado

Sometimes, when self is stilled and stinging irritations of the day forgotten,
We walk far off from time and circumstance
And sit upon the shore of life in meditation.
Then, as we look steadfastly out upon Eternity
Hearing its surf break at our feet,
We know that all is well;
That yesterday, today, and on tomorrow,
Nothing matters save our own desire and effort
To do our utmost for the common good.
Complexity unwinds itself;
All fear and tumult of the mind are calmed;
The questioning heart hears its immortal answer and is satisfied.
From such a visitation to the inner shrine of silence
We return refreshed and heartened
For our next long day's trial.

or those of our cities and towns must not forget that these are our officers that are chosen by us under forms we have ourselves accepted or provided. To hold, therefore, our Government and its functions in contempt is to acknowledge our own weakness. The American school should seek to make American youth intelligent about government, respectful of American institutions but determined to make those institutions and that government progressively better through their intelligent criticism and constructive action. The school itself in its own organization presents an opportunity for the training of youth in intelligent obedience. That duty is indeed a most important one.

In the third place, education in America must not overlook the economic and industrial responsibility that will rest upon the American manhood and womanhood of the future. While there is no room in America for the doctrine of universal service at the direction of the State, yet happily there has developed in our country that attitude of the public mind which will increasingly demand on the part of American men and women as a test of their larger citizenship a *respect for work* and a willingness to perform each one in his own field that service for which he is best adapted. Too often it has been possible to maintain that education has tended to create in the minds of the youth a false philosophy with reference to toil. Employment managers complain that the schools turn

the attention of boys to those pursuits which will enable them to secure a livelihood with the least effort and the greatest freedom from irksome manual tasks. Too often the home has taken the position that the boy should have an education in order that he might not have to work as hard as his father has been compelled to work. Education in America should have no such ignoble aim. *A worthy education does not enable one to escape work.* It helps one to find his work and to do that work in the best possible way after it has been found. In our campaign for the elimination of child labor, we may have established the idea that work for children under any circumstances is to be avoided. On the other hand, work is not only to be avoided but it is definitely to be accepted as having in itself an educative value that is unsurpassed. We may perhaps look forward to the time even when in our secondary schools and colleges as an absolute requirement to the award of a diploma every boy shall be expected to spend some of the time in lucrative productive labor.

It is to be hoped likewise that these schools of ours will increase in our youth a sense of their personal responsibility. In every field today, whether that of industry, of social life, or of political life, there is crying need that each one shall be prepared to discharge to the full his own personal responsibility. This spirit of responsibility cannot be secured all at once in adulthood. There must be

gradual development throughout the period of youth. To such an end, the schools themselves should lend their positive help. We are prone to think that fine buildings and equipment, large appropriations, skilful teachers, and sacrificing parents have in some way the power to insure an educational result. It is not so. It is true today, as it has always been and must always continue to be true, that *the person who is after the education must get it for himself.* These other things are helps and the outward incentives to an education.

Thus in the educational process, we must apply finally the test as to whether or not the child as he moves forward through the schools is more dependent upon himself, less dependent upon others, better able to stand and walk alone, better intentioned and better able to reach his own conclusions and to act as a responsible human being. With this development of a sense of personal responsibility, the education of today must not fail in developing the spirit of coöperation.

Our present-day life, intricate and complex in every particular, calls for a readiness on the part of the people to work in harmony and coöperation. *No one is big enough for his job in these days if he tries to do it alone.* All of us together are equal to the absorbing tasks of the present time if we can learn the secret of team play. Those of our youth who have already learned how to coöperate with their mates are the ones who are going to achieve success for themselves and render services to the community. Those of our youth who have not learned that lesson must, with the help of the school, the home, and all other agencies, acquire it if they are to serve with the highest effectiveness.

The greatest obligation that any generation owes is the obligation that it owes to the next generation. That obligation we discharge through the function of education. Not the education of the schools alone, because we realize that the education of the youth represents the coöperative activity of home and school and church and community and many other activities that influence the youth, but the public school, standing as the representative of certain phases of education responsible for certain major results, symbolizes the belief, the faith, and the confidence of the American people not only in the youth of the land but in its future, because that youth of today in a very real and definite sense is the American of tomorrow.

The Philippine Public Schools

MANUEL L. CARREON

THE history of Philippine public education can probably be best understood if a study is made of its background—the early days of Malayan culture and the three centuries and a half of Spanish occupation. But to trace such a development would entail a considerable amount of space devoted to historical facts that may have little or no bearing on our subject and consequently may carry our discussion far from the topic at hand. We shall, therefore, begin with the transplanting of the American public-school system, go on to describe the subsequent changes effected to suit local needs and conditions, and finally to consider the Philippine public school in the light of modern conceptions of public education.

Soon after peace was declared between America and the Philippine insurgents, and, in fact, even before hostilities actually ceased, the American military authorities in compliance with instructions from Washington began the establishment of free schools. Close observers of Philippine conditions then said that it was mainly through the instrumentality of these early soldier-teachers that resentful feelings towards the newcomers gradually faded away. It was through the disinterestedness of these American pioneers that the natives became finally convinced of the altruistic

motives behind America's sudden and unexpected appearance in the Islands. In the opening of free schools, America



A GROUP of Filipino Teachers with an American Academic Supervisor. Over 20,000 of these native teachers mold the lives of Filipino children.

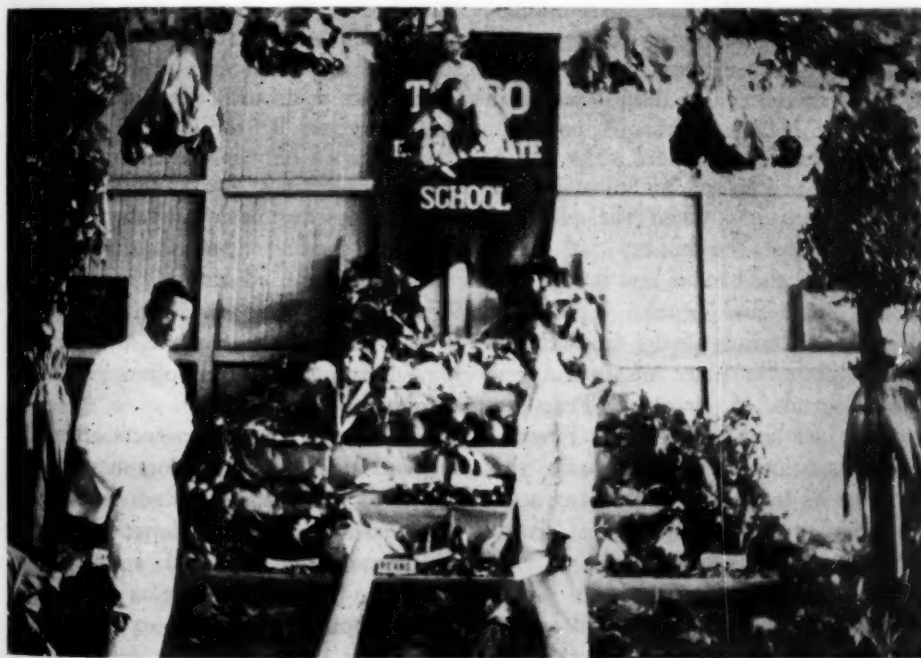
had found a much more effective method of pacifying the people.

Since the establishment of civil government in 1901, large armies of teachers have been sent yearly to the Islands to assume the responsibility of training native teachers and gradually to

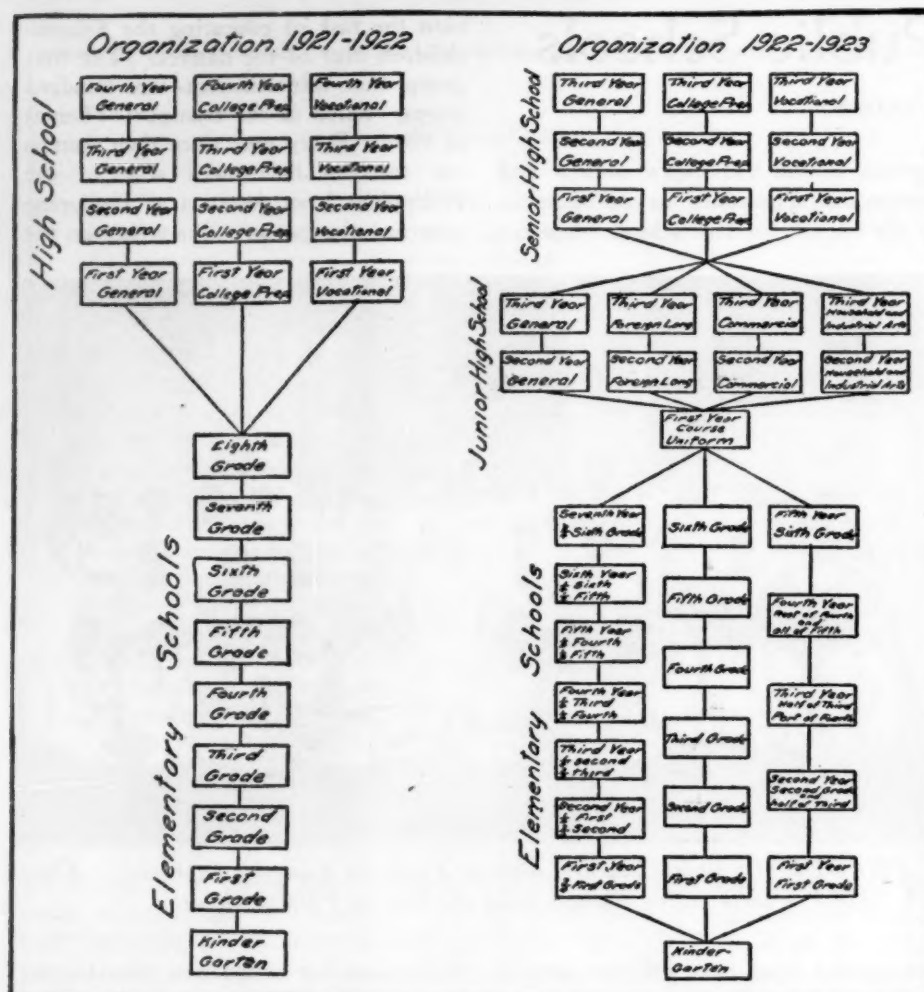
turn the task of educating the Filipino children over to the natives. The first group that left America—six hundred strong—sailed in the transport *Thomas* in 1901. Every year since then American teachers have been sent to the Philippines from America at Philippine government expense. One writer on the

Philippines has called it a second army of occupation. The event marks the beginning of that wonderful experiment America has so wisely undertaken in the Philippines. News of the gigantic attempt to impose through a foreign tongue American ideals and civilization on an alien people reached all parts of the globe. The British in India, the Dutch in Java, the French in Indo-China, and the Germans in the Pacific islands sneered at the idea of embarking upon what they all considered a Utopian enterprise. The results of the last two decades, however, have failed to justify this pessimism. The natives have taken kindly to all innovations made; they have supported all progressive educational measures; and today they feel proud of having the most widely known educational system of the Far East.

The early school authorities were confronted with two outstanding problems—namely, the training of a Filipino teaching staff to carry on the instruction begun by the Americans and the publication of textbooks suited to Philippine needs. The first problem was partially met by the establishment of small training classes in the schools where the first group of American teachers were sent, and by every possible encouragement



THE intermediate school offers weaving, gardening, and shop work to Filipino boys. These Garden Day Exhibits show their proficiency as gardeners.



THIS chart showing the reorganization of the Norfolk, Virginia, city schools is typical of changes that are being made throughout the country in an effort to break the "lockstep" in education by creating an organization that will meet the individual needs of each pupil.

given the Filipino teachers of the old Spanish schools to continue their work. Another solution presented itself in the erection of normal schools throughout the archipelago and the inclusion of normal training in the regular curriculum of the several secondary schools so far established. Not only has this task of training Filipino teachers proved successful, but the process, popularly known as Filipinization has gone on so rapidly that of about 25,000 teachers in the Philippine public schools today, not more than 400 are Americans. In the words of a Filipino educator, the teaching force has changed from "Americans assisted by Filipinos" to "Filipinos assisted by Americans."

The question of textbooks adapted to Filipino children was another serious problem the school authorities had to cope with in the early days. When the American system was transplanted, the American textbook went along with the school. But it was soon discovered that

the Filipino child, with a different interest, owing to different surroundings, did not delight much in reading about Jack Frost, the squirrel, or the apple, nor did he take any deep interest in Indian or Norse stories. A need for changes was recognized from the outset; a gradual process of modification followed. Rain has taken the place of snow and frost, the monkey that of the squirrel, and the banana and mango that of the apple and peach. Today the Filipino child reads stories from Philippine folklore in place of Indian and Norse legends, of Juan and Pedro instead of Jack and John. He has become so enthusiastic in his school studies that today he no longer needs the coaxing of his father or mother, but almost always comes to school of his own accord.

The administration of our public schools combines the democratic control in the American system and the centralized authority in the Prussian and the French. At the head of all the

schools is the Director of Education with his assistant. He is directly responsible to the Secretary of Public Instruction, who is at the same time Vice-Governor of the Islands and a member of the Council of State, a body composed of the Governor-General, the six department secretaries, the President of the Senate, and the Speaker of the House. The director is appointed by the Governor-General with the advice and consent of the Senate on the recommendation of the Secretary of Public Instruction and other members of the Council of State. Wielding all the authority vested in his office, the director is held responsible for the efficiency of the school system by the direct representatives of the people.

Provincial, municipal, and other local control is vested in forty-five division superintendents, who are appointed by and responsible to the director. These division heads appoint all district supervisors, elementary and secondary principals, and all teachers on the recommendation of their respective departments. The efficiency of the teaching personnel is maintained by a series of civil service examinations, normal institutes, and summer courses offered by the University of the Philippines. Teachers who are neither normal-school graduates nor holders of teachers' certificates may qualify for permanent appointment only after passing the junior teachers' examination; those who are already regular appointees in the service, seeking promotion in rank or salary, may take the senior teacher's examination and become eligible upon making a satisfactory rating; while prospective division superintendents are required to pass the assistant examination, the highest given by the Bureau of Civil Service, open only to clerical and educational executives.¹ At the city and provincial normal institutes, model teachers conduct demonstration classes, and prominent educators give lectures and lead discussion on educational problems. During the summer, the College of Education at Manila offers profitable professional courses.

However varied the aspects of public instruction in the Philippines may be, the work of our school resolves itself ultimately into four functions: academic, vocational, physical, and social. The academic phase of instruction differs but little from American theory and prac-

¹ The assistant examination when taken by teachers is now known as the superintendent examination.

tice. We start with the three R's, music and drawing in the lower grades, and as we go up the scale through the intermediate grades and the high school, we add geography, history and civics, language and literature, natural science, economics, and higher mathematics. Running parallel to this definite program of academic studies is an extensive course in vocational or industrial training from the early grades to the university. In the primary school, we give weaving, basketry, and slipper-making to the boys; elementary housekeeping and kindred subjects to the girls. The intermediate school takes up the work from the fifth grade through the seventh grade, and offers weaving, gardening, and shop-work to the boys; sewing, lace-making, embroidery, housekeeping and household arts to the girls. To the intermediate school graduate, the doors of various secondary schools are open for further training. Among these are the regular academic high school, the normal school for teachers, the school of commerce for typists, stenographers, and bookkeepers, the nautical school, the school of arts and trades, the farm school, the forestry school, the school of household industries for women, and a few others of minor importance. Crowning this broad educational program, the different departments and colleges of the University offer splendid opportunities for branching off into the professions to academic high school graduates, who for some reason have put off the day of specialization, but who by this time must have a pretty fair conception of what vocation to follow. Furthermore, the University offers ample advantages for further specialized training to the graduates of the different vocational schools.

Just as the academic and vocational phases of Philippine public education are bound up with each other, so are the physical and the social to no less a degree. Physical exercises are given in the schools, not merely for the bodily development of the children but for the relaxation and social participation they afford in the work of the group. In the elementary grades, light calisthenic drills are given to both boys and girls, group games are played on the school ground, athletic contests are started with a view to picking out the best contenders in the district and division meets, and folk dances are taught to the utmost delight of both parents and children. The secondary schools require military science for all boys enrolled; organize

baseball, track and field, basketball, and volley ball teams for boys; indoor baseball, newcomb, and other games for girls. Each year finds an athletic meet in every town, every district, and every division. The process is one of elimination, by which the best athletes are sifted out for the annual carnival meet in Manila and for the biennial olympiad in the Far East. All sorts of students' literary and social organizations are encouraged, plans for parties and excursions are laid out every year, and arbor days, parent days, and other school holidays are scenes of merrymaking.

The Philippine public school system has germinated from the American idea of universal education, carried over and transplanted on the soil of early Malayan culture and Spanish civilization. While partaking of the nature of European centralized educational administration, it does not differ very

materially from the American system. Like American public education, the objective of Philippine educational theory and practice is the all-round development of the individual with a view to discovering his special innate faculties and giving him intensive training in his chosen field. As in the American school, English is the only language of instruction.¹ And with the established policy of making the language of democracy the ultimate national medium of thought and speech, coupled with the tendency at the present time to use English not only in commercial and educational circles but also in political and social gatherings as well, the rise of an English-speaking people on the other side of the Pacific, enjoying the blessings of free institutions, is inevitable.

¹ Teachers of high-school English comprise the majority of Americans now hired to teach in the Philippines.

Breaking the Lock Step¹

AN INDIVIDUAL system of instruction was introduced into the Training Department of the San Francisco Teachers College in 1913; to a certain degree, and with certain variations this system has been continued to the present—a period of ten years. Personally, I first began to cogitate upon an individual plan nearly twenty years previous. Superintendent Preston W. Search, of Pueblo, Colorado, had emerged from the pedagogic darkness of those times and had gone about the country uttering a message of strange device. He questioned the class system in practice and upon principle. He was a clever expounder, clear-headed, sincere, a forcible speaker and a man of presence. His experience with the individual plan did not prove, in immediate outcome, a particularly happy nor successful one. But his experience did unmask and expose to intelligent view a number of formidable difficulties which are embedded in any attempt to supplant an ancient fallacy, preserved by tradition. He found we must have an entirely different type of textbooks, a body of teachers whose educational ideas were in complete opposition to what schoolmasters hold to be most true and most dear. Mr. Search found these difficulties insurmountable and finally,

in consequence, abandoned the educational service.

The San Francisco experience—The system undertaken by the San Francisco Teachers College did not commence with a definite, worked-out plan, or, least of all, a philosophy of education. In the beginning, there was no intent to create an individual system. The efforts of our faculty were directed simply to uproot a few obvious difficulties, which in a teacher's training school are apt to become much exaggerated. First was the difficulty that pupils neglect to learn the prescribed tasks or lessons which the student teachers laid out for them. Secondly, there was the difficulty that the pupils easily became distraught, passé, blasé, and they were constantly in mischief. Both of these diseases were aggravated by the teachers' being young, inexperienced, and naturally lacking in decision. We undertook to remedy matters by announcing that thereafter no lessons would be prescribed; each would pursue his own lessons and proceed at his own rate.

An unaccountable surprise—The result was electrifying. It was surprising even to the most sanguine. Even the poorest pupils, practically, maintained the former class rate at least. The large majority went much faster, covering in one term two, three, four, and five times the amount of work by the class rate. At the same time the lack of in-

¹ Written for THE JOURNAL by Mr. Frederic Burk, of the San Francisco State Teachers College, San Francisco, California.

terest and the disciplinary difficulties disappeared as mist before a rising sun.

But by uncovering the causes of certain evils enumerated, other situations, previously unheard of and unthought of appeared. Hereby hangs a series of pedagogic experiences that only a fair-sized book can enumerate. The problems of texts, and more particularly of the prevailing pedagogic fallacies of the purveyors of educational doctrines, are many, difficult, and resistant. A new type of texts was necessary. Our faculty proceeded to write them. From 1914 to 1919 there were written, published, and sold, without any advertising, over 100,000 copies of pamphlets adaptable to individual instruction, of some twenty-six different subject texts. Members of the faculty made nothing from these publications; their services were entirely free. In 1917, the Attorney General handed down an opinion that the Teachers' College had no authority of law to use the State Printing Office in the printing of these texts though of course the State had been paid for its services. I do not know what was the originating source of the request for the Attorney General's opinion. I do know its source was within the State educational forces, not outside them. I simply mention this fact as illustration of the type of difficulties which beset any attempt to interfere with established educational doctrines.

Thus ended, for the time at least, the plan of publication of books suitable for use in an individual plan. However, in the immediate future the necessary publications of school books will be accomplished through private agencies; a complete history of our experiences and the difficulties which confront the undertaking of supplanting the class lockstep will be published. The usual stumbling blocks, sloughs of despond, and resistant rocks which prevented Mr. Search and which have assailed the San Francisco State Teachers College will be set forth for the aid of pioneers in this field. I briefly mention a few issues.

The Winnetka Plan—At present the most carefully planned individual instruction is that now being carried out in Winnetka, near Chicago, under the leadership of Superintendent Carleton W. Washburne and Assistant Superintendent Willard Beatly. Both these men, as well as some of their teachers, were members of the San Francisco College staff during the critical period. But a training department of a Teachers College is not a suitable place to develop

new educational projects. It must be done under the conditions of a regular public-school system with a corps of teachers such as has been developed in Winnetka.

The Individual System is not a system having a mechanism, worked out in any adequate degree, anywhere. At present it is merely a series of principles changing from day to day in accordance with the changing development of modern science and civilization.

The Individual System not an expensive system—It is in all probability cheap as compared with the class system. The class system holds a large percentage of pupils in the lower grades, because it has no means of sending them along when it is profitable to send them along. We do not know how many the individual plan could profitably send along. We do not know how many the class system holds back profitably or unprofitably. But we do know that thirty to forty out of every one hundred pupils in the elementary school are repeaters and it costs as much to send a pupil the same road as to send him the first time—probably much more. We do not know the relative number of pupils who are mentally maimed or permanently disabled by the spirit and practice of the class system. We are as ignorant concerning the class system of existing schools as we are concerning the non-existing individual system.

The Individual System is not a teacher's undertaking—It is an administrative problem requiring a revolution of administrative mechanisms, a complete displacement of the tools and mechanical processes of the class system, and the substitution of new forms of books, new spirit, points of view, and educational philosophy of life upon the part of teachers, superintendents, boards of education, and instructors in teacher-training institutions leading to individual instruction.

It is not social or political Bolshevism—The individual system is not in any way related to, born of, or concerned by political Socialism, economic communism, irreligious atheism, or philosophic individualism. It is unrelated to any one of them as it is to a cure for corns. "Individual" instruction does not mean that pupils are to be consigned to solitary confinement in dungeon vile. The school under a system of individual instruction will be more socialized than under the class lock-step. Lawyers, doctors, artists, and candlestick makers are individualized specialists, it is true, but they do not withdraw from social experience by rea-

son of their specialization. In fact they live by society. No two pupils ever yet succeeded in learning writing by two, to read, to spell, to figure—all of these require personal and individual attention in practice. Yet it is none the less true that the energy which furnished the power to operate individually is generated by social activities, by the initiative to serve the group, and by the communion of saints. Further, the individual system differs from the class system in that its activities call for real and substantial purposes, not artificial contrivances.

Individual instruction not a new ism—The individual system was invented by Adam. For eons thereafter it was the sole system of education. The class system is the new thing. Up to a few centuries ago and for hundreds of thousands of years previous the individual system only was in current vogue. Less than a generation all rural schools were individual. Indeed Oxford and other ancient universities still visibly retain ancient individual customs in the tutorial system.

What the Individual System is—It is as yet merely an unmaterialized educational conception based upon the biological principle that no two individuals are enough alike to be identically educated; that the chief business of schooling is to stir into activity the personal initiative of dominant native forces and has only little to do with putting information into cold storage as the class system does. While the social group stimulates and furnishes the motives and purposes of education, the actual learning is always an individual process in which two cannot participate. The individual system is not fixed and finally formulated because it deals with the energizing of living data, not the preservation of dead data. It will change as science changes, as new conditions demand, as varied purposes control.

THE GREAT service which education must perform is to confirm our faith in the world, establish our settled convictions, and maintain an open mind. The heritage of all the past is neither mean nor insignificant. It is a high estate. The work of the world is neither undignified nor degrading. It lacks neither character nor nobility. It is the means and measure of all real manhood. Those who are worthily engaged in it are ministers of a holy cause, priests of a divine imposition.—Calvin Coolidge.

Washington: A Center of Research and Education

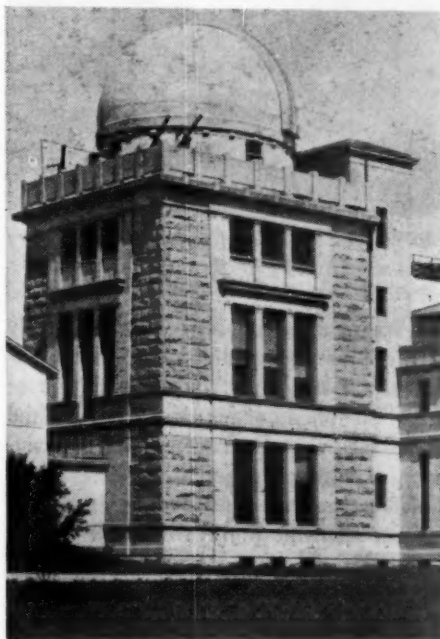
TO LIVE in the capital of the United States, where opportunities for inspiration, research, and culture abound, is an education in itself. Washington's all-the-year-round pleasant climate makes it admirably suited to the students of different lands. From all parts of the United States—yes, from all parts of the earth—they come to carry on their work, sometimes for a limited time, sometimes for life.

Washington is well adapted to conventions. Many great National and international conventions have been held here. In recent years the Disarmament Conference gave the people of the country an opportunity to keep in touch with world affairs. As a newspaper center, Washington stands foremost, having more newspaper correspondents than any other city in the world. Every large newspaper in the United States and Canada has a local correspondent, and many European newspapers have representatives stationed here.

As for art, Washington affords a living study in architecture, music, sculpture, and painting. Rock Creek Park, the Speedway, the wooded hills of Virginia and Maryland, and the beautiful statues surrounded by gay flower beds afford a study that is open at all hours to the student, and when the weather is unfavorable, the art galleries with their many notable collections are available. The Corcoran Art Gallery's paintings are particularly representative of American artists, but fine examples of the French, Dutch, English, and other schools abound. The sculptures include casts from the antique, the Renaissance, and modern works, as well as original works in marble and bronze. The Freer Art Gallery, with its famous Peacock Room, contains a fine collection of Whistler's paintings. Every month brings some musical event to the Capital, a city standing high in talent and appreciation of all that is best in every phase of music. Its bands are famous and its radio concerts broadcasted by WCAP and WRC are rapidly becoming so; it has a good local amateur opera company, and its community singing sets the pace for the country.

Washington is not only a store-house of valuable findings on account of the

Government bureaus being located here, but it has given impetus to dozens of schools, colleges, and institutions. American history is vitalized for the beholder when he sees the original documents actually signed by our great men. Indeed, years could profitably be spent in



WHERE scientists observe the heavens at the United States Naval Observatory.

the capital studying the ways of Presidents, cabinet officers, and chiefs of bureaus. When Congress is in session the galleries of the House and Senate are open to those who wish to see our legislators in action. The embassies and legations of foreign governments stand ready to furnish students needing foreign data with information, and the research bureaus of the Government, such as the Departments of Agriculture and Commerce, the Public Health Service and the Bureau of Standards, where experimentation in the fields of physics, chemistry, and electricity is unsurpassed, gladly furnish free to the public their pamphlets.

Another aid to research is the library. The Library of Congress is a mine of information on almost every known subject. Its books and magazines are accessible to readers. The many professional libraries connected with Govern-

ment departments are invaluable to the cause of research and education. It is estimated that the total number of books in Washington libraries exceeds 8,000,000. Some of the libraries not mentioned elsewhere in this article are those of the Bureau of Education, the Department of Labor, the Department of Agriculture, the Geological Survey, and the Astronomical Library.

Washington has some of the most important independent scientific, educational, philanthropic, and civic foundations in the world. Among them are the Carnegie Institution, the National Research Council, the National Academy of Sciences, the National Education Association, and the National Geographic Society.

The Carnegie Institution, though having no regular class work and degrees, advances scholarship and renders great assistance to universities. It was founded by Andrew Carnegie to encourage investigation, research, and discovery. The objects of the Institution are forwarded by the formation of departments of research, by the solving of problems requiring collaboration and special equipment, and by adequate publicity for the findings of its departments and for a limited number of investigations originating outside the Institution. Three of its eleven departments of research are located in Washington and add to the important research work of the scientific and technical bureaus of the Government. The classified list of publications of the Institution includes nearly five hundred volumes.

The National Research Council is made up of accredited representatives of about seventy-five National scientific and technical societies, men interested in agriculture and industry and in the sciences upon which these activities depend. In 1918 it was reorganized by executive order, as a permanent body for stimulating research in the mathematical, physical, and biological sciences, and in the application of these sciences to engineering, agriculture, medicine, and other useful arts. To survey the larger possibilities of science, to formulate comprehensive projects of research, and to develop effective means of utilizing the scientific and technical resources of the



ANIMAL exhibits and Eskimo and Indian collections are of interest to visitors to the New National Museum. The National Gallery of Art is housed here.

country are some of the purposes of the Council. In gathering scientific and technical information from all parts of the world it renders valuable service. The Council is able through the generosity of the Rockefeller Foundation to maintain fellowships in physics, in chemistry, and in medicine. The National Academy of Sciences and the National Research Council are constantly striving to maintain an effective balance between fundamental science and its applications in the arts. Teachers attending the annual convention in July will be interested in the exhibit of radio apparatus at the new home of the Academy and Council near the Lincoln Memorial.

The Smithsonian Institution, under government control, was established by statute in 1846. Its main library of 300,000 volumes, consisting principally of the transactions of learned societies and scientific periodicals, is deposited in the Library of Congress, but it maintains a working library at the Institution. Under its direction is the National Zoo, covering nearly two hundred acres in Rock Creek Park. Washington's Zoo, the second largest zoölogical park in the United States, adds much to the north-west portion of the city. The Institution also has charge of the National Museum, rich in the natural history, geology, paleontology, archæology, and ethnology of America; the National Gallery of Art; the International Exchange Service, for the exchange of Government publications between the United States and foreign countries; the Bureau

of American Ethnology for the study of the American Indian; the Astrophysical Observatory for the investigation of radiation phenomena; and the United States Regional Bureau for the International Catalog of Scientific Literature, which prepares a classified index to the current scientific literature of the United States.

Among the smaller but important institutions of research are the Volta Bureau, the Institute of Economics, the Institute of Government Research, and the Industrial Survey and Research

Service. The Volta Bureau, founded and endowed by Alexander Graham Bell, for the increase and diffusion of knowledge relating to the deaf, has collected all procurable literature on the history, causes, and alleviation of deafness, as well as the education of the deaf. It has compiled a card catalog containing the family history of more than 50,000 deaf children. The Bureau also publishes *The Volta Review*, a monthly magazine.

The Institute of Economics was recently established for the purpose of "ascertaining the facts about current economic problems and of interpreting those facts for the people of the United States in the most simple and understandable form." Though receiving funds for its establishment by the Carnegie Foundation, it is not controlled by that Institution. It deals with controversial questions requiring investigation, and not only assembles the data obtained but interprets their social significance and points the way to public policy in revealing the specific issues of present economic politics. It assists all who are seeking to better American economics.

The Institute for Government Research, an association of citizens organized in 1916, coöperates with public officials in the scientific study of government to promote efficiency and economy in its operations and advance the science of administration. By formulating those principles which lie at the basis of all sound administration and by determining their proper adaptation to the specific



THE Corcoran Art Gallery, whose paintings and sculptures bear testimony to America's interest in the fine arts, is one of the four magnificent buildings south-west of the White House.

needs of our public administration, it puts the public administration upon a more economical and efficient basis.

The Industrial Survey and Research Service is a business concern, an agency with access to Government material, that conducts research in industry, obtaining original information as well as collecting data already gathered by other agencies and selling such service on a contract basis to civic or other organizations desiring information.

The National Geographic Society, with a membership of over 900,000, said to be the largest scientific body in the world, has its headquarters diagonally across the street from the National Education Association. This Society was founded to promote the increase and diffusion of geographic knowledge. It maintains expeditions in North and South America and in Asia and carries on photographic expeditions all over the world. The official organ of the Society, *The National Geographic Magazine*, is well known to the teachers of America, who form a large per cent of the Society's membership.

Large private schools, of which there are many in and near Washington, utilize the advantages of the city for the study of civics, science, and the arts, and for the inspiration of history and biography while in the making. Every spring, thousands of pupils and teachers from New England and nearby States come to Washington, for in many schools, both public and private, it is a part of the course to send those students about to graduate to the Capital, where they can see first hand the many governmental institutions of which they have studied.

Washington boasts several universities. The oldest Jesuit institution of learning in America, Georgetown University, was founded in 1789. Catholic University is also located in Washington. The charter for Howard University, devoted to the higher education of the colored race, was given in 1867. American University is under Methodist management. George Washington University has thousands of young men and women, who are employed by the Government, attending its afternoon and evening classes. Many of the students in the law school who work in the Patent Office, the Internal Revenue Bureau, or the Department of Commerce constantly consult the legal books in the Congressional Library, and many of the medical students do much research work in the library in the Surgeon General's office. Scores of students in the engi-

neering school are employed in the Bureau of Standards.

The need of a great National University at Washington has been noted by many competent observers. Ambassador Bryce says: "Washington seems to possess quite special advantages fitting it to be the seat of a great university." Ambassador Jusserand says that a University in Washington should become famous

Notable Service in Education

EDWIN G. COOLEY was born near Strawberry Point, Iowa, March 12, 1857, and passed to his final reward on September 28, 1923. He came of old New England stock. His ancestors fought in the struggle for independence. His father enlisted in the Federal army in 1861, when Edwin was just beginning to attend school. As a boy, though studious and a persistent reader, he excelled in sports and later became a good football player at college.

The story of Mr. Cooley's struggle to obtain an education is the story of many of our educators. Starting as teacher in the rural schools, he advanced to being grade teacher and principal in the Strawberry Point schools, then principal of the Cresco High School, and then superintendent in Cresco. In 1891 he went to Illinois first as principal of the East Aurora High School, then as principal of the Lyons Township High School at La Grange, where he completed his college work at the University of Chicago.

In 1899 Mr. Cooley was offered the principalship of the Chicago Normal School, but before he was able to take up his new duties he was selected to succeed Dr. Andrews, superintendent of the Chicago schools. For nine years, Mr. Cooley was active in the school affairs of Chicago. Many of his achievements were connected with the subject of teacher employment. Believing that the educational force should be selected by the superintendent without discrimination, he created an eligible appointment list in which priority was given to merit. Again advocating that increases in salary should be in recognition of increased efficiency and scholarship, he laid the foundation for the promotional system, which, with a few minor changes, is in use today.

Strenuous and sometimes bitter were the contests won by Mr. Cooley, who was wise enough to recognize the faith and honest intention of the average board member and to see that

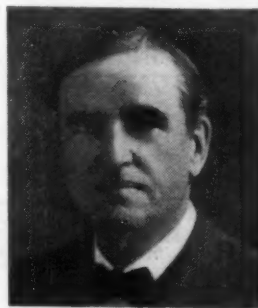
he was fighting bad custom and mistaken opinion, not corruption. The publicity given by the Chicago press not only brought before the Nation the local situation but it raised a vital question of school administration—namely, whether the actual teaching, the selection of texts and appliances, and the adaptation of buildings to school uses should be managed by trained experts or by lay members of boards of education. The victory won in Chicago in 1900 made subsequent victories in smaller cities possible. Today the selection of the teaching force by the superintendent, or other expert agency, is the established practice in almost all large school systems of this country. This trans-

fer of initiative from the school board to the superintendent has been largely instrumental in bringing about the excellent administration of our large city schools.

Mr. Cooley was an intense worker, and consequently his health suffered. In 1908 he was granted a year's leave of absence and again in 1909, but before the second leave had expired he resigned. A year as president of a book publishing company was followed by his five-year appointment by the Commerce Club of Chicago to investigate vocational schools in Europe.

Returning from a trip around the world as the War began, he became regional director of Junior Red Cross activities in schools. He then worked for the War Department at training enlisted men for special service as mechanics. At the close of the War, he was appointed director of the Chicago continuation schools, a position he was well qualified to fill. In this congenial work he was engaged up to the time of his death last September.

In addition to being president of the Association in 1908, Mr. Cooley was president of the Illinois State Teachers Association and of the Department of Superintendence, and at one time he was offered the presidency of a great university.



EDWIN G. COOLEY

and be of use to the country as a nursery of magistrates, statesmen, and diplomats. Elihu Root believes that in many respects Washington furnishes a field for higher education absolutely unequalled by any other place in the United States. New projects are constantly being brought before the public to make the Capital an even greater educational center.—Jessie M. Robbins.

Growth of Education Associations

States and Other Units	Estimated number of teachers in State 1923	Membership in National Association					Membership in State Associations				
		Jan. 1, 1921	Jan. 1, 1923	Jan. 1, 1924	Per cent of teachers members	Relative rank Jan. 1, 1924	Jan. 1, 1921	Jan. 1, 1923	Jan. 1, 1924	Per cent of teachers members	Relative rank Jan. 1, 1924
1	2	3	4	5	6	7	8	9	10	11	12
United States.....	734,820	48,814	118,032	133,566*	18.18	.....	325,883	436,392	482,865	65.71	.....
Alabama.....	14,290	188	708	824	5.77	42	6,000E	7,500E	7,800	54.58	38
Arizona.....	2,042	493	1,107	1,477	72.33	2	1,900E	2,000E	1,048	51.32	40
Arkansas.....	9,200	70	327	380	4.13	46	4,400	8,664	8,200E	89.13	13
California.....	22,132	3,218	9,592	14,491	65.48	5	13,000E	16,000E	20,000	90.37	12
Colorado.....	8,977	1,414	3,820	4,222	47.03	8	5,767	6,398	6,705	74.69	25
Connecticut.....	7,713	438	1,319	1,527	19.80	22	6,000E	8,150	8,600	111.50	2
Delaware.....	1,279	204	343	511	39.95	10	427	1,046	764	59.73	34
District of Columbia.....	2,224	336	595	745	33.50	12	100E	800	288	12.95	48
Florida.....	6,922	45	320	440	6.36	41	500E	500	8,579	123.94	1
Georgia.....	16,087	157	231	362	2.25	49	1,000E	1,813	3,000	18.65	47
Idaho.....	4,351	386	497	564	12.96	30	3,802	3,000E	3,401E	78.17	21
Illinois.....	39,590	5,750	7,475	9,332	23.57	16	23,932	26,632	29,232	73.84	26
Indiana.....	21,194	996	3,137	3,393	16.01	25	14,228	14,127	14,112	66.58	33
Iowa.....	23,832	1,011	5,944	5,501	23.08	17	16,395	16,798	16,750	70.28	31
Kansas.....	17,423	618	1,399	1,646	9.45	35	12,591	13,339	14,127	81.08	18
Kentucky.....	13,653	272	431	487	3.57	47	3,000E	5,100	8,000	58.60	36
Louisiana.....	10,422	390	932	989	9.49	34	2,000E	5,445	7,045	67.60	32
Maine.....	6,500	801	2,105	2,087	32.11	13	3,662	4,500E	5,917	91.03	11
Maryland.....	7,338	302	529	858	11.69	31	515	2,500E	2,000E	27.26	46
Massachusetts.....	21,108	1,306	10,696	10,540	49.93	7	14,000E	15,000E	17,000E	80.54	19
Michigan.....	25,755	1,945	7,466	8,234	31.97	14	11,711	19,800	20,923	81.24	17
Minnesota.....	20,476	1,005	2,802	13,608	66.29	29	3,400E	11,500	11,800	57.63	37
Mississippi.....	12,106	58	156	167	1.38	52	1,548	5,205	4,976	41.10	43
Missouri.....	22,393	1,574	3,234	3,403	15.20	26	14,000E	16,786	19,231	85.88	14
Montana.....	6,096	400	337	258	4.23	45	2,000	2,698	2,300	37.73	45
Nebraska.....	14,140	833	2,651	2,877	20.35	21	4,700E	10,000E	10,427	73.74	27
Nevada.....	733	193	310	485	66.17	4	200E	658	750E	102.32	7
New Hampshire.....	2,682	239	625	619	23.08	18	1,500E	2,300E	1,900E	70.84	30
New Jersey.....	18,218	1,790	3,427	3,715	20.39	20	12,000E	18,300	19,000E	104.29	6
New Mexico.....	2,664	252	384	293	11.00	33	2,200	1,200	2,064	77.48	23
New York.....	57,935	1,953	10,031	11,194	19.32	24	10,000E	20,000E	22,451	38.75	44
North Carolina.....	19,808	162	323	337	1.70	51	8,050	8,500	9,000E	45.44	41
North Dakota.....	8,243	238	497	620	7.52	40	3,020	3,862	4,238	51.41	39
Ohio.....	34,246	5,043	8,383	9,271	27.07	15	16,600	22,845	28,312	82.67	16
Oklahoma.....	17,233	402	1,252	1,611	9.35	36	9,000	13,200	13,743	79.75	20
Oregon.....	6,900	416	1,041	1,589	23.03	19	5,200E	6,146	5,000	72.46	29
Pennsylvania.....	48,000	2,030	6,279	7,259	15.12	27	34,477	45,375	47,703	99.38	8
Rhode Island.....	3,013	80	215	254	8.43	38	.....	3,000E	3,235	107.37	4
South Carolina.....	10,814	52	89	120	1.11	54	2,000E	1,800	800	7.40	49
South Dakota.....	7,765	510	785	874	11.26	32	1,000E	4,570	6,006	77.35	24
Tennessee.....	15,167	442	615	746	4.92	44	2,000E	3,200	1,051	6.93	50
Texas.....	32,137	259	1,089	1,593	4.96	43	8,455	12,313	13,516	42.06	42
Utah.....	3,997	2,737	2,879	1,651	41.31	9	2,500E	4,200	4,300E	107.58	3
Vermont.....	2,700	100	398	374	13.85	28	1,200E	1,865	2,314	85.70	15
Virginia.....	15,401	655	1,082	1,286	8.35	39	9,038	10,225	12,000	77.92	22
Washington.....	9,402	2,295	3,413	3,297	35.07	11	6,477	7,027	8,902	94.68	10
West Virginia.....	12,715	496	736	1,129	8.88	37	5,388	7,857	7,513	59.09	35
Wisconsin.....	17,672	4,097	3,316	3,442	19.48	23	7,700	10,145	13,000	73.56	28
Wyoming.....	2,362	163	1,271	1,363	57.71	6	2,300E	2,500E	2,246	95.09	9
Alaska.....	165E	.....	92	112	67.88	3	.....	.....	.....	.....	.....
Canal Zone.....	105E	.....	3	3	2.86	48	.....	.....	.....	.....	.....
Foreign.....	.....	.....	140	156	.....	.....	.....	.....	.....	.....	.....
Guam.....	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....
Hawaii.....	1,500E	.....	1,168	1,461	97.40	1	.....	.....	1,596	106.40	5
Philippine Islands.....	22,000E	.....	519	432	1.96	50	.....	.....	.....	.....	.....
Porto Rico.....	4,000E	.....	27	54	1.35	53	.....	.....	.....	.....	.....
Virgin Islands.....	.....	.....	10	108	.....	.....	.....	.....	.....	.....	.....

THIS TABLE shows the growth of professional organizations and indicates the relative standing of each of the States with respect to membership in both the National and State Associations. The total membership in the National Association was 48,814 on January 1, 1921; 82,322 on January 1, 1922; 118,032 on January 1, 1923; and 133,566 on January 1, 1924. *Membership in the National Education Association reached 140,191 during 1923. The 6,625 members who were dropped in December, 1923, will be replaced by new members during the early months of 1924. Comparison with the table published in THE JOURNAL a year ago shows 16.7 per cent of the Nation's

teachers enrolled then as contrasted with 18.18 per cent enrolled in the National Association on January 1, 1924.

The growth of State associations has been less rapid than that of the National Association. The figures for January 1, 1921—many of which are rough estimates—show a membership in these associations of 325,883. More reliable figures are available for January 1, 1923, showing a membership of 436,392, and for January 1, 1924—482,865, which is 65.7 per cent of the 734,820 teachers in the United States, as compared with 61.8 per cent enrolled on January 1, 1923. Like the National Association many State associations clear their books by dropping

members in December so that the figures given do not show the peak of membership reached during the year. Other State associations enrol lay members as well as teachers, which accounts for the figures in excess of 100 per cent in Connecticut, Florida, Nevada, New Jersey, Rhode Island, and Utah.

Figures showing the total number of teachers, although marked "estimated," are in most cases based on reports from school officers in the various States. Figures for State associations are based on signed reports from the officers of those associations. The letter "E" indicates that the figure is an estimate.

Watchman, Tell Us of the Night¹

OLIVE M. JONES

President of the National Education Association

THIS Department of Superintendence is most fortunate in its Secretary. He is not only efficient but he can always be relied upon for an inspiration and a suggestion when one's own thinking powers have apparently ceased to function. That's why my address to you this morning has the subject, "Watchman, Tell Us of the Night!" He asked me one day, down in that busy workroom of his in Washington, what I was going to talk about here. I told him I couldn't find a title, and then outlined something of what I hope to say to you today. He laughed a bit and said, "A sort of 'Watchman, Tell Us of the Night?'" I seized upon it, for it provided me, not only with a title, but with the comparison, the figure of speech, I had searched for.

Day has not yet dawned—Dr. Smith said he thought it ought to be "Watchman, Tell Us of the Day," but I stick to my choice. For I do not believe the day has yet come for us in the teaching profession. The night has not yet ended although there are promises of dawn, and I have an unconquerable faith that the full light of day will come. Just as my faith in God and my belief in a life beyond the grave are absolutely unshaken, no matter how incapable my reason and logic may be to explain that faith, just as unshaken is my belief that in the end, our ideals of democracy, and of education as the cornerstone of that democracy will prevail and the work of the teacher come into full recognition of its importance and its dignity.

My simile is good, then, for another reason. It is not yet day, and it is in the night that dangers creep upon us unobserved, especially those later hours of the night when sleep is the heaviest and the watchful care relaxes because it seems as if all were well. Those are the hours of our educational progress in which I think we stand today. We teachers have been struggling upward for centuries and the struggle of the past twenty years has probably been the most significant of all the years. But that struggle has wearied many of us,

and we are in danger of sleeping too hard just before the day breaks.

Old enemies returning—Creeping in upon us while we sleep are enemies we thought vanquished. We have won fights for increased salaries for teachers all over the country, not in one Nation-

TO TEACH under right conditions is to live richly and abundantly. The powers used return with interest compounded many fold. To teach under wrong conditions dries up the spring of life; it is bad for the teacher, for the child, and for the Republic. The individual teacher can do little to improve the conditions of his service. The tides of social change may engulf him. An inadequate salary may narrow his opportunity. Insecurity of tenure may cripple his power of leadership. Lack of public recognition may cause children to doubt his worth. By himself he cannot change these conditions. By membership in the National Education Association he can become a part of the mighty force that is laboring to improve education. This address by President Jones describes the battle in which no teacher can afford not to enlist.

wide campaign, but State by State rolling up its own victory. But are those victories permanent? Dare we relax our vigilance? Did those victories carry us across the whole field of battle, or did we stop half-way and leave the enemy entrenched on the other side, resting and preparing to drive us back from the little we have won? More serious still, have some of us rested satisfied in our own tents of safety while others are struggling upward, unaided, in a fight worse than any we ever knew and with little hope of victory?

The fight for salaries—I tell you, friends, that my travels from State to State this year make me want to sound the warning tocsin, especially to you su-

perintendents whose bounden duty it is to stand guard over your teachers for the sake of the children those teachers are making into some kind of citizens for tomorrow. I know of States where these hard-fought salary increases depend upon an annual appropriation to make up the difference between the old and the new salary. What security have these teachers? I know of a place where that appropriation was not made for two years and the difference was paid out of the State reserves. How long can that continue? I know of a place where a percentage cut has already been made. I know of places where attempts are being made to accompany the annual appropriation with conditions which, if permitted, will break down the morale of the teaching force worse than salary decreases. I have watched the struggle for decent salaries for teachers in the Capital of our country until I wanted to cry "Shame!" to every teacher who votes for a Congressman that is hampering or opposing or neglecting that righteous appeal.

Nor can we feel that the battle is fully won, for better and more school buildings and equipment. Are we over-confident here?

Tax reduction a menace—I am not a financier and I am neither a political nor a social economist. So I may be all wrong in my fears concerning the present general move towards tax-reduction. But as a mother tries to hold her children back from danger, so I feel a menace to my beloved work of teaching and I implore that you superintendents, with your greater experience and wider opportunities for knowledge, will make the necessary investigation and have the courage to warn us all if the danger is as imminent as it seems to me.

Today I cannot see the widespread movement which is using the deceptive and deluding campaign cry of tax-reduction as anything but the enemy creeping upon us in those hours of the night while we sleep the heaviest. Why? It would take too long to answer fully and I am a teacher, not a tax expert, so I can only answer with a concrete story out of my own experience. A special pleader for widespread tax reduction came to a meeting I attended. He was a high official

¹ An address before the Department of Superintendence of the National Education Association, Chicago, Illinois, February 25, 1924.



ACCORDING to James Bryce, there is nothing in any capital city of Europe comparable to Rock Creek Park. "What city in the world is there where a man living in the center of the residential district can, within less than ten minutes by car and within a quarter of an hour on his own feet, get in a beautiful rocky glen, such as you would find in the woods of Maine or Scotland—a winding, rocky glen, with a broad stream foaming over its stony bed and wild leafy woods looking down on each side; where you not only have a carriage road at the bottom, but an inexhaustible variety of foot-paths; where you can force your way through thickets and test your physical ability in climbing up and down steep slopes, and in places scaling the faces of bold cliffs? All that you have in Rock Creek Park."

This view of a waterfall in the Park is but one of hundreds of charming spots where the beauties of nature are untouched by their proximity to a city of nearly a half million inhabitants. The Park is an ideal place for picnics, and on hot summer days and evenings its smooth drives are delightfully cool. Pedestrians, too, find in this naturalistic woodland abundant opportunity for pleasure.

in one of the largest corporations in the world. He was armed with documents, circulars, and petitions we were urged to sign and forward at once to our respective Congressmen. Now, I have done a little legislative campaigning myself in my day, and I wondered why the haste and why the expenditure of money for all that printing. So I asked some questions, to get in reply the statement that if taxes were reduced, money would be invested in industry instead of in municipal bonds which are tax-exempt. He did not like it when I asked if that would make any vital difference to the sale of municipal bonds for school improvements and school building. Pushed for a reply by other women who then saw the relationship of the question to pet projects of their own for civic improvement, he became irritated and answered that those were questions for each community to settle for itself as each question arose. How will communities find the funds if the value of their bonds is depreciated and the sale lessened?

Is our battle for education won, superintendents of America? Is this a danger

creeping on us in the night? I do not claim to understand taxation principles and I cannot answer the intricate financial arguments which are advanced when advocates of tax-reduction plans, talk of surtaxes, the blight to industry, the deprivation of just profits (if they *be just*), and all the terms and pleas by means of which newspapers and orators are railroading an unthinking public into approval of plans which may mean increased benefit for the few and untold loss for the mass.

Neither am I especially interested in the political success or failure which may come to any political party from its advocacy of tax reduction. And I am cynic enough to believe, and indiscreet enough to say, that in the question there is probably little of political principle involved, except an attempt to see which party can "beat the other to it" in advancing a good campaign issue which will catch votes.

I have my political beliefs but I am first, last, and all the time a teacher. And so I view with alarm any plan which does not specifically exclude school costs from its scheme of reduction. Nay

more, which does not specifically provide for an *extension* of school costs until every child in this country is given an equal opportunity for the type of education which will best fit him personally and individually to be a wise voter and a good citizen in an ideal democracy.

On the same platform with myself, recently, a man voiced his approval of widespread tax-reduction plans and in the same speech argued long against restriction of immigration. Only incidentally did he refer to either as the needs of industry, but he laid great stress on "the home of the free," and "refuge of the oppressed." Why the camouflage? Are these foreigners to remain un-American and their children to swell our percentage of illiterate adults? If not, how will the cost of their education be met? If not met, who will pay the costs of the future, heavier in blood and loss than any warfare ever known?

Friends, these are dangers of the night, making a more essential demand upon your wisdom, your foresight, and yes, your courage, than all the rest of your problems of school administration put together. May we who are in the ranks below urge them upon your courageous consideration and look to you for guidance? Remember that teachers are no longer a disfranchised class as in the days before women voted. And politicians can be brought to realize that fact if the need arise and you make the call upon them.

Enemies within our own household—The traveler in the old hymn was told that darkness will take its flight, doubt and terror be withdrawn, as the watchman answered his appeal, "tell us of the night." And I hope in a few minutes to tell you of what seems to me to be our "glory-beaming star." But please forgive me if first I ask you to look again across that half-won battle field, and study, not only the tactics by means of which the enemies of equal opportunity for education for all ranks and types of children are preparing to rush us back across the distance we have gained, but the instruments and leaders they are choosing.

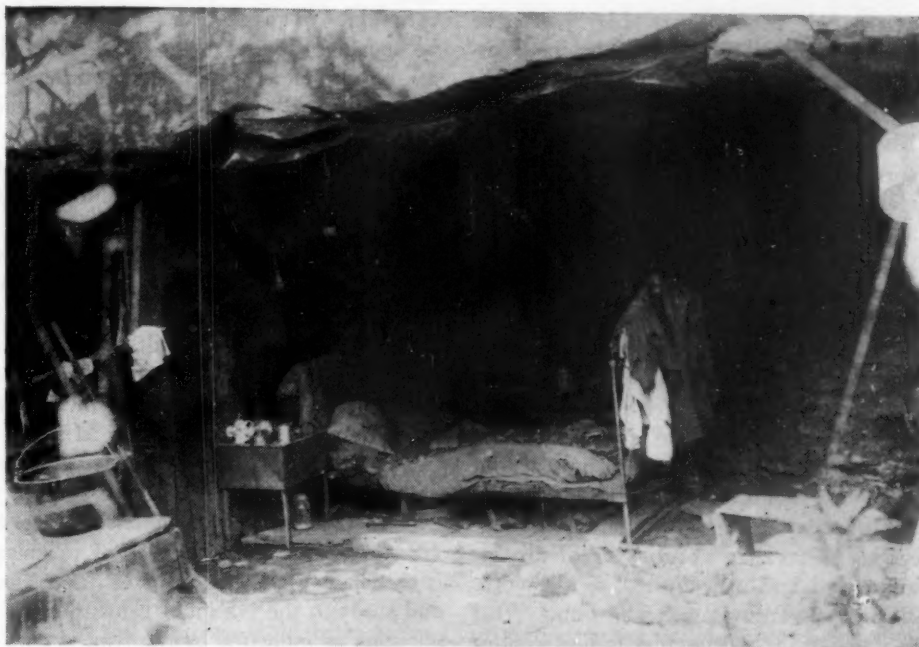
How about the man who holds a high position in education and was once an honored name in our National Education Association? Have you watched his progress? Have you discovered when and how he ran across in the night and now stands in the enemy's camp? By what right does a speech of his receive the privilege of being franked across the country? For its cruel and untrue attack upon our educational aims

and progress have gone to every corner, not once but many times, to judge by my experience, for I have received five copies franked through the mails at different times, thus converting it into persistent propaganda against our public-school systems.

I followed him once on a public platform this winter. He made a vicious and unprovoked attack upon our Education Bill, full of mis-statements so insidiously and cleverly phrased that it would have taken hours of time and pages of matter to answer him fully. It did no harm in that teacher audience, for within twenty-four hours they passed unanimously an endorsement of the Bill. But his speech was broadcasted far and wide through the Associated Press, reaching that far wider and less informed audience he really sought. All this year I have been waiting for a leader to step out from your ranks and expose him to his merited defeat.

How fiction is used to mislead—And have you given due heed to the propaganda being conducted against our ideals of teaching and of teachers through the pages of fiction? Possibly I ought to include this among the signs of dawn, because in the past fiction writers have given us the silence and neglect which mean that our work of teaching is unworthy of their pen and provides material for neither romance nor discussion. (Some of them might learn the romance if they ran a school of men and women teachers for eighteen years!) So it is a sign of promise when the fiction writers decide to use us as material. But how does it happen that they are propagandists against us? I have read three novels in the past month. The last puts the teacher into a lower class in society and makes her a social climber to get out of it. One of the other two is straight propaganda for an alliance of teachers with other ranks of workers instead of the maintenance of their own professional organization. The third is by a man who once exposed a wrong by means of a sensational novel and has ever since been seeking other wrongs to expose. This last book bears in almost every page the evidence of half-digested misinformation supplied to him by an enemy. None of these three books can do much harm, because they are stupid, dull reading, and the average person will never go far in their pages. But again I ask why are they propagandists against us?

There are others of these creeping dangers which threaten us in the night,



THE Direction of Human Evolution Without Education—The picture shows an all-year home of an illiterate mountain family of Boone County, West Virginia. Close around the place was a crude fence or barrier made of barrel staves and rough boards. The photographer suspected that the family was watching from the bushes while the picture was being taken. Although he did not stop to inquire, the variety of shoes under the bed indicates that a number of people occupied the hovel. These people make their living hunting "gin sang" in the summer and trapping in the winter. The manufacture of moonshine is not seasonal.

There are a few schools of the "district" variety, but from lack of funds and difficulty of travel they are little used. Attendance enforcement is almost negligible for many reasons. "Pap" and "Maw" can't read and don't care about learning for their children. What little advancement has been made in recent years is mostly due to oil and coal companies, whose operations are hampered by the ignorance of the people. The "natives" are of old American stock who have degenerated in the midst of great natural wealth because they have never had good schools.—R. E. Klingensmith, Parkersburg, West Virginia.

but awake to one will mean awake to all, I hope. And I want to use my remaining minutes to tell you what the "signs of promise are."

The promise of professional organization—The greatest sign of promise of which I can think just now is the response teachers are making all over this country to the opportunity to work together for professional advancement in one great National organization. It talks in terms of membership. In 1919 our roll was 22,000. In 1924 it is 140,000. We have not yet traveled the whole distance but we have made a bigger, braver start than any other profession ever accomplished in the same period of time. And we have done it against greater odds. Medicine and law had a starting point from their professional schools. Only to a small degree did our professional schools give us that starting point.

Teacher preparation improving—That brings us to a second great sign of promise—the rapidly increasing proportion of professionally trained teachers. The facts that indicate progress in raising the

general level of teacher training, all of which might be amply substantiated by statistics, include (1) the rapid extension of normal-school courses to cover four years; (2) the change from the term "normal school" to "teachers' college"; (3) the large attendance of teachers at summer schools; and (4) the revision of State certification laws.

Side by side with this is the growing demand in communities that only professional teachers shall be employed and that advancement and continuance in employment shall depend upon continued professional study. One of the surest means of judging that this advance is being made is the strenuous efforts of politicians and others to regain their lost field of patronage. In one State they manifest their longing for patronage to distribute by impeaching the honor of the certifying authorities in the schools. In another State they stir up county superintendents to rebel against the system of certification of teachers, without providing any adequate method of assuring that only trained teachers will be employed. In another State, an

attempt is made to remove from the superintendent and his professional associates the right to determine the qualifications of teachers and place it in a lay body. But none of these attempts can succeed, for the great teaching body is itself awake and through its local, State, and National associations will defeat such efforts and expose their true purpose, however much their authors may try to throw dust in our eyes. The great gain is that the *teachers want* the training and are protecting it themselves.

Failure of efforts to divide our forces—A third sign of promise is the failure of the attempt to divide us as a teaching body into factions according to rank. It is true that each rank should vote decisions on its own peculiar problems uninfluenced and unweighted by the votes of persons from another group. But this just right neither needs nor implies total separation. There must be mutual support and understanding and there are problems in which the united action of all groups is the only way to prevent disaster or secure advance. Very clearly is this understood by the enemies of public education, and the various movements to separate superintendent from teacher in our State and National organizations really proceeded from those who hoped to use the teaching body for their own ulterior aims or to destroy our strength by dividing and conquering. We have answered in our National Association by our method of joint business sessions on common problems and department meetings for individual discussions. Everywhere organizations which depend upon faction have proved their futility and teacher and superintendent have come to see that only by united work can either do his duty or make even selfish progress. Its stand for unity in the profession is one of the greatest factors in the extraordinary growth of the National Education Association.

Equal recognition gaining ground—A fourth sign of promise is still only very dim in many parts of our country, but it is growing. It is the equal recognition of teachers in pay and position and opportunity for promotion without regard to sex, creed, or race. There are still places where one or the other of these elements is allowed either by law or by common practice as a sort of unwritten law to rule in salary or in opportunity, but the best and most hopeful conditions for education exist in those places where the questions of sex, race, and creed are discarded and only the questions of service and equipment de-

cide salary or promotion. I know I may be speaking to men who disagree with me on this fourth sign of promise, because it is still very dim, but again the best indication of its advance is the incessant and insidious efforts to break it down where its results have shown best in the improvement of teaching.

The Education Bill advances—The fifth sign of promise is the steady advance in popular favor of the Education Bill and the immovable loyalty to it evidenced in State after State by resolutions at State Association meetings including States as widely separated as Missouri, North Dakota, and my own home State of New York.

The Association's committee work broadens—Still a sixth sign of promise is the change in the subjects of discussion and study in the National Education Association as indicated by the lists of committees. Only a very few years ago every committee of the National Education Association was concerned with the content or methods of teaching of some academic subject. Today out of twenty-four committees at work in the National Education Association, three are at work on strictly academic subjects, each being inclusive of a group of studies—English, mathematics, social studies. Six are working on subjects which include academic subjects but are much broader in scope than any single academic subject—character, thrift, health, visual, classification of educational material, and educational nomenclature. Five are concerned with professional problems—tenure, retirement allowance, training, classroom, rural. Six are appointed to work in cooperation with certain organizations having educational aims—American School Citizenship League, World Federation, Conference on Limitation of Armaments, Racial Wellbeing, Schoolhouse Planning, Motion Pictures. Two are concerned with great National problems affecting education—illiteracy and legislative. Two are appointed to cooperate with two of our most important National Education Association divisions—The Editorial Council and the Research Advisory Committee.

This change in committee appointments indicates a degree of professional growth which is little realized and which cannot be too highly estimated. It means that we have become less bound by the four walls of a classroom in our thought of education. It means that we have begun to see the essential relationships of our work of teaching to the other

activities of life. It means that we have come into our own in our esteem of our own work and with that must come the esteem of the world. He who respects himself commands respect from others.

On to Washington—My last sign of promise is the opportunity that will be ours in July to command that respect and recognition from all the peoples of the world by our conduct of our meeting in the Capital of our Country. I am hoping much from what the teachers will get for themselves out of a trip to Washington, in patriotic inspiration, in renewal of interest in our wonderful history, and out of the addresses and discussions of the convention itself.

There where our Congressional orators proclaim that the hope of a democracy is in education, there where gather all the forces, both good and evil, who hope to influence or control the destinies of our people, there where all the peoples of the world send their representatives and maintain their embassies, there we must gather as teachers in such numbers that no longer can officials talk about education and then think of teaching in terms of some individual dimly remembered. Instead, they must come to think of us as a huge army of workers engaged in the practical carrying out of an education to be the hope of democracy. They must come to realize visually that the teacher is a tremendous force to be reckoned with and that on their use of that force depends the welfare of the whole country. The opportunity is yours to bring this to pass next summer. The sign of promise will fail or blossom as you decide.

I hope you have not thought all this time that I think I am the watchman. Not one of us is or ever can be the watchman. We are all of us the travelers who are climbing up the mountain heights. The watchman is the National Education Association. It is through our unity in that greatest of all professional organizations that we have journeyed so fast and so far in the past few years. We have established it as our watchman to warn us of the dangers of the night and to point out to us the glory beaming star "whose beauteous ray will hope and joy foretell." Through our loyalty to the professional unity it personifies we can fulfill for teaching the other prophecy of that old hymn, when the traveler asks:

"Watchman, will its beams alone
Gild the spot that gave them birth?"

and the Watchman replies:

"Traveler, ages are its own,
See! it bursts o'er all the earth."

The Curriculum and the Teacher¹

THE direct objective of the curriculum is the individual child—not an example of an uncertain average which has never existed except in the minds of educational theorists, but the particular child which a teacher attempts to teach. The competent and well-trained teacher knows this child in many respects better than does the principal, the superintendent, or the scientific consultant. Knowing the child, the skilful teacher *re-lives* the curriculum and makes it real to him. With her background of experience, observation, thought, and unprejudiced evaluations of life, she leads the child out into new fields of interest. As he applies to them the gift of choice and experiences the satisfactions that come from putting them into action, habits are formed and ideals developed.

A wise superintendent recently said: "I can evaluate a teacher best by the way and kind of assignments she makes. Does she meet children on their own level, yet aim high enough to bring out latent abilities?" In the literature assignment, for example, does the teacher depict the setting often necessary for the understanding of a particular poem? Does she understand that when children, as well as grown people, read, they first get images, then ideas, then emotions, and that when the author is writing he goes through the reverse process? To illustrate, the story is told of a little boy raised in China, who didn't know the English word for "dream," so he said: "Mother, I had such beautiful pictures on my pillow last night."

Very often it is only as the teacher explains the setting or occasion of a poem that the child in reading it comes into harmony with the author by re-experiencing, sympathetically at least, the author's emotion. Questions must of course be organized by both teacher and pupil.

Occasionally the teacher's vision may be blinded by the dust of routine; her powers of diagnosis, dulled by the large number of crowded classes entrusted to her; her creative ability, depleted in attempting to teach certain prescribed topics which do not and never will function in the majority of the lives of her pupils, until her enthusiasm for her job disappears. Then she may complacently submit, or she may lose faith in herself.

In the latter case, what is equally unfortunate, her pupils often lose faith in her.

However, the wise teacher recognizes that routine is better than chaos, and that as long as she dominates it, it cannot dominate her. She realizes also that while individual educational diagnosis requires more time and thought than a large number of crowded classes permits, it is her privilege to discover and meet individual needs in so far as she can, and through what she is able to accomplish to lead the way to better teaching conditions and prepare herself to make the most of them when they are offered.

The wise and skilful teacher is not complacent, but she is serene, for she sees through the routine of the school-room to the real philosophy of education. She sees, for example, the relation of the lesson in grammar to the whole life of the child. She sees him as he is and visualizes him as to what she wants him to become. To her, teaching is bridging the gap between what a boy is to what he is capable of becoming. To such a teacher, not only is the job of *re-living* the curriculum and making it real to the pupils entrusted to her, but more and more the opportunity is also given her to assist school administrators, supervisors, subject specialists, and far-sighted lay citizens in devising and revising the curriculum. This is not done merely to insure the classroom teacher's understanding of and sympathy with the new course of study, but because the fact is recognized that she is particularly qualified to assist in curriculum making. She has an intimate knowledge of the children whom she teaches, and she often knows better than anyone else the weaknesses that prevail in a local course of study, and has already devised some means of overcoming them. From her experience, she is often able to suggest excellent practices and procedures that serve as concrete illustrations.

Furthermore, the conscientious teacher asks herself these questions daily: "What are the general objectives of education?" "Why teach?" "What are my aims and objectives in this particular lesson?" "To what specific human need does it relate?" "Will it help in preparing my pupils to perform the actual functions of life?" The question as to what the latter are, leads the thoughtful teacher, as well as others,

to analyses of human affairs. The teacher finds that activity analysis is one of the safest means of determining the abilities, habits, skills, knowledge, and attitudes for successful democratic living.

It is significant that few if any curricula have ever been written, except with the help of classroom teachers, where the subject-matter was expressed in terms of pupil activities. It is evident that teachers have in mind that the end of such a curriculum is *power to live* and not cold-storage and non-functioning information. Should we not give this measure of economy, for incidentally it is an economy in dollars as well as in pupils' time, to eliminate non-functioning material from the curriculum, as much consideration as we are giving to new forms of school organization where often old curricula are kept intact?

Is it not safe to predict that, "life and life more abundant" is what teachers will develop in themselves as well as in their pupils, when they help to formulate and daily *re-live* a curriculum whose objective is *each individual's power to live*?

PARENT'S responsibility. — The majority of parents are agreed that parenthood, though admittedly it satisfies a profound instinct and may give intense joy, is a terrible responsibility, cause of friction and worry, and source of disappointment. The black side of parenthood could naturally never be abolished, but assuredly its blackness would be mitigated if parents knew a little better what they were about. As a fact, they too often start out on the tremendously difficult enterprise of bringing up children without the slightest idea of what they are about. They blunder; they suffer; the unfortunate children suffer; and the hope of complete living vanishes. A man may indeed live completely until he becomes a parent, and then finds himself faced with complications which he had utterly forgotten to prepare himself for, and from a success he deteriorates into a failure. He has not looked ahead far enough. At twenty it did not occur to him to think of what is involved in the vast affair of producing the next generation; and quite possibly, if anybody had suggested to him that he should arm himself for fatherhood, he would have laughed as the young laugh at mere priggishness. And he would have been wrong. When you are a parent it is already rather late in the day to begin training yourself to be a parent.—Arnold Bennett in *How to Make the Best of Life*.

¹ Prepared for THE JOURNAL by Margaret M. Alltucker, Assistant Director of the Division of Research.

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Protecting the Children

CRIPPLED bodies and stunted minds of children are not pleasant to contemplate. If the gruesome results of child labor could be kept before Congress the child-labor-amendment bill would soon pass. Congress has twice enacted child-labor laws. Twice the Supreme Court has held not that these laws were unwise or unnecessary but that they were unconstitutional. Now it is proposed to amend the Constitution to give Congress power to stop the exploitation of children in industry.

The desire to work and the knowledge of how to work intelligently are essential to the success of democratic institutions. Every child should have the responsibilities and opportunities for service that are needed to round out his education. But the aims and conditions of work should be determined by the principles of education and not by those of the counting house. It is to make this possible that the children's amendment is proposed. As the breath of Spring breathes over our great land, shall we not urge Congress to open the doors of factory prisons that children may have fresh air, a chance to play, and a fair start in life? Have you written your Congressman about the matter?

Investing the Summer

THE growth of summer-school attendance is one of the striking phases of the educational advance. Between two and three hundred thousand teachers will continue their education during the summer of 1924, according to the best estimates. Most of these teachers will study in nearby schools to earn a higher grade of certificate or diploma. A large number will attend the teacher-training institutions whose students are drawn from every section of the Nation. In these schools a big attendance makes possible a wide variety of courses and a high degree of specialization.

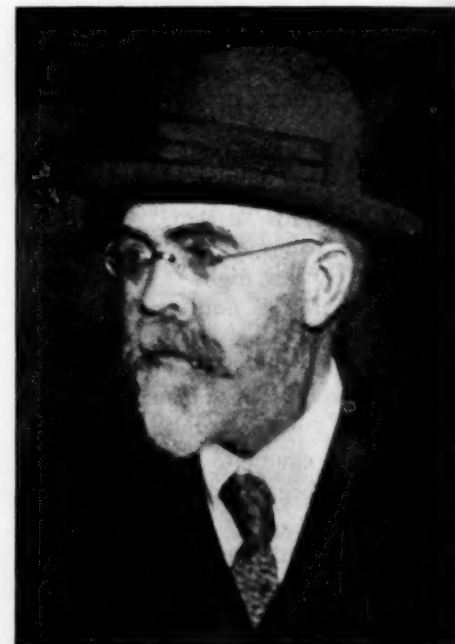
There are many teachers who are not trying to specialize or to meet any particular requirement but who wish to seek a broader outlook and perhaps to combine study with rest and recreation. Thousands of such teachers will attend the meetings of the National Education Association to be held in the Nation's Capital next June. That will be an experience of a lifetime. Because of the keen interest which teachers have in civic education, patriotic pilgrimages will be as carefully planned as the programs of addresses. Following the convention, many teachers will spend a term in summer schools on the eastern seaboard.

A suggestion was made recently by a classroom teacher at Chicago that is worth careful consideration. It was her thought that as many teachers as possible attend summer school in a different geographic region from that in which they work. The teacher from the plains would enjoy a few weeks in a summer school in the mountains or by the sea. The teacher in the small town would have much to learn from a few weeks' residence in one of the great cities. The teacher in the city would find rest and change and new friendships in the excellent schools that are located in smaller places. A letter addressed to the State superintendent of public education in the capital city of any State, asking for full information about summer-school opportunities in that State, would receive careful consideration. Now is the time to secure information and make plans.

To know America is the privilege of every citizen. For the teacher it is also something of a duty, for to him is given the task of interpreting this great Nation to the children. The best practice rewards travel and study by improved ratings and higher salaries. There are exceptional opportunities for both during the summer of 1924.

A MEASURE of professional immortality comes to every teacher who maintains membership in the National Education Association. Hundreds of thousands of teachers have come and gone since it was organized in 1857. Few of the early members remain, but the victories they won for education are ours today. They stand as an inspiration to do our part to enrich the professional heritage. Great have been the achievements of the Association. The duties that lie ahead are vastly greater. The need for devotion to the common enterprise must be made evident to every teacher. The fight is on to reduce school privileges. The challenge has been thrown at us. Let us rally round the flag of professional organization. The greater our combined strength, the surer the victory.

THE luncheon given during the Chicago convention, celebrating the seventy-ninth birthday of Dr. A. E. Winship, is an event in which every teacher may have just pride. Dr. Winship, veteran, widely traveled and everywhere loved, began his remarkable response to the tributes that had been paid him with the statement that he was "neither tired nor retired."



SUPERINTENDENT WILLIAM McANDREW, of the Chicago schools, newly-elected president of the Department of Superintendence, speaking as an expert after fifty-five years of observation, says that "teachers are the cleanest minded, most generous, least dispensable, large body of workers in the country, more truly the makers of its prosperity than any other group can be."

FRESH FROM THE CLASSROOM

THE chairman of the Committee of One Hundred on Classroom Teaching Problems, Mrs. Mary C. C. Bradford of Denver, Colorado, has sent to each member of the Committee a questionnaire which teachers may use as a guide in sending in their contributions. Do you feel that you are rendering your best service in the classroom? If not, why not? Read the following questions carefully and send your reply to the chairman.

1. Do you think you have too many subjects to teach?
2. Does the classroom teacher receive too many detailed directions for teaching each subject?
3. How would you effect a pleasanter cooperation between supervisors and classroom teachers?
4. Do you find that supervisors demand too much time for their special subject?
5. Many people accuse the educational system of giving too much attention to the "fads and frills" of the experimental schools. Do these "fads and frills" lessen efficiency in the schoolroom? Or do you think the experimental schools free from "fads and frills," and are they a help in solving classroom teaching problems?
6. Do you think the present school day affords sufficient time for doing your work well? Are you in favor of a longer school day? If so, why?
7. How far do you think "the modern classification of pupils"—by the three-fold tests—would go in solving your teaching problems?
8. In your opinion, what is the ideal number of pupils to a teacher in grade work?
9. What was your most difficult classroom problem last year?
10. What type of course of study do you find most helpful in your daily work: the outline, the detailed, the inspirational type, or the one requiring individual initiative in its use?

The two preceding numbers of THE JOURNAL have contained brief excerpts from letters from classroom teachers in all parts of the country. This month we are publishing several longer excerpts from letters which should be of interest to all those who are concerned with the problems of the classroom.

TO me, the highest function of a teacher is to make honest, thoughtful citizens, but I am hampered by a number of circumstances. In the first place our schools will never be able to accomplish a small part of the work they ought to do while the parents of the children

remain as indifferent as they are at present. There is a very small percentage of intelligent people who get the viewpoint of the school. We have an excellent organization and system of supervision in special subjects, but we have too few teachers for the number of pupils we teach. Our classes are so large that a fraction of a minute per child is allowed per day; hence, the teachers are rushed and over-tired and the children who need extra time and attention cannot have it. Still, the school authorities announce as a great accomplishment, that they have handled a large increase in enrolment with only a very small number of extra teachers. This is done to coax the taxpayers into paying a small tax for a great service. At the same time these people are showing by statistics that the students are suffering from this crowding. But they tell the latter fact to teachers. Why not show the public that they are losing in citizenship by their economy in education? The present curriculum is too far advanced for the mental capacity of the children and too voluminous for the teachers to handle. The classroom teachers would appreciate skeleton outlines which would indicate the ground necessary to cover in a school term. Then we could enjoy enriching and amplifying them from our own experiences and reading. We are continually studying and might be better educators if we were given a chance to show what we can do. We are very soon able to judge the capabilities of each new class and if we are able to do half of what we are forced to claim for ourselves when applying for our positions, we are surely fit to put some originality into our work. At present we are flooded with more bulletins, amended bulletins, and amendments than we have time to read. We have legislatures composed of politicians busily working for popularity, who are privileged to make freak laws for us to observe. When we want a beneficial law passed we have to take time from our work to lobby for it.—B. S. W.

WITH the inauguration of the duplicate plan in our school, we have been able to rid our system of most of the difficulties encountered in the old plan grade school. The special subject, such as drawing, music, handwork, writing, and physical work, are under special teachers, leaving the academic subjects to the room or "home" teacher. In this way, only the class which is reciting or studying is in the room and the teacher is able to give her undivided attention to the subject at hand. We are able to group the children as to their ability much better in this system and have time for more individual work with retarded or slow pupils. We still have too much clerical work to do in the matter of records. Many of these duplicate each other and are of little use, but take much of the teacher's time. In their desire to be helpful, the supervisory force sometimes is over-zealous and sends out much more material than one is able to di-

gest, with the result of all indigestion, in this case, a clogging of thought. With fewer numbers in our classes, we could accomplish much more than we do. On the whole, I think we are progressing, but it is very slow.—H. S. W.

IT IS with great hesitancy that I send the enclosed exposition of what seems to me to be one of our vital problems. However, it is one that I wish might be discussed in our department, Fresh from the Classroom. As a classroom teacher, I used the traditional textbook. Later I had the experience of carrying on my work without a textbook. Since I have been a teacher in a normal school, I have had an advisory and supervisory relation to the problem. Recently I cooperated with the superintendent of the parochial schools of Chicago in explaining to his teachers how an excellent textbook which they were using might be utilized in securing results. What I have written is in part my reaction from that experience. It is only one instance. I have many others in mind. My experience has caused me to reach the conclusion that this is perhaps a typical problem. You see the background I have. It seems to me the teachers of our country on the whole are very dependent on textbooks, and yet they do not use them intelligently. I am wondering if I am right in this contention. As you see, I am deeply interested in the problem. Perhaps it is not one of vital importance. If it is, I should like the reactions of other teachers on it.—D. P. W.

THE problems of the classroom teacher are legion. There is the problem of too much supervision sometimes, of unwise supervision sometimes, and of late there seems a tendency to employ graduates with no real experience of the classroom. There is the problem of the large class, which needs no discussion. Here, too, the present tendency, because of economic pressure, is toward the large class, the most progressive theories to the contrary notwithstanding. Too many new things are tried out, and that without adequate preparation. Just at present the Horn Shield Card is the center of interest on the Coast. All schools are supplied with one set apiece and all grades from the first up use them. In one case it has led to a fifteen-minute schedule for the building, which is reported workable. The schedule looks well in print, but experts in the use of the cards admit that it takes at least five minutes to arrange them, and as many more to replace them, leaving *five minutes* for a *fifteen-minute exercise*. Of course such a condition leads to all sorts of malpractice. Why not equip two or three schools with a sufficient supply, then give that group of teachers the instruction necessary to a scientific use of the materials. Another problem, and a most inimical one, is the ever-increasing number of things to be taught and activities to be pursued. This has led to shortened recitation and study intervals (twenty-two and a half minutes is the average length of my program) with the result that a child is not much more than well started on a task, when time is called, and history must give place to arithmetic or penmanship. This tends to distraction rather than concentration, to disorganization in place of organization.—A. B. S. W.

Testing the Genuineness of Education

COLLEGE BUILDINGS are the work-shops, books and laboratories the tools, and the students the materials in the Nation's greatest industry—building lives through education. The formal examination helps to correlate the term's work; it helps to indicate fundamentals; it helps in placing subjects according to their relative importance; and it helps in crystallizing hazy comprehensions.

But knowledge is not education; expertness is not education; experience is not education; neither are high grades alone a measure of your educational attainments. Pencil or ink cannot write from your hand a record, for man to read, of the success of college training in your life.

English, chemistry, cookery, languages, sewing, athletics, economics, recreation—all will lose their identity and blend into a life; lose their identity and become your stock in trade, your assets, your capital.

Think seriously! Are you becoming truly educated? Are science, art, religion, ethics, molding you into the genuine college-bred man or woman? Let us inquire. Herein lies today's examination—an introspective sort, a serious sort.

Here are the Proofs

- You are not too proud to be seen in old clothes, doing honest, though menial, work.
- You respect age, be it clothed in silk or cotton.
- You find no pleasure in the discomfort of others.
- You speak only good of other people.
- You stand for your principles, even though friends oppose.
- You never shut common folks away from you by a wall of false dignity, of envy, of slander, or of priggishness.
- You always keep your promise, be it an engagement, an errand, or a duty to be performed.
- You find greatest pleasure in the highest types of literature, art, music, and entertainment, be it the drama, the club, or the movie.
- You seek as friends those who bring out the best there is in you, and you in turn appeal only to the highest motives in your associates.
- You are self-reliant in difficulties; you shoulder responsibility willingly; you can create the means necessary to attain a difficult end; you are willing to accept and able to discharge the duties of leadership in club, school, community, county, or State.
- You are patient in the schoolroom, impartial, thorough, sociable, willing to spend and be spent.
- You are sought as a confidant by friends, as a leader by the crowd, as an arbiter by disputants, as an associate by the learned, as the soul of honor by the suspicious, as a playmate by children, as a companion by the timid, as an informant by the ignorant, as an optimist by the depressed, as a friend by all your acquaintances.

What the School Offers

Within you, not within your diploma, will rest the impress of this institution, its ideals, its courses, its faculty.

The school seeks to offer you:

A little knowledge. A desire for more. A trained mind, a trained hand, a strong body. High ideals—moral, intellectual, spiritual. A persistence that laughs at difficulties. The stuff out of which is built the symmetrically developed man or woman.

WILL YOU ACCEPT?

ARE YOU ACCEPTING?

R. W. Getchell, Iowa State Teachers' College, Cedar Falls, Iowa.

The Chicago Meeting

Abstracts of Addresses before the General Sessions

MORAL AIMS in the Training of Youth—Moral education is more than an attempt to save young people from vice. College students rarely think that the problems of how unlike groups shall live together and how to build up a genuine world society need to be worked out in the light of great, comprehensive ideals for the whole of life. Our working classes do not regard their work as a service to mankind. Neither, for that matter, do their employers. To both sides, the day's work is little more than a means to money-making. What wonder that they quarrel over the division of the spoils? Yet work should be taught as a way of supplying the needs of a better human living for all whom the work in any way affects. It is not taught in every school and home as yet. The results are revolt, strife, slipshod work, a feverish chase after senseless luxuries.—Henry Neumann, Brooklyn Society for Ethical Culture, New York City.

NATIONAL OBLIGATIONS in Education—There are in the United States 5,000,000 persons ten years of age and over who cannot read and write in any language; about 3,500,000 others who cannot speak, read or write the English language; several millions more who can barely read and write and are therefore practically illiterate. The presence of so large a number of illiterates and near-illiterates is a menace to American ideals and institutions. Education is both a State and a National problem, because it is no longer possible to permit a child to grow into citizenship in ignorance anywhere without endangering every other citizen everywhere. The next step in American education is providing National aid for all forms of education. Shall the Federal Government make appropriations for the building of locks and dams, for the deepening of rivers and the digging of canals, for the construction of railroads and public highways, for the reclamation service, for farm demonstration purposes, for the eradication of boll weevil, cattle tick and hog cholera, and at the same time neglect the nobler duty of preparing its children for citizenship?—John W. Abercrombie, State Superintendent of Education for Alabama.

ENCOURAGEMENTS—That our jazz age is producing young men and women of wholesome outlook and solid character is a tribute to our American schools. At a time when doubt is expressed as to the effectiveness of many of our National institutions and the functioning of various governmental and private enterprises, it is significant to note that no doubt is expressed as to the value to society of our public-school system. Despite the fact that in the span of one generation our whole industrial system has been changed by the remarkable developments along mechanical lines, the schools have consistently produced people to man the machinery. Despite the tremendous influx of alien populations, the rate of illiteracy in the Nation has been steadily decreasing. The old school of the three R's had a simple problem compared with that presented by the limitless field of human knowledge to be tapped in this third decade of the twentieth century. The spirit of youth has in these last ten years surprisingly permeated the mothers and fathers and grandmothers and grandfathers of the rising generation. So that to all the other burdens of the school has been added that of furnishing the influence which once came from the normal American home.—William Mather Lewis, President of George Washington University, Washington, D. C.

THE NEXT Step in World Peace—World peace is the next forward step in education. The abolition of war might be handled in a legal manner by first declaring war a crime. You cannot disarm unless you outlaw war. Secret diplomacy causes war and feeds upon war. When war is outlawed, the principal reason for secrecy will fail. When war ceases the manufacture of munitions will cease. It is neither possible nor necessary to abolish the causes of war before we make war illegal. We did not abolish jealousy, hatred, nor greed before we made murder a crime. There will always be some crime and some violence. Society penalizes it. We cannot afford to wait for nations to become perfect before we enact international law that will declare war a crime against civilization.—Florence Allen, Judge, Ohio Supreme Court, Columbus, Ohio.

Educational EXPENDITURES Considered as Investments—The statement that we are spending too much for education is entitled to no credence until we know all the evidence has been considered. Dividends must be weighed and the cost of its discontinuance computed. The wealth and power of America are unsurpassed. The potentialities of modern science are infinite. Is it good business to put these tremendous forces in the hands of a nation of sixth graders? Is it sound economy to curtail the activities of the one tax-supported institution devoted to the upbuilding of character and citizenship? Public sentiment has demanded and secured a new high school somewhere in the United States every day of every year for the past twenty-eight years, and has widely insisted on opening school buildings for evening use. The State itself has compelled our health service, physical education, continuation schools, and special attention to mental defectives. Chambers of Commerce and organized labor have united to secure attention to the question of vocational education. Recent expansions of public-school service are a reflection of the public will. They are not of mushroom growth. They represent in educational service what the greatest democracy in the world calmly and deliberately over a period of years has concluded it cannot afford to be without.—E. C. Hartwell, Superintendent of Schools, Buffalo, N. Y.

SCHOOL FADS—That element of the curriculum is most fundamental which gives the individual the greatest amount of exercise for his highest mental characteristic, the power of making choice. The fundamental nature of a subject of the curriculum may be measured by the degree in which it is not subject to mechanical substitution. The typewriter has greatly lessened the fundamental character of penmanship and the adding machine with its various operations detracts greatly from the fundamental quality of much that has been stressed in our arithmetical courses of study. Business practice leads us to expect that arithmetical principles will continue to hold their own in educational values but that, in an increasing degree,

certain arithmetical skills will give way to mechanical substitutions and to that extent lose their fundamental character in the curriculum.—O. L. Reid, Superintendent of Schools, Youngstown, Ohio.

RURAL EDUCATION—The policy of centralization is bound to win in time through its own merit and in proportion as its value becomes known by trial. In the future, as in the past, progress in this direction will be most safely made first through special enactment for certain sections, then through permissive legislation for the entire State, and finally, when most rural sections have been converted, through a mandatory law for all. There is no reason for discouragement over the present situation. The achievements of today have been strung out over many years and have often been preceded by unsuccessful attempts and not infrequently followed by reaction. But there has been a steady, if slow, advancement, and, amid all the adverse conditions and bitter opposition, the principle of consolidation has shown its strength. It can no longer be regarded as a mere experiment or fad; it has won a permanent place in practical school administration. It is preliminary and fundamental to effectiveness in all other reforms—in building, equipment, content, and method.—Frank Pierpont Graves, President of the University of the State of New York and State Commissioner of Education.

THE NEED AND HOPE OF THE CITY—Much of the evil in the government of large cities is due to a belief, all too widely held, that municipal government is necessarily incompetent and generally corrupt. Many people who would be unwilling or ashamed to express this view undoubtedly act upon it. Many men who could contribute much to any attack upon municipal government abuses not only make no such attack, either personally or in conjunction with others, but even submit to the existence of such conditions as being inevitable and now and then feel the necessity of paying tribute to men and organizations in transactions undeniably illegal. And they do this not only because they feel personally inadequate to resist lawless demands and impositions, but because deep in their hearts they regard the municipal corruption which permits such demands as an inevitable and inescapable thing.

But the old idea that the government of large cities is necessarily corrupt was

effectually and completely exploded in Cleveland by Mayor Johnson, who, in the course of an administration extending over some nine years, gradually but steadily rooted it out and made it so plainly unnecessary that the community would never again tolerate the common forms of corruption and graft which may be found in almost any large city. And with the element of corruption eliminated—and by corruption I mean not merely the payment of money but the use of public power and authority to reward friends and punish enemies—I think it has been demonstrated in every city of any size in this country that it is possible to have a larger degree of efficiency in city government.—W. R. Hopkins, City Manager, Cleveland, Ohio.

THE BUDGET PROBLEM—One of the most trying hazards among city and State superintendents is the budget problem. The superintendent must have an aggressive and a progressive program. Increased expenditure with a rising tax rate brings opposition of large tax-payers who are often influential members of a community. Superintendents today are being attacked for extravagance in a way that is almost alarming. You as a superintendent cannot go far beyond public opinion; you must mold the public opinion and sell the schools—methods, activities, and program—to the community, and to the tax-payer. In making your budget, you can include only what you have sold to the community and what you can pay for. Your budget must be carefully, specifically, and scientifically made. Your board has the right to ask: How is this money to be expended? What will be the result?—J. H. Beveridge, Superintendent of Schools, Omaha, Nebraska.

HIGHER EDUCATION—One of the facts that has been slowly borne in upon those in administrative positions in higher institutions of learning is that among the many factors that are responsible for the failure of many students in college are the following: (1) A sheer lack of intellectual ability; (2) the absence of certain necessary moral and character qualities; (3) the failure of what it means to work and how to work; (4) the lack of a definite objective when they enter college.

A knowledge of these factors, and particularly of the fourth, has contributed to another movement equally

significant in the field of higher education and that is the movement to give more individual attention to entering students and to offer them intelligent vocational advice. This movement has not had easy sailing in all institutions, nor has there been anything like unanimous approval of it on the part of university men. Yale has her all-university freshman year, Princeton her tutorial system, Harvard her upper classmen's advisory system, Northwestern her personnel officer, and many other institutions their advisory officers for the giving of vocational advice, and the selection and placement of students.

Not enough attention has been paid to the improvement of teaching in the past. Instructors have been selected on the basis of their scholastic qualifications and their ability to carry on research. Promotion has depended upon ability in these respects, and it still does and should to a large extent. Nothing can have a healthier reactionary effect upon instruction than attention on the part of the instructor to an improvement of the teaching act itself. In the future, more consideration will be paid to it.—L. D. Coffman, President, University of Minnesota, Minneapolis, Minnesota.

THE NATION'S PART in American Education—There can be no question with respect to the National significance of education. It is clear that neither learning nor ignorance can be segregated within the borders of any State. No State can be educationally self-sufficient. From the figures made available by the National Bureau of Economic Research we find that the per capita income varies from \$345 in one State to \$874 in another. From the investigations of the Educational Finance Inquiry it is discovered that the poorer States in some instances are spending as large or larger proportion of their income for education than are certain of the wealthy States. These facts point clearly to the soundness of those provisions of the Education Bill which authorize appropriations to be made by Congress from taxes collected throughout the Nation to the several States in proportion to the size of the problem which they have to attack in the removal of illiteracy, the Americanization of the foreign-born, the training of teachers, the development of a program of physical education, and the improvement of their rural schools.—George D. Strayer, Professor of Education, Teachers College, Columbia University, New York City.

The Chicago Resolutions

Unanimously Adopted, February 28, 1924

EXPENDITURES for public education must not be reduced. That is the keynote of the platform which was unanimously adopted by the Department of Superintendence at Chicago under the leadership of Dr. Frank W. Ballou, superintendent of schools, Washington, D. C., chairman of the Resolutions Committee. The continuance of American Education Week, an exemplary system of public education for the Nation's capital, the avoidance of war, the improvement of rural schools, law observance, efficient teaching service, and the Education Bill are other subjects considered in the platform, which should be carefully read by every teacher and studied in every teachers' club and college in the land. In addition to Superintendent Ballou, the Resolutions Committee included the following members: Thomas E. Johnson, State superintendent of public instruction, Lansing, Michigan; J. M. Gwinn, superintendent of schools, San Francisco, California; Mabel C. Bragg, assistant superintendent of schools, Newton, Massachusetts; L. B. Evans, superintendent of schools, Augusta, Georgia; Mrs. Mary C. C. Bradford, State superintendent of public instruction, Denver, Colorado; F. D. Boynton, superintendent of schools, Ithaca, New York.

This committee presented the following report, which was unanimously adopted:

American Education Week—In order that the American people may have a full knowledge of the plans and purposes of those who are engaged in teaching the youth of America, and thereby be convinced of the economic and patriotic value of education, and in order that the patriotic and financial support of American public education may be commensurate with its importance in our representative democracy, the Department of Superintendence gives its cordial endorsement to the observance of Education Week throughout the Nation.

We commend the action of the President of the United States and of the several States in issuing proclamations on

this subject, and ask for a continuance of their endorsements.

We hereby call upon the profession to continue to prepare plans and programs for this appointed week that will still further carry to the people a message

A HEATED debate upon a resolution advocating the establishment of a Department of Education in the Cabinet is anticipated in the National Education Association convention here." So reads the first sentence in an editorial which appeared in the Chicago Daily Tribune, Thursday, February 28, the day on which the Department of Superintendence was to vote on its resolutions. As was the case in Boston in July, 1922, under similar circumstances, the prediction proved without foundation. The Department of Superintendence unanimously, enthusiastically, and for the sixth time endorsed the Education Bill. The Bill was also endorsed during the Chicago meetings by the Educational Press Association of America, representing a combined circulation of more than 800,000, and by the Department of Elementary School Principals. These votes were also unanimous and enthusiastic. Disregarding minor details, the forces representing public education in the Nation are united upon the great principles of the Education Bill and are willing to fight for them to the finish.

of what has been done, what is being done, and what should be done to insure the safety of the Republic by a full measure of education for all its citizens.

Education in the Nation's capital—We reaffirm our position regarding education in the Nation's capital by the repetition of the resolution adopted by the Department of Superintendence in 1923, as follows:

We note with satisfaction and heartily endorse the expressed intention of Congress to make the school system of Washington the model system of the country. We pledge to Congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation's capital a system of public education which shall exemplify to the Nation the best in administration, supervision, busi-

ness management, and teaching service. To this end we urge the immediate passage of the Teachers' Salary Bill now pending before Congress.

To avoid war—We recognize both that another world war would destroy civilization and that the hope of today and the security of the future lie in an adequate education. To this end we demand a program of education which, by bringing about a better understanding among the people of the world, will speedily produce a situation in which offensive wars will become impossible.

Rural education—We recognize the rural-school problem as one of the most important and difficult in American education. It is a fundamental problem in American life. It is a question that concerns people of the city as vitally as it does the people of the country.

It has been the long-established policy of the Department of Superintendence to promote the welfare of the rural schools in the same degree as the city schools, and we, therefore, endorse the action of the President of the National Education Association in the appointment of the Committee of One Hundred to devise ways and means for the solution of this problem.

We solicit the interest and co-operation of every organization and of men and women interested in rural-life betterment to the end that the permanence, prosperity, and happiness of people in rural communities may be insured.

Education Bill—We have noted with great satisfaction and approval that President Coolidge in his first message to Congress gave expression to his high regard for education and to a belief that education is a fundamental requirement of National activity and is worthy of a Department in the National Government and a place in the Cabinet.

The clear and forceful statement of the President in his message has greatly encouraged us in the hope for an early and favorable consideration of the Education Bill now before Congress.

We affirm our allegiance to the Edu-

education Bill in the language of the resolution adopted last year, as follows:

We recognize that a Department of Education is necessary in order that the educational activities of our National Government shall be efficiently and economically administered. We believe that National sanction and National leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign-born, prepare teachers, develop adequate programs of physical education, and equalize educational opportunities, is in accord with our long-established practice and is demanded by the present crisis in education.

Law observance—We recognize that our civilization is in danger of being undermined by the failure of our people to observe the laws of our country and the communities in which they live. We further recognize the fact that law observance can be best secured by proper observation and training. We therefore urge that the schools of America stress as never before the fundamental principles of American citizenship—participation in governmental activities and complete loyalty and obedience to its laws and respect for duly constituted authorities.

Efficient service of teachers—The great body of the people of our country are demanding increasingly higher standards of education. These demands are resulting in the new, vitalized educational program in our schools. There is a clarion call for broadly educated, highly trained leaders with clear vision and high ideals.

The Department of Superintendence commends the inspiring and efficient service of teachers, principals, and supervisors who are whole-heartedly devoting their lives to this high type of patriotic service, and urges increasing understanding, appreciation, and support by the public of these teachers, principals, and supervisors in the schools of America.

No reduction in appropriations for public education—The unprecedented rise in the cost of public education as represented in the elementary and secondary fields may be traced to definite causes. It is the conviction of the American people that an education is the birthright of every child in this democracy. Within the period from 1890 to 1920 it became necessary to expand the elementary-school plant seventy per cent and the high-school plant one thousand per cent, with like extensions in the instructing staff, to take care of the ten million additional children in the ele-

mentary and two million in the secondary school. The increase in population, vast as that was for the period named, does not account for the increase in attendance. The real reason is the difference in conception on the part of the people as to what their schools should do. Compulsory attendance laws brought children by the thousand into schools, the age limit was raised, and civic organizations inaugurated "back-to-school movements."

The public demanded physical and health education, courses in civics and patriotism, in fire and accident prevention, in music and drawing, in industrial and household arts, in science and commercial studies, expanded options in foreign languages and history, classes for the mentally and physically disabled, part-time and continuation courses, open-air schools, night schools, summer terms; in short, a public service was demanded of the schools to meet changing domestic and economic conditions unheard of a generation ago. Local pressure and legislative enactment established the present public-school program and changed public schools from places for the intellectual training of a selected few to public-service stations whereby and wherein all might be equally served irrespective of race, color, creed, economic status, or parental occupation.

If the present conception, which seems to be the creed of the American people, is to continue and the public schools remain public service stations, *then it is futile to discuss a diminishing cost for public education*. On the other hand, if every child of school age is to receive what is conceded to be his just due—namely, a full school day five days each week—the cost of school construction must go on. For example, two hundred millions are required at this moment for school construction in a single State if the children of that State are to enjoy this privilege.

There is another factor in the recent cost of education. As late as 1917, salaries of teachers were proverbially and disgracefully low. Because of this, at no time in the history of American education has there been an adequate supply of trained teachers. At the present time, public education is suffering because of this lack. If public education is ever to have an adequate supply of trained teachers, millions more must be provided for our teacher-training schools. When an adequate trained instruction staff is had, the cause for the charge that "superficiality now obtains in public

education" will have been removed. Prior to 1917, thousands of trained teachers left the profession because salaries had dropped below maintenance level. The situation became so serious that public sentiment crystallized into a Nation-wide movement for better salaries for teachers. This movement resulted in legislative enactment setting a minimum wage and annual increments. While teachers' salaries have materially increased in the number of dollars, there has been no corresponding increase in purchasing power. This movement, therefore, must go on. Present salary levels must be maintained and in many instances advanced, if we are to secure men and women of the same standards of ability and efficiency required in general business. If the schools are to Americanize the 13,000,000 of foreign born now in this country and the millions more yet to come, if they are to banish illiteracy, if they are to take over the care of the health of childhood, and do the other things that the people now expect them to do, *then there must be no expectation of a reduction in appropriations for public education, either State or local*.

Can the Nation finance the program? The late Franklin K. Lane placed the annual loss to the Nation from illiteracy at \$826,000,000. The Provost General places the loss due to remedial physical defects at still greater figures. In 1920, Federal statisticians placed the Nation's bill for luxuries at \$22,500,000,000—a sum approximately equal to the cost of the Government from the adoption of the Constitution to the declaration of war against Germany, a sum large enough to replace the public-school plant from the ground up. The American people own fourteen out of every seventeen automobiles that the world has built. A single State has within the last fifteen years built State roads sufficient to lay three parallel routes from New York to San Francisco and had \$200,000,000 left for the development of its canal system.

It may be necessary to cut down expenses, but it should not be done by robbing childhood of its birthright. The remedy rests in a more scientific distribution of funds and the equalization of taxation. The destiny of the public schools is the destiny of the Republic; the Nation of the future must pass through the schoolroom where the traditions of our free institutions are conserved and transmitted. What that future shall be rests with the American people.

Making Swimming Pools Safe

JOSEPH GARDNER TEW

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WE have often observed in our modern civilization that history repeats itself. The truth of this is well shown in the case of public bathing pools. The Latin student of our high school learns of the Roman bathing places and of the popularity of bathing in the days of Cæsar. But our early American literature contains scant mention of the bathing customs of our forefathers, and the inclusion of swimming in the curriculum of schools was not even thought of until a comparatively few years ago.

That the swimming pool is becoming an important factor in secondary as well as in university training is indicated by the present tendency to equip high schools with one or more pools. Out of a total of twenty-four high schools in Chicago ten are equipped so as to include swimming in their course of training. In 1917 sixteen cities provided bathing facilities in school buildings, while swimming was taught by school authorities in eleven different cities, where facilities provided by other organizations were used.¹

It is estimated that there were 1254 pools in operation in the United States during 1920, and that many of these were a part of secondary school equipment. Thus it can be seen that the idea of including swimming as a regular

¹ Peterson, E. A. *Am. Phys. Educ. R.* 1917.

course of instruction in high schools has become popular, and that a considerable item of expense, added to the already

known. Swimming teaches the student the desirability of regular bathing, and inasmuch as a clean body makes for a clean mind it increases the morale of the school as well as promotes its general health. It is an exercise that involves the whole body with little likelihood of strain or overtaxation of muscles. It increases the circulation of the blood and relieves fatigue by removing stored-



high cost of maintaining a public-school system, must be considered by school officials and taxpayers alike. Such expense warrants a careful weighing of the advantages and any possible disadvantage resulting from the installation of pool equipment.

The hygienic, educational, and physical advantages of swimming are well

up wastes. It re-energizes the student so that he becomes mentally alert in succeeding classes. Not only does swimming teach a student self-control and self-assurance, but a means is provided whereby in the emergency his life or that of another may be saved. The high-school boy particularly likes to be in the water, and pools offer an inducement for a keener appreciation of school life. Lastly, such exercise provides a means whereby any hidden skin disease or physical defect may be readily detected, and thus reduces to a minimum the possibility of the spread of certain contagious diseases from such a source.

Although most skin diseases may readily be detected and students with such diseases can be barred from the pool, great danger from the more or less closely congregated body of students lies in the contamination of the water by the disease carrier. This apparently well individual may contaminate the surrounding water with mouth, respiratory, skin, or intestinal micro-organisms. The other students, lacking the natural or acquired immunity of the carrier, become exposed to the disease. The problem of disinfecting the water is, therefore, one of the most important factors in pool operation.





For the future of the South

BECAUSE of the remarkable development of its natural resources, the South today is taking a new leadership in the economic progress of the nation.

But this leadership, if it is to be maintained, must have a more enduring foundation than the possession and exploitation of material things.

The South of tomorrow will be made by the children of today. The boys now in school and attending the churches will be the captains of industry and the leaders in the professions a few years hence.

Citizenship is in the making in the schools and the churches.

A great responsibility rests upon the shoulders of the teachers of the South—in the pulpit and in the class-room.

But the compensation accorded the great majority of them is inadequate.

The Southern Railway System, which pays three million dollars per annum in school taxes, voices not only its own best interest but the ambition of its 60,000 employees in respect to the future of their children and their section, when it expresses the view that greater rewards should be offered the men and women who are building Southern citizenship of tomorrow.

EDUCATION is an investment that yields large dividends not only in better living, but also in enriched industrial and commercial development. Man's ability both to produce and to consume the products of farm and factory are determined by his education. It is gratifying to see leaders of great industrial enterprises recognizing this truth. This extract from a poster, which the Southern Railway System has given to its patrons in dining cars and posted in its stations, is one of many evidences of the growing appreciation of education by leaders in industry and commerce.

In general there are seven different methods employed to accomplish disinfection. The following materials are used as disinfecting agents: (1) Ultra-violet light, (2) "Lectrocid," (3) Copper sulphate, (4) "Hychlorite," (5) Ozone, (6) Chlorine, (7) Calcium or sodium hypochlorite.

Of these the last two mentioned are most commonly used because of their ease of application, high germicidal property, and low cost. The use of ozone, however, offers certain advantages which many of the others lack. It effects the sterilization of water without the addition of substances injurious to the mucous membrane; it clarifies and

deodorizes as well as disinfects the water; it accomplishes sterilization almost automatically, necessitating the giving of but little attention to the apparatus used. The chief objection to the use of ozone seems to be one of expense. In the Hammond, Indiana High School, the power equipment consists of two direct current generators, which provide ample power for the operation of a direct coupled motor-generator set, the current from which is raised to a potential of 10,000 volts, the pressure necessary to produce an arc which effects the splitting of air with the formation of ozone.

Although ozone has many qualities that commend its use, it should be borne in mind that infection generally takes

place in the pool and that method which carries on the disinfection in the tank has certain advantages. We have found, however, that in the case of ozone the disinfecting action is carried on into the pool to some extent, and that the bacterial flora is kept sufficiently low by the continuous circulation of the water through the pressure filters and the ozone mixing towers.

Regardless of the method employed for pool disinfection, a daily test should be made of the bacterial flora of the water, as a check on the efficiency of the sterilizing agent. Such a check is as important in safe pool management as the requirement of a bath with warm water and soap preceding the swim.

The importance of operating pools according to definite standards has been for some time recognized by health and State officials. So far thirteen States have passed regulations for the sanitary operation of swimming pools.¹ Recently the committee on bathing places of the American Public Health Association has submitted a tentative sanitary code with standards for swimming pool waters to serve as a model for drafting uniform rules and regulations by State and municipal authorities. The code covers such points as the chemical and physical quality of water, bacterial analysis of water, cleaning, bathing load limits, and operating control.

Though the physical quality of water, cleaning, bathing load limits, and operating control can be taken care of locally, it is not always possible to make a chemical and bacterial examination with the usual school equipment. In large cities maintaining public health laboratories such analyses can be taken care of outside the school, but in many instances chemical tests and tests for bacteria have to be made locally. This requires special apparatus as well as a trained technician. When the student body is large, and a school physician or nurse is employed, such a laboratory may serve a dual function of assisting in toxin-anti-toxin treatment, Schick tests, etc., as well as checking up daily on the efficiency of disinfection of the water.

Disinfection of pool water has become sufficiently advanced to minimize the danger from infection due to association of individuals under such conditions, thus removing the chief objection to the use of pools in secondary schools, while the obvious advantages gained by their use recommends their installation in every school sufficiently large to warrant their expense.

¹ Report of Committee on Bathing Places of the American Public Health Association.

Camp Roosevelt—Boy Builder

MAJOR F. L. BEALS, U. S. A.

*Supervisor, Physical Education, Chicago Public High Schools
Chicago, Illinois*

IT WAS Theodore Roosevelt who said: "If you are going to do anything permanent for the average man, you have to begin before he is a man. The chances of success lie in the work with the boy and not with the man."

What with school occupying several hours of the day, a few hours for play and home-work later on, errands on Saturdays and Sunday-school on Sundays, the average boy is busily occupied during the ten months of school life, and there is little opportunity to put in this "work" which is to make the future man more of a success. These months are well filled, generally with useful occupation. But the other two months, the summer vacation period—that is the time which hangs heavy on the boy's hands, which is the hazard of his life. A boy is never idle; his time will be occupied either constructively or destructively; it is seldom neutral. And in the summer time, when his time is his own from morning until night, who is there that can find enough things for a healthy, vigorous lad to do to keep him out of mischief? Certainly it is no easy task, especially in the big cities, where pool rooms, billiard halls, and other obnoxious places are to be found on every side.

This, obviously, is the precise time for

putting into practice the good work about which Theodore Roosevelt spoke. But how is it to be done? This is not a new



JUNIOR CADETS receiving instruction in building teepees, lean-tos, and bridges at Camp Roosevelt, on Silver Lake, sixty-five miles from Chicago.

question by any means. It is one which has received the earnest consideration of many of our leading educators.

In the Chicago public-school system,

one solution has been found, a solution which affects not only Chicago boys, but is available to school boys from any community, many of which would be unable to launch such an extensive program unaided. Nor, indeed, is the Chicago plan being operated without aid. Some of the strongest national organizations contribute generously toward its maintenance and operation.

The plan for "getting at" the boy, for training him in good citizenship and character building, is a simple one, and one which all boys love. It is through means of a summer camp, *Camp Roosevelt*, where boys may live out in the open, do the things boys love to do—swim, hike, shoot a gun, ride a horse, and at the same time derive the benefits of a carefully planned summer-school course, all under strict military discipline which is exacting but not irksome. And underlying all else, runs the primary motive of this institution, to build character by instilling habits of initiative, self-control, loyalty, patriotism, good manners and courtesy, spirit of service, and finally, respect for law and order.

To carry on successfully such an extensive program and make it really effective for five or six hundred boys, a large staff is necessary. Realizing the potentiality of this enterprise, the War Department each summer assigns officers and non-commissioned officers to the camp to carry on the military instruction. The Y. M. C. A. sends a staff of from eight to ten secretaries to look after the com-



HUNGRY and expectant these lads await the command to march into the Mess Hall, where everyone will do justice to the substantial food prepared.

fort and well-being of the boys, to supervise their spiritual training, and to plan nightly entertainments. The Red Cross doctors and nurses on the grounds look after the health and sanitation of the camp and give instruction in first aid, swimming, and resuscitation methods, while public-spirited men contribute funds to carry on the work. In this way, several hundred boys are benefited each summer at a minimum cost.

Those of our readers who have growing sons, or who have an interest in boys, will find much valuable information in a study of the Camp Roosevelt literature, which may be obtained from the Board of Education, 460 South State Street, Chicago, at any time. The camp is located on Silver Lake, near La Porte, Indiana, sixty-five miles from Chicago on the New York Central Lines, and is easily accessible.

of character education was heard in every group and on every program. The need to stress moral and religious education, to measure character traits, and to estimate individuals according to standards of total performance, was everywhere felt and everywhere expressed with force and clearness.

8. *Citizenship training through practice.* Cultivating law-observance habits, proper law enforcement, and a working understanding of complete personal, civic, and social relationships were unmistakable and often highly colored threads in the warp of educational discussions in every session. Citizenship training through daily practice as an essential in a democracy was generally recognized as among the most important essentials of public education.

9. *Physical well-being.* Good health as a fundamental in education was almost universally recognized. The need for a definite health program for all grades was clearly recognized. Discussions on physiology, hygiene, and kindred subjects merged themselves into practical programs of physical well-being.

10. *A program of enlightenment.* Reliable publicity as a factor in explaining the work of the schools to the taxpayers was generally demanded. Not selfish propaganda nor axe grinding, but a faithful revelation of facts which inspire confidence and enlist support was recognized as an insistent need in every department of public education and administration. Bringing a community to a consciousness of its own goodness and power, giving it fair facts as to rising costs, inadequately trained teachers, prevalent illiteracy, and manifest inequalities of opportunity, and guiding it to adjust the whole economic program so that childhood may not be robbed of its birthright—this constitutes the lofty program of true publicity advocated strongly throughout the sessions.

Naturally there were many other important interests, each with its strong coterie of adherents. Seriously and studiously, leaders anxiously sought the highest type of working programs. The entire session was characterized by a settled and an almost dogged persistence in behalf of education's big program. In order to meet its obligations in a democracy, the officers of the National Education Association and the officers of the Department of Superintendence cooperated ideally in bringing about a session of far-reaching meaning and of unusual success in its influence in the educational system of the country.

Big Things Done at Chicago¹

THE Department of Superintendence is a lively, going concern. Its work is continuous and cumulative. Yet each meeting of the Department has certain definite characteristics and makes certain distinctive contributions. With no attempt scientifically to weigh and measure the product, it may be well to see what features of the recent Chicago convention stand out most clearly. Here are what seem to be the ten most far-reaching characteristics of the recent Chicago convention.

1. *Service work of education.* Method discussions of special subjects, which have been the rule in many previous meetings, were subordinated to discussions of the larger part education plays in community, State, and Nation building.

2. *A program of educational economics.* Practical discussions on school finance, school budgets, tax levies, and various forms of school support, were participated in by educators in every grade of work. The program of tax-supported public schools was discussed on the background of a complete program of social economics, with an honest desire to secure intelligent cooperation and mutual understanding. If present educational service is to continue, if necessary improvements are to be made, leaders agreed that there should be no expectation of reductions in appropriations made for the support of public education.

3. *Continuing constructive revision of the curriculum.* Twin in importance with discussions on school finance, were the all-pervasive discussions on curriculum revision and adjustment. Everywhere there prevailed the conviction favoring continuing constructive revision of the curriculum from within, in order to meet definitely and practically the

community needs from without. Teacher participation in curriculum making and cooperative determination of needed curriculum changes were dominant notes throughout the discussions.

4. *The wholesome spirit of comradeship.* A veritable riot of breakfasts, luncheons, dinners, teas, receptions, and special group jovialities did much to cement friendships and develop a wholesome spirit of good comradeship, and to form a happy background for the more serious discussion of the formal programs. This spirit culminated in the complimentary dinner given at the close of the convention to Doctor A. E. Winship, editor of *The Journal of Education*, on his seventy-ninth birthday.

5. *The passion for fact finding.* Never before was the passion for fact finding and scientific research more generally in evidence. The necessity to obtain exact facts and figures as a basis for judgment and action was clearly recognized. The general terms *survey* and *research* were reinforced by the specific demand for *job analyses*, *case studies*, and *performance records*.

6. *Unshaken faith in public education.* Throughout the various sections of the Department and in its many affiliated bodies, there was a pronounced and positive re-affirmation of the big program of public education as outlined in the Sterling-Reed Bill. Not indifference nor sagging enthusiasm but everywhere aggressive leadership, unshaken faith in the future of public education, and the positive belief in the certainty of the triumphs of reasonable educational programs were clearly in evidence. In its final pronouncements, the Department expressed itself as being in hearty accord with President Coolidge on the need and importance of education in a democracy.

7. *Character education.* Greater and more insistent than ever before, the note

¹Prepared for THE JOURNAL by J. W. Searson, Professor of English, University of Nebraska, Lincoln, Nebraska.

Books for Visitors to Washington, D. C.

THE THOUSANDS of teachers who visit Washington next July will find there a wealth of historic lore unequaled in America. The interest each one will take and the benefit he will derive will be in proportion to his preparation for the things that he wishes to see. The following list of books was prepared for THE JOURNAL by Miss Emma Hance, director of Reference Work of the Public Library of the District of Columbia. Books that are out of print have no price given. Teachers may obtain these books from their local or county libraries or from secretaries of State Library Commissions. Do some advance reading before you come to Washington, and your visit will be much more profitable.

General and Descriptive Books

Visitors to Washington who wish to enjoy the beautiful city to the utmost will want to have a good guide book as a constant companion. The best one is:

RIDER, A. F., ed. *Rider's Washington; a guide book for travellers; comp. by F. T. Cooper.* N. Y. Macmillan, 1922. 548p. \$2.50.

A very desirable book to purchase, since it is the most complete and authoritative up-to-date guide book, with maps and plans and a valuable bibliography. No illustrations. One of the series of so-called American Baedekers.

Two other guide books which are good and less expensive are:

REYNOLDS, C. B. *Washington, the Nation's capital; standard guide.* N. Y. Foster & Reynolds, 1922. 164p. Paper, 50c.

A useful guide for the visitor, with reliable information and excellent illustrations.

RAND, McNALLY & CO. *Washington guide to the city and environs.* Illus. Chicago, author, 1921. 223p. Paper, 50c.

Information about places and prominent buildings in Washington.

A recent book covering various aspects of Washington of the past and present is

LATIMER, L. P. *Your Washington and Mine.* N. Y. Scribners, 1924. 367p. \$2.50.

"*Your Washington and Mine*" is a convenient and worthwhile book for the sight-seer, since it gives in a single volume a brief history of the city from the days of the Indians, and a description of the beautiful capital into which it has grown. It describes the great national buildings, giving little known historical facts connected with them, Mount Vernon and Arlington, and sketches the course of the Potomac. A survey of the relations of the United States and the District of Columbia governments is included. Modern and historical Washington is portrayed through the illustrations, some of which are of places not usually photographed.

Less formal books describing interesting places and scenes in Washington are:

LEUPP, F. E. *Walks about Washington.* Boston. Little, Brown, 1915. 291p. \$3.

Pleasant strolls with Mr. Leupp, long a resident of Washington, who describes his favorite haunts and scenes in a delightful way. The information given is accurate and authoritative. Attractive illustrations from drawings by Lester G. Hornby.

SHACKLETON, ROBERT. *Book of Washington.* Phila., Penn Pub. Co., 1922. 375p. \$3.50.

Mr. Shackleton tells a story of the Washington of yesterday and today, with plenty of anecdotes to enliven it. The photographs and pen and ink drawings add to the attractiveness of the book.

NATIONAL GEOGRAPHIC SOCIETY. *The capital of our country.* Wash., D. C., author, 1923. 154p. \$3.

A handsome book, containing chapters on *The story of Washington*, by Charles Moore; *The Lincoln Memorial*, by William Howard Taft; *The Capitol*, by Gilbert Grosvenor;



MOONLIGHT on the Potomac River as seen from Key Bridge.

The Nation's capital, by James Bryce; and *The sources of Washington's charm*, by J. R. Hildebrand. The illustrations, including sixteen in color, are of the fine type familiar to all readers of the *National Geographic Magazine* and include recent views of new buildings, views from the air, and characteristic scenes in streets and parks.

The dome of the Capitol, beautiful against the sky by day and as it is illumined by night, dominates the other public buildings of the National capital. The best book on the Capitol is:

BROWN, GLENN. *History of the United States Capitol.* 2 vol. Wash., D. C., Govt. Print. Off., 1900-03. \$20.

The history and architecture of the Capitol, with many fine illustrations. The authoritative work, indispensable in any study of the building.

The near neighbor of the Capitol, the Library of Congress, is well described in:

SMALL, HERBERT, comp. *Handbook of the Library of Congress.* Boston, Curtis, 1907. 112p. Paper. 25c.

Valuable to any one interested in the National library. Profusely illustrated.

For other public buildings, besides guide book information, an interesting book is:

SINGLETON, ESTHER, ed. *Historic buildings of America, as seen and described by famous writers.* N. Y. Dodd, 1907. 341p.

Among other famous buildings, those in Washington of interest to visitors are briefly described, with illustrations.

Art lovers will appreciate:

HENDERSON, H. W. *Art treasures of Washington.* N. Y. Doubleday, 1912. 398p. \$3.

An account of the most important works of art in Washington not in private collections.

No visit to Washington is complete without an excursion to the historic and beautiful spots on the Potomac. The following books will add to one's enjoyment:

WILSTACH, PAUL. *Mount Vernon, Washington's home and the Nation's shrine.* N. Y. Doubleday, 1916. 301p. \$3.

A detailed account of the famous mansion on the Potomac, with fine illustrations.

— *Potomac landings.* N. Y. Doubleday, 1921. 376p. \$5.

A picture of life on the great plantations in colonial days. One chapter is devoted to the Potomac of today. Beautifully illustrated.

FARIS, J. T. *Historic shrines of America (p. 225-251).* N. Y. Doran, 1918. 421p. \$5.

Brief sketches of historic buildings in Washington, Alexandria, Arlington, and Mount Vernon.

Social Life

The social life of Washington has always had a charm and interest of its own. Glimpses of this in past and present may come through reading:

SMITH, MRS. MARGARET BAYARD. *First forty years of Washington society; portrayed by family letters; edited by Gaillard Hunt.* Illus. N. Y. Scribners, 1906. 424p.

Letters written by the wife of the editor of the *National Intelligencer*, the first National newspaper printed in America, which give a picture of life in the political and social circles of the first half century of the American republic. Illustrated.

WHARTON, A. H. *Social life in the early republic.* Phila. Lippincott, 1902. 346p. \$3.50.

Interesting and full of information on the noted people in early Washington society. Many fine illustrations of persons and places.

SINGLETON, ESTHER. *Story of the White House.* 2 vol. N. Y. Doubleday, 1907.

Social life of the presidents and their families.

CROOK, W. H. *Through five administrations; comp. and ed. by M. S. Gerry.* N. Y. Harper, 1910. 279p.

Incidents of the family and social life at the White House written by an official on duty there since Lincoln's administration.

TAFT, MRS. H. H. (MRS. WILLIAM HOWARD TAFT). *Recollections of full years.* Illus. N. Y. Dodd, 1914. 395p.

Social and personal life in Washington, with a description of the White House during

Real Tests of Library Progress in a Community

American Library Association

IT IS not so much by the position that a library has attained as by the progress it is making toward larger or better service that the quality and ability of its management are to be judged. Each library should measure itself from time to time by that test. An honest application of the following questions will show pretty clearly the measure and kind of progress a library is making:

1. Is the library reaching a greater number of its possible constituents? Is its roll of active borrowers increasing?

To answer this definitely, the library must keep a live register of borrowers, excluding all names of persons who are no longer in the community or have not used the library in the last two or three years.

Even where the population of a community does not increase, a live public library will each year be gaining in borrowers and readers through a normal development of the library habit and the influence of the schools. Not to advance in this matter is a thing to reflect on the library management.

2. Is the average borrower using an increasing number of books each year? Answer is found in the figures for circulation.

3. Is the average borrower using the library for an enlarging range of book needs and interests? Is the library meeting the needs at a greater number of points? Answer to be found in statistics of circulation by classes of books.

4. Is the library meeting a higher order of needs and wants? (Tested by circulation of its higher grade of books.)

5. Is the library rendering an increased service in answering questions, providing definite information and supplying material for study or help in the actual problems of life? (Tested by statistics of reference use.)

6. Is it growing in the value and richness of its book collections? (Tested by net increase in titles and amount of funds applied to new books.)

7. Is it becoming an object of increasing pride and affection in the community? (Tested by increases in the material provisions made for its support and enrichment.)

8. Is there a growing appreciation of the importance and need of skilled library service? (Tested by amounts made available for salaries.)

ing President Taft's administration. Excellent illustrations of the White House.

ANDERSON, MRS. I. W. *Presidents and pies; life in Washington 1897-1919*. Boston. Houghton, Mifflin, 1920. 290p. \$3.

A book of inside gossip about social affairs. "Some politics, a touch of history, a dash of description, with a flavor of social affairs—such are the ingredients of my 'pie,' which, whatever its faults, I hope may not sit heavily on the reader's digestion."

History

The visitor who wishes to know something of the history of the capital city, from the time it was founded on the low banks of the Potomac as a political compromise until it ranks with European capitals today, will appreciate reading:

BRYAN, W. B. *History of the National capital from its foundation through the period*

of the adoption of the organic act, 1790-1878. 2 vol. N. Y. Macmillan, 1914-16. \$8.

An authentic and comprehensive work, both useful and trustworthy. Carefully prepared from documentary sources, this history contains a rich collection of information invaluable to those interested in the history of the District of Columbia.

COLUMBIA HISTORICAL SOCIETY. *Records of the Columbia Historical Society. 1894-1923*. Vols. 1-25. Illus. Wash., D. C., Author.

An annual publication containing important contributions to the history of Washington. Good illustrations of persons and buildings.

TINDALL, WILLIAM. *Standard history of the city of Washington*. Knoxville, Tenn. H. W. Crew & Co. 1914. 600p.

This history is compiled from a study of original documents.

The latter half covers the history of the city to 1914 and contains excellent material on municipal affairs.

PAGE, T. N. *Washington and its romance*. Illus. N. Y. Doubleday. 1923. 196p. \$5.

A history of Washington written to show the romantic interest of the founding of the National capital on the Potomac and its growth into the beautiful city of today. The work is unfinished, stopping with the social life under Jefferson's administration. A few dainty illustrations in color add a touch of the romantic.

Washington is one of the few cities fortunate enough to have a plan from its beginning. The recent development of the L'Enfant plan is well described in:

U. S. SENATE. District of Columbia Committee. *Improvement of the park system of the District of Columbia*. 1. *Report of Senate Committee on the District of Columbia*. 2. *Report of Park Commission*, ed. by Charles Moore. (Wash., D. C., Gov't Print. Off., 1902. 171p.

The Park Commission plan marked an epoch in the growth of Washington, and has been officially declared to be "The most comprehensive plan ever provided for the development of an American city."

U. S. COMMISSION OF FINE ARTS. *The plan of the National Capital*. Wash., D. C. Gov't Print. Off., 1923. 38p.

A chapter from the Ninth Report of the U. S. Commission of Fine Arts, on "Progress in the McMillan plan." Shows how much has been accomplished in the last twenty years in carrying out the Park Commission plan of 1902. Good illustrations and maps.

MOORE, CHARLES. *Daniel H. Burnham, architect, planner of cities*. (Vol. 1, p. 129-188, 197-229; Vol. 2, p. 46-69). 2 vol. Boston. Houghton, Mifflin, 1921. \$20.

In this biography of Mr. Burnham, a member of the Park Commission, there is much of interest regarding the planning of the city; also the building of the Union Station and the Washington cathedral. Good illustrations, some in color.

Government

The unique form of government of Washington city will doubtless be of interest to many. Authoritative works are:

DODD, W. F. *The government of the District of Columbia, a study of federal and municipal administration*. Wash., D. C. Byrne. 1909. 298p. \$3.

An historical review of the various forms of government of the District since 1791. Contains an accurate description of the present municipal administration of the District of Columbia.

TINDALL, WILLIAM. *Origin and government of the District of Columbia*. Wash., D. C. Kelly Printing Co. 1912. 183p.

This compilation presents in chronological order the essential features of the principal legislative and official measures affecting the origin, establishment, and local government of the District of Columbia. A number of historical facts are included.

NOYES, T. W. *Representation of the District of Columbia in Congress and the electoral college; argument before the Committee of the District of Columbia, United States Senate, at hearings on S. J. Res. 133, January 12, 1922*. Wash. D. C. Gov't Print. Off., 1922. 43p.

GUIDE TO BOOKS

Descriptive List

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

DESCOUR, L. *Pasteur and his work*. N. Y., Stokes, 1922. 256p. \$5.

Unlike Duclaux which deals only with Pasteur the "savant," this combines a biographical study with a careful account of his experiments and achievements. Due also to the use of less technical language this will be more intelligible to the average reader. Much of the biographical material is based on the admirable work by Valléry-Radot, son-in-law of Pasteur, a Pasteur centennial edition of which was published by Doubleday, Page in 1922.

EAST, EDWARD MURRAY. *Mankind at the crossroads*. N. Y., Scribner, 1923. 360p. Maps. \$3.50.

After a scholarly summary of facts and statistics showing the "relation of the increase of population to the ability of that population to sustain itself," the author reaches the conclusion that the "world confronts the fulfilment of the Malthusian prediction here and now," that "man stands today at the parting of the ways" and if he would progress he must apply modern biological laws of genetics to the problems of social evolution. Style clear and readable.

FOSDICK, HARRY EMERSON. *Twelve tests of character*. N. Y., Assn. Press, 1923. 213p. \$1.50.

Essays on "practical religion and right living" in which, by a ready use of apt illustration and homely metaphor, the well-known preacher clearly and forcefully "drives home" the true meaning of character. Appeared in the *Ladies Home Journal*.

PAGE, THOMAS NELSON. *Washington and its romance*. Garden City, N. Y., Doubleday, 1923. 196p. Illus. \$5.

Reviews in some detail the story of the evolution of Washington from the decision of the Continental Congress in 1783 to create a new capital city, through the various steps and accompanying difficulties by which the site was selected, buildings erected, and the government transferred. Also gives a brief historical sketch of the city from the earliest time and glimpses of Washington's social life through Jefferson's administration. Attractive illustrations in color and half-tone.

PARSONS, FLOYD W. *Everybody's business; the story of America's assets and opportunities as represented by the Nation's chief industries*. Garden City, N. Y., Doubleday, 1923. 503p. \$3.50.

The author has here assembled the facts of greatest interest and importance about the natural resources and leading industries in this country. The whole gives a well-rounded picture of America's industry, past and present, with a word about conservation and the future. Contains much useful material conveniently arranged and well presented.

RUSSELL, MARY M. *How to produce plays and pageants*. N. Y., Doran, 1923. 219p. Illus. \$1.50.

A practical, elementary guide for the inexperienced amateur producer working with

intimate histories of such poems as Casey at the Bat, Ben Bolt, Nothing to Wear, Rock Me to Sleep, and A Visit from St. Nicholas, reviving the almost incredible controversies that have arisen about their authorship or their value, and incidentally composing one of the best commentaries in existence upon popular taste."—*Nation*, 117:562, 14 N 23.

Books to Grow On

For children in third grade

Aesop—Fables.

Andrews—Seven little sisters.

Baldwin—Fifty famous stories retold.

Bigham—Merry animal tales.

Brown—Lonesomest doll.

Carrick—Picture tales from the Russian.

Craik—Adventures of a brownie.

Eggleston—Stories of great Americans for little Americans.

Holbrook—Book of nature myths.

Hunt—About Harriet.

Jacobs—English fairy tales.

Lang—Princess on the glass hill.

Lorenzini—Pinocchio.

O'Shea—Old world wonder stories.

Peary—Snow baby.

Perkins—Dutch twins.

Phillips—Wee Ann.

Pyle—Careless Jane.

Scudder—Book of fables and folk stories.

Segur—Story of a donkey.

Skinner—Merry tales.

Stevenson—Child's garden of verses.

Thorne-Thomsen—East o' the sun and west o' the moon.

White—When Molly was six.

Williston—Japanese fairy tales.

This list represents the combined judgment of workers with children in America's largest public libraries. Permission is here given to reprint the list, referring to its source in THE JOURNAL of the National Education Association. Children vary so widely in reading ability and 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.

a church or school group in a small town. Considers the problems of producing, costumes, selection of a play, etc., and discusses briefly the uses of the drama in the past in the church and community and with the "teen age" group as well as its relation to storytelling. Contains six dramatic pieces. Classified bibliography.

STEVENSON, BURTON EGBERT. *Famous single poems, and the controversies which have raged around them*. N. Y., Harcourt, 1923. 340p. \$1.75.

"With constant humor but with no condescension Mr. Stevenson has written the

Classified List

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

Reference Books

MAWSON, C. O. SYLVESTER, and WHITING, KATHARINE ALDRICH. *Roget's treasury of words; abridged from Roget's international thesaurus of English words and phrases*. N. Y., T. Y. Crowell Co., 1924. 444p. \$1.

JOHNSON, JULIA E. *Selected articles on government ownership of coal mines*. (Handbook Series) N. Y., H. W. Wilson Co., 1923. 392p. \$2.40.

PHELPS, EDITH M., and JOHNSON, JULIA E. *University debaters' annual, 1922-1923*. N. Y., H. W. Wilson Co., 1923. 425p. \$2.25.

REFERENCE SHELF, Vol. 2, No. 2. *Permanent court of international justice*. N. Y., H. W. Wilson Co., 1923. 117p. 90c.

— Vol. 2, No. 3. *League of Nations*. N. Y., H. W. Wilson Co., 1924. 121p. 90c.

— Vol. 2, No. 4. *French occupation of the Ruhr; debate between Bates College and Oxford Union Society of Oxford College*. N. Y., H. W. Wilson Co., 1924. 119p. 90c.

— Vol. 2, No. 5. *Restriction of immigration*. N. Y., H. W. Wilson Co., 1924. 118p. 90c.

Elementary School Texts

FASSETT, JAMES H. *The Beacon sixth reader*. Boston, Ginn & Co., 1923. 341p. 88c.

GORDY, WILBUR FISK. *Leaders in making America; an elementary history of the United States*. N. Y., Scribner's, 1923. 478p. \$1.20.

SMITH, DAVID E., and REEVE, WILLIAM D. *Essentials of algebra*. Boston, Ginn & Co., 1924. 360p. \$1.24.

TIDYMAN, WILLARD F. *Supervised study speller*. Yonkers, N. Y., World Bk. Co., 1924. 132p. 52c.

Children's Books

ADDINGTON, SARAH. *The pied piper in Pudding lane*. Illus. Boston, Atlantic Monthly Press, 1923. 97p. \$2.

BRITT, ALBERT. *The boy's own book of adventures*. N. Y., Macmillan, 1923. 181p. \$2.

CANNING-WRIGHT, H. W. *Peeps at the world's dolls*. Illus. N. Y., Macmillan, 1923. 87p. \$1.50.

COLLINS, ARCHIE FREDERICK. *The book of the microscope*. Illus. N. Y., Appleton, 1923. 245p. \$1.50.

FABRE, JEAN HENRI CASIMIR. *This earth of ours*. Illus. N. Y., Century, 1923. 339p. \$2.50.

- MEYER, ZOE. *The garden of happiness*. Illus. Boston, Little, 1923. 172p. \$1.
 MOORE, ANNE CARROLL. *New roads to childhood*. N. Y., Doran, 1923. 209p. \$2.
 PERKINS, LUCY. *The Filipino twins*. Illus. Boston, Houghton Mifflin, 1923. 151p. \$1.75.
 — *Robin Hood*. Illus. Boston, Houghton Mifflin, 1923. 115p. \$2.
 SMITH, LAURA ROUNTREE. *Comical circus stories*. Chicago, Albert Whitman & Co., 1923. 81p. 60c.
 WELLS, REUBEN FIELD. *With Caesar's legions*. Illus. Boston, Lothrop, 1923. 336p. \$1.50.

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.

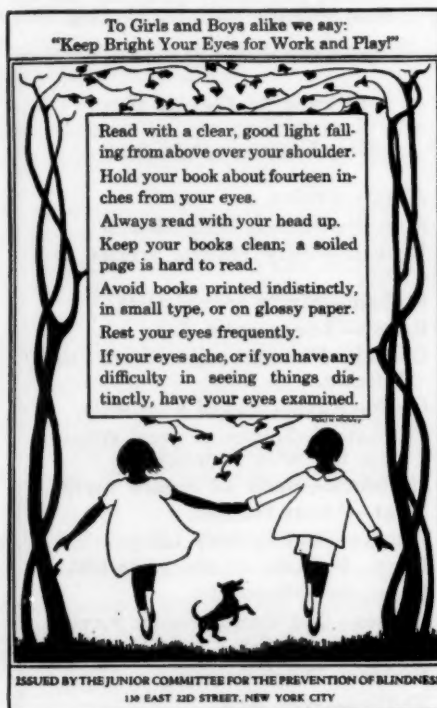
- BULLETIN, 1923, No. 41. *Consolidation of schools and transportation of pupils*. Illus. 135p. Paper 25c.
 BULLETIN, 1923, No. 43. *Games and other devices for improving pupils' English*. 88p. Paper, 10c.
 BULLETIN, 1923, No. 47. *Biennial survey of public school finance in the United States*. 34p. Paper, 5c.
 BULLETIN, 1923, No. 53. *The Coöperative Education Association of Virginia*. 23p. Paper, 5c.
 CITY SCHOOL LEAFLET No. 12, 1923. *Junior high schools in cities having population of 2500 and over*. 6p. Paper, 5c.
 CITY SCHOOL LEAFLET N°. 13, 1923. *Appreciation of pictures*. 15p. Paper, 5c.
 INDUSTRIAL EDUCATION CIRCULAR No. 21, 1923. *Suggestions on art education for elementary schools*. Illus. 18p. Paper, 5c.
 LIBRARY LEAFLET No. 23, 1923. *Bibliography of all-year schools and vacation schools in the United States*. 15p. Paper, 5c.
 PHYSICAL EDUCATION SERIES No. 3, 1923. *Suggestions for a physical education program for small secondary schools*. 79p. Paper, 10c.
 RURAL SCHOOL LEAFLET No. 19, 1923. *Consolidation of schools and transportation of pupils in Lafayette Parish, Louisiana*. Illus. 10p. Paper, 5c.
 RURAL SCHOOL LEAFLET N°. 20, 1923. *The gift of nations—a pageant for rural schools*. 12p. Paper, 5c.
 RURAL SCHOOL LEAFLET No. 21, 1923. *Taxpaying as a lesson in citizenship*. 8p. Paper, 5c.
 BOLTON, FREDERICK ELMER. *Everyday psychology for teachers*. N. Y., Scribner's, 1923. 443p. \$2.50.
 DOUGHERTY, MARY L. *How to teach phonics*. Boston, Houghton Mifflin, 1923. 49p. \$1.20.
 MCCracken, THOMAS C., and LAMB, HELEN ETTA. *Occupational information in the elementary school*. Boston, Houghton Mifflin, 1923. 250p. \$1.90.
 MARBLE, ANNIE RUSSELL. *Women of the Bible; their services in home and state*. N. Y., Century, 1923. 315p. \$2.
 MARTZ, CHARLES E., and KINNEMAN, JOHN A. *Social science for teachers*. Boston, Houghton Mifflin, 1923. 340p. \$1.90.
 POLLITZER, ALICE K. *A brief description of the work of the Vocational Service for Juniors, New York*. (U. S. Dept. of Labor, Junior Div., U. S. Employment Service; field work ser. 1.) Wash., D. C., Junior Division, U. S. Employment Service, 1923. 11p. Paper, Free.
 PRESCOTT, DANIEL ALFRED. *The determination of anatomical age in school children*

and its relation to mental development. (Harvard Monographs in Education, Series 1, No. 5.) Cambridge, Mass., Harvard University, Graduate School of Education. 60p. Paper, 75c.

RICHARDSON, ETHEL. *The immigrant child in the public schools*. Sacramento, Calif. State Supt. of Public Instruction, 1922. 29p. Paper.

SMITH, E. EHRLICH. *The heart of the curriculum*. Garden City, N. Y., Doubleday, Page, 1924. 363p. \$1.50.

WHEELLOCK, CHARLES F. *Secondary education; report for the school year ending*



July 31, 1918; vol. 2 of the 15th annual report of the State Department of Education. Albany, N. Y., Univ. of State of N. Y., 1922. 724p.

Health, Science, and Mathematics

- BARDY, JOSEPH. *An investigation of the written examination as a measure of achievement with particular reference to general science*. Philadelphia, Author, 1923. 176p. \$2.
 CURIE, MARIE. *Pierre Curie*. N. Y., Macmillan, 1923. 242p. \$2.25.
 GREGORY, SIR RICHARD. *The vault of heaven; an introduction to modern astronomy*. N. Y., Dutton, 1920. 202p. \$2.50.
 LOOMIS, FREDERIC BREWSTER. *Field book of common rock and minerals*. Illus. N. Y., Putnam, 1923. 278p. \$3.50.
 MILLER, MERRITT F. *The soil and its management*. Boston, Ginn & Co., 1924. 386p. \$1.64.
 Regents questions without answers in biology covering the requirements of high schools and college entrance; a topical development of the subject by questions from Regents examinations and college entrance examinations. N. Y., Regents Pub. Co., Inc., 1923. 63p. 35c.

Art, Music, and Games

- BENNETT, CHARLES A. *Art training for life and for industry*. Peoria, Ill., Manual Arts Press, 1923. 61p. \$1.
 FROST, HELEN, and CUBBERLEY, HAZEL J. *Field hockey and soccer for women*. N. Y., Scribner's, 1923. 247p. \$2.

WEGENER, ALBERT B. *Track and field athletics*. Illus. N. Y., A. S. Barnes and Company, 1924. 153p. \$2.

Language and Literature

- ALBERT, EDWARD. *A history of English literature; a practical textbook*. N. Y., Crowell, 1924. 632p. \$2.50.
 BOAS, RALPH P., and HAHN, BARBARA M. *Social backgrounds of English literature*. Boston, Atlantic Monthly Press, 1923. 337p. \$1.65.
 COOPER, ALICE CECILIA, ed. *Poems of today; a collection of the contemporary verse of America and Great Britain*. Boston, Ginn & Co., 1924. 323p. 80c.
 DE MILLE, A. B. *American poetry*. Boston, Allyn & Bacon, 1923. 339p. \$1.
 DE PONCET, EDWIN. *El último de su raza; drama romántico*. Boston, Stratford Co., 1923. 185p. \$1.50.
 GOLDSMITH, OLIVER. *The Vicar of Wakefield*. Boston, Ginn & Co., 1923. 250p. 76c.
 GREEN, BELA. *American language master; an English-Hungarian grammar, interpreter and dictionary*. Milwaukee, Wis., Caspar, 1923. 255p. \$2.
 HERSEY, F. W. C., and GREENOUGH, C. N. *Specimens of prose composition; rev. ed.* Boston, Ginn & Co., 1923. 510p. \$2.20.
 HOYT, MARY W., and HOYT, FLORENCE S. *Grammar by practice; an aid to thinking and writing*. N. Y., Scribner's, 1923. 226p. \$1.
 RIPMAN, WALTER, and HUGHES, M. VIVIAN. *A rapid Latin course*. N. Y., Dutton, 1923. 248p. \$1.25.
 WOODBRIDGE, ELISABETH. *The crusade of the children*. N. Y., Century, 1923. 94p. \$1.50.

History, Economics, and Statecraft

- CLEMENS, SAMUEL LANGHORNE. *Europe and elsewhere, by Mark Twain*. Illus. N. Y., Harper, 1923. 406p. \$2.25.
 ENOCK, ARTHUR GUY. *The problem of armaments; a book for every citizen of every country*. N. Y., Macmillan, 1923. 196p. \$1.50.
 FULLER, RAYMOND G. *Child labor and the Constitution*. N. Y., Crowell, 1923. 323p. \$2.50.
 GREENAN, JOHN T., and MEREDITH, ALBERT B. *Everyday problems of American democracy*. Boston, Houghton Mifflin Co., 1924. 506p. \$1.60.
 GRUENING, ERNEST. *These United States; a symposium*. N. Y., Boni and Liveright, 1923. 388p. \$3.
 HADOW, W. H. *Citizenship*. N. Y., Oxford University Press, 1923. 240p. \$2.
 HAYNES, ROY ASA. *Prohibition inside out*. Garden City, N. Y., Doubleday, Page, 1923. 308p. \$2.50.
 MUKERJI, DHAN GOPAL. *Caste and outcast*. N. Y., Dutton, 1923. 303p. \$3.
 PENMAN, JOHN SIMPSON. *The irresistible movement of democracy*. N. Y., Macmillan, 1923. 729p. \$5.
 SMITH, M. HAMBLIN. *The psychology of the criminal*. N. Y., McBride & Co., 1923. 182p. \$2.
 WAYLAND, JOHN W. *Ethics and citizenship*. Staunton, Va., McClure Co., Inc., 1924. 251p. \$1.85.
 WOOD, EDITH ELMER. *Housing progress in Western Europe*. N. Y., Dutton, 1923. 210p. \$3.
 YOUNG, LEVI EDGAR. *The founding of Utah*. N. Y., Scribner's, 1923. 445p. \$1.48.

....., Teacher

Room

WEIGHT-HEIGHT-AGE TABLE FOR BOYS

HOW TO USE THESE TABLES

- These new Weight-Height-Age Tables are a revision, by Bird T. Baldwin and Thomas D. Wood, of the Wood tables formerly used. The figures represent a large group of presumably healthy children, most of whom are native born. These figures are believed to be the most accurate available.

WEIGHT—HEIGHT—AGE TABLE FOR GIRLS

Prepared by Bird T. Baldwin, Ph.D., and Thomas D. Wood, M.D.

Education Bill Hearings

HEARINGS on the Education Bill before the House Committee on Education began on February 20 and were continued March 12. Interest in the measure on the part of members of Congress continues to increase as convincing statements are made both by laymen and educators showing the vital necessity for legislation dealing with the crisis in education. The following statements are abridged from those made at the hearing on February 20:

GEORGE D. STRAYER, *Chairman, Legislative Commission of the National Education Association, and Professor of Education, Teachers College, Columbia University, New York City.*—This Bill provides, in the most certain language that we are able to develop, that the Federal Government, while aiding and encouraging education, while conducting research and investigation in order that education may be improved, shall not interfere with the States in their control and administration of schools. I say that the language is unequivocal. It is made so plain that nobody can possibly put his finger on a word which says that this gives control to the Federal Government. We propose leadership; we propose bringing together of information on the basis of scientific inquiry that will make for the development of the school system; we propose the kind of coöperation and coördination that is indicated here by a National Council of Education; and we propose just as certainly that there shall be left to the States and to the communities within the States, the complete control and administration of their schools.

Mr. Lowrey: May I say this, that I think the thing that possibly has most militated against this Bill has been that a number of the proponents of the Bill have made the fight in a way that indicated they were fighting church and private schools; that that was what they were fighting and wanted to down, and that they wanted to put education in the hands of the States. I want to say, further, that if I believed that was to be the result, I would fight the Bill to the last, although I want to be understood as being in favor of the Bill.

MRS. FREDERICK P. BAGLEY, *Boston, Massachusetts.*—I want to say in the first place that I fully appreciate the importance of proposing any further extension of legislation or of expense at this time. We are still a war-burdened people. I realize that, and I think that we have got to think not once or twice, but many times, before we take any steps forward. But I think it is true, is it not, that constantly we have to make a choice between the less important and the more important, and the reason I am here for this Bill is that I think it is of such great importance that the lesser, more academic reasons must be laid aside. I had always supposed, and boasted when I have been in other countries, that every child in the United States had a fair chance for an education in this country. That is the boast

of our public schools. But now what do we find? We find that in nearly every State in the Union there are thousands of children of school age who have practically no educational opportunity, and from the Federal census we learn that in 1920, 1,400,000 children of school age did not attend a school of any type from September until January.

JOHN A. H. KEITH, *President of State Normal School, Indiana, Pennsylvania.*—The development that has come about since the days when our country was first established, along industrial lines and along lines of communication, have constantly more and more made us one and indivisible. We have still State lines, and shall have for many, many generations and centuries to come; and yet there are certain things regarding which State lines count less and less. I am not advocating extreme centralization of authority and power in the Federal Government or anything of that sort. I am simply pointing out the fact that in order to act in the interest of all the people, we sometimes have to forget the fact that State lines exist, and recognize the unity and solidarity of our people instead of merely the divisions of State lines. Therefore, if this Bill passes, the Federal Government cannot dictate absolutely what shall be done in each and every State in regard to these things, but there is no reason to believe that in this matter of education there can be anything but the best of faith between the Federal Government and the States. In all that the Federal Government has thus far done in support of education, not a single case of misuse of funds has come about.

JOHN H. MACCRACKEN, *President of Lafayette College, Easton, Pennsylvania.*—At one time I was inclined to stress what the Federal Government could do for education. My point of view has changed somewhat since that time and I am now more inclined to stress what education can do for the country, if given an opportunity to express itself through the National Government. There are two objections which we constantly meet in a contention for a Department of Education. One is the objection which we met, perhaps in its most decided form, with the late President Wilson, that his Cabinet table was only so big; that it had no extension leaves, and that he could not place another chair at that table.

This argument that the Cabinet table is a Procrustean bed, to which the Nation must adapt itself, and is not an extension table which can adapt itself to the needs of the country, is an argument which we frequently meet. I have discussed the matter with the man who has had the greatest success in reorganizing executive departments of administration in this country, former Governor Lowden, of Illinois, and he confirmed the view which seemed to me to be the right one, that there was nothing sacred in the present number of the Cabinet. In fact, as Governor Lowden put it, if the necessities of the country required, there is no practical reason why the Cabinet could not number eighteen, if necessary. The whole contention

that the Cabinet number is closed and does not admit of an addition, reminds me a good deal of a paragraph in President Eliot's book on university administration. The president of Harvard writes in this book on university administration that the right number of trustees for a university is seven. We have seven at Harvard. (Laughter.)

WILLIAM C. BAGLEY, *Professor of Education, Teachers College, Columbia University.*—These untrained teachers are found in every State; they are not peculiar to any part of the country; they are found, of course, most frequently in schools of the small villages and the open country, in the rural schools. They are part and parcel of the great rural-school problem and the provisions of this Bill which aim to correct this defect would also be an attack on that great rural-school problem which is, perhaps, the most important educational problem that our country faces. If we can put into every school of our country, into every classroom, a trained teacher, representing the standard of training that is now recognized as the minimum, a very great part of our educational problem would be solved.

CHEESMAN A. HERRICK, *President of Girard College, Philadelphia, Pennsylvania.*—I have no doubt the appropriation would be increased with the development under the proposed Bill, if it were carried out; because I think the Bill is so eminently wise that the wisdom of these increased appropriations would be demonstrated. But, as a dark consequence which would flow from the Bill, I am not so troubled by this. I have confidence in the Congress; I have confidence in the good intentions of those who are directing the affairs of the Government and believe that a thing which is sound in its practical operation, as demonstrated already in various activities of our own Government and as demonstrated in the activities of the governments abroad, can safely be left to future development as the necessities of the case are shown to present themselves.

J. O. ENGLEMAN, *Field Secretary of the National Education Association.*—It has been again and again brought to your attention that the school forces of the country strongly feel the need of local autonomy, of local direction, of local initiative, of local arrangement of the schools, and yet one cannot go about the country without realizing that, while every one of us subscribes to that conviction, there are conditions in the country that we did not have a generation ago that make it advisable for the public good to think and plan somewhat in terms of the Nation, rather than in terms of a State or a local district. State boundaries, for most purposes, have all but disappeared. Our people are exceedingly fluid; the rapid means of transportation and of communication, the rapid urban growth of this country, the fact that business in any one community is intimately related to conditions far removed from it and very much depended upon those conditions—all of this suggests the importance of thinking of education, at least of certain of its aspects, from a Nation-wide standpoint.

A. LINCOLN FILENE, *Vice President and General Manager, Wm. Filene's Sons' Co., Boston, Massachusetts.*—If Massachusetts could get the control of the business orders for its products in some of these Southern States—in which some gentlemen of the North are so afraid we will pay part of their education—we could pay the whole education bill, because we could educate them enough to create a demand for our products, and it would be a good business proposition. If you let people live in huts they do not wear clothes, and buy automobiles, and pianos, and victrolas. The more ignorant the population in any State, the less market you have for your merchandise. Massachusetts is just as much interested to know that Mississippi has an educated population as to know that she has an educated population herself, because she has to take care of her industry

and unless she gets an outlet for her merchandise she will be short of business.

MRS. CORA WILSON STEWART, *Chairman, Illiteracy Commission of the National Education Association.*—It is very fine to realize that the educated citizenry of this country has at last accepted its obligation for the emancipation of illiteracy, but to me it is even more hopeful that the illiterates themselves are eager for their chance. Wherever schools have been open to them they have accepted the opportunity eagerly, walked for miles, late at night, although they were toil-worn, and their brains were tired and not rested and able perhaps to absorb as much as they might at some other time, but they have been willing to make the greatest effort, and thronged these schools, trying to make up for time they have lost.

NOTES and ANNOUNCEMENTS

PLANS for the great summer meeting to be held in Washington June 29 to July 4 are developing rapidly. President Olive M. Jones gave reports of progress at various meetings at Chicago, which were everywhere received with enthusiasm. State directors, officers of departments and of the Association joined in a breakfast at Chicago, where plans for the meeting were discussed at some length. President Jones urged that arrangements for special trains and parties from various States and localities be completed as early as possible. Several special trains have already been provided for. The climate of Washington during the summer season is mild, and State directors are advised to call this to the attention of those who are planning to come in order that they may provide suitable clothing.

THE DEPARTMENT OF SUPERINTENDENCE elected at Chicago the following officers: William McAndrew, superintendent of schools, Chicago, Ill., *president*; Payson Smith, State commissioner of education, Boston, Mass., *first vice-president*; John J. Maddox, superintendent of schools, St. Louis, Mo., *second vice-president*; M. G. Clark, superintendent of schools, Sioux City, Iowa, member of the Executive Committee for four years; F. D. Boynton, superintendent of schools, Ithaca, N. Y., member of the Executive Committee to fill the unexpired term caused by the election of William McAndrew as president. Superintendent Randall J. Condon, of Cincinnati, and Superintendent F. W. Ballou, of Washington, D. C., continue as members of the Executive Committee, and S. D. Shankland as executive secretary.

THE TOPIC CONFERENCES Thursday morning drew the biggest crowds of the meeting. Group D at the Blackstone attracted so great a crowd that the Ball Room was closed by the fire warden of the city. A pamphlet on Vocational Education, printed in the Pittsburgh schools, was distributed by Dr. Davidson, leader of Group H.

THE CONVENTION BUREAU of the Chicago Association of Commerce contributed largely to the success of the meeting, by efficiently caring for the countless convention details.

EXCELLENT MUSIC was a feature of the main sessions at Chicago. Great credit is due the Hyde Park High School Orchestra, the Lane Technical High School Orchestra, the Lake View High School Orchestra and Glee Clubs, the Crane Technical High School and Harrison Technical High School Bands.

THE RECEPTION to visiting members of the National Education Association, given by the Chicago Principals' Club on Monday evening, was a delightful social occasion. It was held in the Chicago Art Institute. The guests of honor were: Olive M. Jones, president of the National Education Association; Payson Smith, president of the Department of Superintendence; and W. T. Longshore, president of the Department of Elementary School Principals.

TRIBUTES to the late President Harding and to former President Wilson were given during the Monday evening meeting in the Auditorium Theater by Superintendents Davidson, of Pittsburgh, and Condon, of Cincinnati, after which the audience stood while a quartet sang "Lead, Kindly Light."

AN IMPORTANT feature of the meeting was a series of radio talks by well-known educational leaders broadcasted by *The Chicago Daily News*. The speakers included Payson Smith, Olive M. Jones, George D. Strayer, Robinson G. Jones, John H. Beveridge, A. E. Winship, and S. D. Shankland.

THE PUBLICITY obtained for the Department of Superintendence in Chicago was at least fifty per cent greater than that accorded to any other convention held in Chicago during the past year, according to figures compiled by the McCutcheon-Gerson News Service. The publicity was in charge of the Association's Division of Publications; Dr. W. Carson Ryan, Jr., professor of education,

Swarthmore College, Swarthmore, Pa.; and Mr. George A. King, of the McCutcheon-Gerson News Service of Chicago. Many out-of-town newspapers carried excellent accounts of the meeting. The service given by the Associated Press, the United Press, the International News Service, and other press associations was unusually satisfactory.

THE SECOND YEARBOOK of the Department of Superintendence, which was distributed to members at the Chicago convention, contains nearly three hundred pages devoted to the Elementary School Curriculum. This Yearbook reviews current curricular practices throughout the United States, looking forward to the improvement of educational programs. It is made possible through the joint efforts of educators in many parts of the country and paves the way to rational organization of school curricula. This study will be continued during the coming year by the Commission on the Curriculum. The appointments for this Commission as announced at Chicago are: E. C. Broome, superintendent of schools, Philadelphia, Pa., *Chairman*; H. B. Wilson, superintendent of schools, Berkeley, Calif.; Paul C. Stetson, superintendent of schools, Dayton, Ohio; John M. Foote, State supervisor of rural education, Baton Rouge, La.; John L. Alger, president of Rhode Island College of Education, Providence, R. I.

THE DEPARTMENT OF CLASSROOM TEACHERS held two meetings in Chicago. At the Tuesday afternoon conference the chief discussion was led by the editor of *THE JOURNAL*, who spoke briefly on its policies and its significance to the teacher. An interesting discussion followed. President Iversen called on the members of the Executive Committee for reports of the regional conferences held this year in all parts of the country. Great interest was shown in these meetings. About fifty attended the breakfast at Hotel La Salle on Wednesday morning and an abundance of good fellowship prevailed. The speakers were Olive M. Jones, Payson Smith, W. T. Longshore, Augustus O. Thomas, Mary F. Mooney, and Emma L. Dacre.

THE BUREAU OF EDUCATION LIBRARY was referred to in the March *JOURNAL* as having been largely put in storage as a result of the Bureau's being moved to different quarters. A courteous letter from Commissioner John J. Tigert calls attention to the fact that this is a mis-statement saying, "It is true we had to leave a part of our library in the old Pension Building, but the books are on the same shelves and have been moved into rooms instead of occupying the court as they formerly did." *THE JOURNAL* is sorry for the error and is glad to make the correction.

THE NATIONAL CONGRESS of Mothers and Parent-Teacher Associations will hold a convention in Hotel St. Paul, St. Paul, Minnesota, May 5-9, 1924. An excellent program has been prepared; an educational exhibit will include the work of cooperating organizations.

FOREST PROTECTION WEEK will be observed April 20-26. Teachers wishing material for use during the week should write to the U. S. Forestry Service, Washington, D. C.

TEACHERS interested in forming Junior Audubon Clubs should write to the National Association of Audubon Societies, 1974 Broadway, New York City, for special announcements.

THE JOHN HARVARD PHILLIPS school of Birmingham, Alabama, uses *THE JOURNAL* in its work of teaching civics.

IN *Right About Face*, a pamphlet written and printed by the boys of Public School No. 120, Manhattan, is an interesting note on President Jones' unique method of teaching geography when absent from the city. Her geography lessons by mail form excellent projects for the boys of this probationary school.

BULLETIN NUMBER 1—Report of the Committee on Salaries of the Michigan State Teachers Association, Lansing, Michigan, has just been issued. This report was prepared by a committee of which Dr. Clifford Woody, University of Michigan, was chairman. It represents one of the most careful and complete studies that have yet been made of the teacher salary situation in a State and would be suggestive to those contemplating similar studies in other States.

THE UNIVERSITY OF LEYDEN has arranged a special "Netherlands Week for American Students," July 7-12, 1924, which will include lectures in English by some of Holland's most distinguished scholars and afternoon excursions to show Americans the real Holland not always seen by tourists. Additional information and advice regarding reservations may be had by writing the Netherlands-America Foundation, 17 East 42d Street, New York City.

THE COUNCIL OF NEGRO TEACHERS, Kansas City, Missouri, is the largest local body of negro teachers in the world. They have sent representatives to every meeting of the National Education Association since it was placed on a representative basis. The enrollment includes seven 100 per cent schools.

MISS HELEN M. PRICE, South Philadelphia High School for Girls, Philadelphia, Pa., has been appointed as secretary of the Department of Business Education.

A SCHOOL in the State of Ohio writes: "The teachers of our township have not received any pay for three months. After they have received part of their pay, they will become members of the Association."

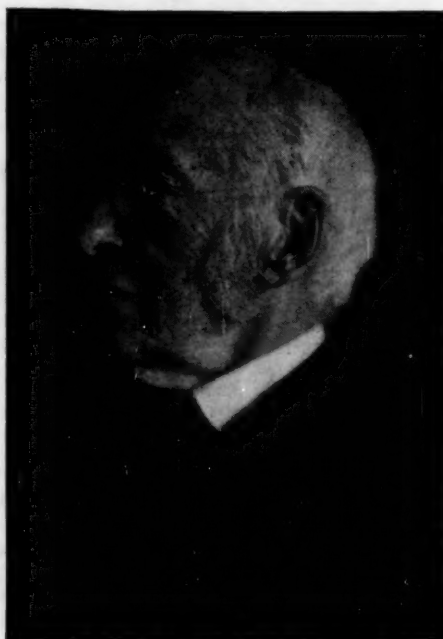
The Minnesota Teacher has changed its name to the *Journal of the Minnesota State Education Association*, thus emphasizing its distinctive character as the organ of one of the great State associations.

RADIO has passed through the fad stage, according to Roger W. Babson, the statistician who recently estimated that \$350,000,000 would be spent for radio equipment during 1924.

WORLD GOODWILL DAY will be observed on May 18 under the auspices of the World Federation of Education Associations and other organizations interested in better relationships between nations. Inasmuch as May 18 occurs this year on Sunday, many

schools are planning to observe May 19 with special exercises which will help children better to understand the people of other nations. An attractive set of posters—Children from Many Lands—has been prepared by the National Child Welfare Association. Information about these posters may be had from the National Council for the Prevention of War, 532 Seventeenth Street Northwest, Washington, D. C.

THE THOMAS JEFFERSON MEMORIAL FOUNDATION with National headquarters at 114 Broadway, New York City, is conduct-



CHARLES W. ELIOT, who celebrated his ninetieth birthday on March 20. The meeting of the Association at Boston in 1903 when Dr. Eliot was president was one of the largest in its history. The Executive Committee and Board of Trustees sent a letter of greeting to Dr. Eliot on behalf of the members of the Association.

ing a Nation-wide campaign for a fund of \$1,000,000 for the purchase of Monticello, Jefferson's home in Virginia, and for its maintenance throughout all times as a memorial shrine glorified by the most sacred traditions of our National life. This campaign is to culminate in Thomas Jefferson Week, April 6 to 13, 1924, including a celebration of Jefferson's birthday in all public schools.

EDUCATION IN ENGLAND is fortunate in having Mr. C. R. Trevelyan as the new President of the Board of Education, according to accounts in various British educational journals. The new President is the son of Sir George Otto Trevelyan, the well-known author. He has had earlier service as secretary of the Board of Education and as a member of the London School Board, giving him a wide knowledge of educational needs.

THE NEW YORK STATE TEACHERS ASSOCIATION, which is making plans for a series of district meetings, wrote to State associations

throughout the country for information relative to the success of this type of meeting. The replies are published in *The Journal of the New York State Teachers Association* for February, 1924, and contain valuable suggestions for association workers interested in the reorganization of State meetings.

THE PORTLAND, Maine, Teachers' Association has this year conducted a series of extension courses in which 351 of the 410 teachers of Portland have participated. This is an unusually fine record of professional spirit. Miss Clara L. Soule, of the Woolson School, is president of the Portland Teachers' Association.

AT A RECENT celebration of the birthday of President Masaryk, the Czechoslovakian Embassy observed the spirit of American laws by refraining from serving wine, although they had a perfect legal right to do so.

THE MINNESOTA EDUCATION ASSOCIATION has adopted a legislative program to be presented to the Legislature in 1925, including a teachers' retirement-fund law, improved tenure, State aid for the equalization of educational opportunity, and the improvement of rural education.

DR. THOMAS W. BICKNELL, who was President of the Association in 1884, will celebrate his ninetieth birthday on September 6, 1924. The meeting this year is the fortieth anniversary of President Bicknell's big meeting at Madison, Wisconsin, which marked one of the turning points in the Association's history.

AT ITS RECENT MEETING in Chicago the National Council of Administrative Women in Education elected for its president Miss Minnie Nielson, State superintendent of public instruction, Bismarck, North Dakota.

RUSSELL CARTER, who was specialist in music for the New York State Department of Education, 1920-1922, and supervisor of music in the city of Mount Vernon, N. Y., 1922-1923, has re-entered the service of the New York State Department of Education as State supervisor of music. Mr. Carter has held school positions in California, Pennsylvania; Amsterdam, New York, and Ann Arbor, Michigan. He was president of the Music Section of the New York State Teachers' Association, 1915-1916, and is now treasurer of the Eastern Music Supervisors' Conference.

PRE-SCHOOL MEDICAL EXAMINATION—Nearly 500 four- and five-year-old children in the Ferguson School District, Philadelphia, Pa., were examined this fall by physicians under the auspices of the Child Federation in cooperation with various city health agencies. The mothers of these children now meet for study in child hygiene and health under the direction of a nutrition specialist. Those interested in this movement may write Edwin Y. Montanye, principal of the Ferguson School, 7th and Norris Streets, Phila.

DR. FRANK P. GRAVES, State commissioner of education of Albany, New York, has resigned the editorship of *The Educational Review*, effective in May, because of the increasing demands of his official duties.