

may seem. But it is surprising how much the child can accomplish, unaided, when his interest has been aroused. He is kept busy. He has his own progress to look out for and does not have time to be idle. He is not going to let his classmates excel him if he can help it. Then, too, the Progress Book idea provides for individual needs. The dull child can advance at his own rate and get credit for his work. The bright child can go as fast as his energy and interest lead him. This plan seems to be a means of solving the "skipping problem". Often a child skips and then fails because of the work that he has skipped, but under this plan the child is required to learn thoroughly all of his work. He is not kept back by his slower classmates. The child is given a definite thing to do and required to do his best. He learns to cooperate with and help his classmates. The brighter child can explain or help the slower pupils out of a difficulty, thus really relieving the teacher. The best thing about the Progress Book is the child's interest and enthusiasm in his work. He gets a wholesome whole hearted joy out of his attainments which comes with a consciousness of work well done.

Below is a composition by a fourth grade girl which seems to express her valuation of a Progress Book.

#### OUR PROGRESS BOOK

We made our Progress Books today. I am glad we made them because we will know whether we have good grades or not. In our Progress Books we will study adding and subtraction. When we reach a goal we get a check. I feel glad because when we finish one thing we do not have to wait for our classmates.

ELSIE PROFITT

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#### A BOOKSHOP

I know one town of three thousand inhabitants which has been culturally revolutionized by the possession of a really good second-hand bookshop.—Beatrice Forbes-Robertson Hale.

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#### ARE THERE OTHERS?

That nation which employs the best teachers with the highest pay and as a part of the best school system will be the best governed and therefore the greatest nation.—H. A. L. Fisher, President of the Board of Education of England.

### REPORT OF COMMITTEE ON RESOLUTIONS OF THE NATIONAL EDUCATIONAL ASSOCIATION

These resolutions were presented at the Representative Assembly, Oakland, California, Friday forenoon, July 6, and unanimously adopted.

**THE education bill**—We reaffirm our sincere, devoted, and unqualified support of Federal aid and Federal recognition for public education without Federal interference in any way with State and local control as embodied in the Towner-Stirling Bill. We believe that National leadership in education and the efficient administration of the educational activities of the Federal Government demand the creation of a Department of Education with a Secretary in the Cabinet of the President. We know that the aid furnished to the States and territories of the Federal government has been a most important feature in the development of their school systems. The deficiencies now existing in our system of public education will be most effectively and rapidly removed by providing Federal aid for the removal of illiteracy, for the Americanization of the foreign born, for the development of a more adequate program of health service, for the training of teachers, and for the equalization of educational opportunity as provided in the Towner-Stirling Bill.

**No backward steps**—We affirm our faith and confidence that the American people will not be misled by the erroneous conclusions of those representing the Carnegie Foundation with reference to the cost of the public schools. Analyzed in the light of the increased attendance in all schools, the longer school year, the varied educational opportunities now offered, and with a view to the changed purchasing value of the dollar, the costs of public education are not excessive. The investment which is being made in the education of each child as reflected in per capita costs, is inconsiderable in comparison with the important civic, economic, and social returns that are expected from that investment.

We believe that in expenditures for public education, as for all other public enterprises,



every effort should be made to yield one hundred cents of value for every dollar spent. The Association does stand, however, emphatically for the proposition that the only safe course for the protection of the political, industrial, and social welfare of the American people lies in a thorough, adequate, and universal system of public education extended throughout the Nation and available to every prospective citizen of the Republic. We believe that increasingly more children will attend schools. We believe they will attend for longer periods of time. We believe that more attention must be paid to individual capacity, to individual needs, and to potential individual service. We believe, therefore, that more money and not less must be expended for schools. America will not return to the grossly inadequate program of education of a generation ago. This Association invites the forward-looking citizenship of the Nation to repel the insinuation that a great and rich Nation needs to adopt a policy of narrow economy in those matters that affect the Nation's children and through them the Nation's future.

*State responsibility*—We believe that the equalization of educational opportunity for all children can be secured only by the recognition of the principle of a larger responsibility on the part of the State for the adequate financing of education, and further, that along with the adoption of this principle, must come the development of larger units of taxation and administration to replace the local district system.

We believe that the principle that education in a State function is a sound one; that local boards of education are in this sense officers of the State, and that they should be free to determine and administer their own financial budgets, subject to State control but unhampered by municipal authorities.

We believe that justice demands greater study and consideration of the means by which rural education may be improved.

The National Education Association endorses the principle that the public schools of the territories of the United States be given equal recognition with the public schools of the several States.

*The status of the teacher*—We cannot emphasize too strongly the fundamental import-

ance of improving the status of the teacher if we would improve child service. To provide an adequate supply of well-trained teachers, we must equip and support more and better teacher training schools and colleges; we must offer salaries adequate to attract high-minded and well-educated youth into the profession; we must insure to them promotion on merit alone as well as permanent tenure while they render satisfactory service; we must remove from them the fear of destitution by adequate retirement annuities and pensions; and we must recognize their right to express their professional opinions and to develop in every proper way personal initiative.

*Political snipping*—For more than half a century, the National Education Association has advocated sound professional leadership in all educational offices, whether in State county, city, or district. From long experience, we have had a right to assume universal acceptance of this principle by all who are working for the establishment of good government in the United States. That this principle should be acknowledged in the selection of those who are charged with the responsibility of leadership in the office of State Superintendent, or State Commissioner of Education, we hold to be of surpassing importance.

The friends of public education deplore the recent flagrant violation of this principle in the case of the highest educational office in the Commonwealth of Pennsylvania, an educational leader having a record of proved accomplishment, had been invited to assume the responsibility of framing for the state a far-reaching and forward-looking program of education. In cooperation with the educational forces of the State, this program was framed and put in force. It was later examined and approved by a commission appointed by the Governor and by a second commission chosen from the National field of educators.

The press and the people of the State expressed in no uncertain manner their intense satisfaction at the record that has been made and at the promise of further accomplishments. This accomplishment of the Legislature of the State assured by the act of its approval in law of every item of the program that had been framed.

In spite of these conditions, the man who had been invited to this leadership and had



thus demonstrated to the satisfaction of public, professional and legislative opinion, his unqualified fitness for that leadership, was offered opportunity of continued service in his office on terms which, if they were not unconstitutional, were so distinctly humiliating that no self-respecting administrator could accept them.

So directly does such an act in a leading State affect education throughout the Nation that this Association believes it must record its disapproval of so unworthy an executive act, while it expresses its satisfaction at the general approval of the citizens of the State of the vigorous and forward looking educational program, that had been inaugurated, and at the professional attitude of the man who in this instance has so worthily stood in Pennsylvania as a representative of the best in educational leadership.

We heartily rejoice that, in this legislative year, governors and legislators have generally given vigorous support to the maintenance and extension of public education. In the few instances in which the legislatures and governors have been responsible for a curtailment of financial support of teacher training and other important activities of education we are convinced that new advances will be made when the people have had an opportunity to act.

*Child labor amendment*—The National Education Association reaffirming its belief in the vital importance to the children of a law establishing a Federal minimum of protection from premature or excessive employment, favors a Child Labor Amendment to the Constitution authorizing Congress to enact such a law.

*Physical Education*—The National Education Association urges that adequate provision be made for the organization and supervision of courses in physical education and recreation in all elementary, secondary, normal schools and colleges of this Nation. The purposes of such education include the correction of physical defects and the development of useful bodily and mental habits through socialized recreation.

*National capital*—We should be able to find in the city of Washington, the capital of the Nation, leadership in matters concerning school administration, supervision, teaching,

business management, and for the promulgation of a far seeing and adequate educational program for city schools.

The schools of the capital city belong to the Nation and for this reason we urge Congress to create a Board of Education for the City of Washington, which shall be absolutely free from party control, which shall have entire control of its financial budget, and which shall have an adequate financial income to maintain schools of which the Nation may be proud.

We believe it to be the primary function of the teaching of American history to inculcate in the American people a lasting devotion to America and her institutions. This objective can best be attained by placing before American children in a manner appropriate to various ages an accurate and truthful portrayal of the events that have had a place in the growth and development of her country and her institutions. We believe that it is possible to develop through right history teaching a deep love and lasting respect for America without creating hatreds or animosities toward other Nations of their peoples. We approve that attitude in historical teaching which aims to present actual and truthful pictures of the past and to promote with older pupils the disposition to consider both national and international political, economic and social problems on the basis of partisan, sectional or narrowly National self-interest.

*World conference on education*—We recognize with deep gratification the fine spirit shown and the real contribution made to the cause of better understanding among the Nations by the World Conference on Education held at San Francisco. We believe that we can most surely promote a lasting spirit of good fellowship throughout the world by taking advantage of appropriate opportunities to tell the coming generation of the good qualities and useful achievements of other nations as well as our own.

Humanity is one. Injury to one nation or race involves injury to all, just as the proper growth of one nation or race carries with it an advantage to all mankind. Mutual coöperation and good will are absolutely necessary to mankind's steady growth in happiness and service.



The plan of the Committee on Foreign Relations for holding further conferences in other lands meets with our hearty endorsement.

We acknowledge the great service rendered to the cause of education by the intelligent and public spirited reports on our deliberations, published not only by the local press but by many other great papers of our Nation.

We extend our grateful appreciation of the hearty hospitality which has been so generously given the members of the Association by committees, organizations and citizens of Oakland, San Francisco, Berkley, and the vicinity.

Throughout, there has been shown careful foresight and untiring endeavor on the part of innumerable volunteer workers who have magnificently contributed to the success of the sixty-first convention of the Association.

PAYSON SMITH,

State Commissioner of Education, Boston,  
Mass., *Chairman.*

Dr. Ernest DeWitt Burton, who has been Acting President of the University of Chicago since the retirement of President Harry Pratt Judson in February, was elected president of the institution at a meeting of the Board of Trustees on July 12.

President Burton has been connected with the University since its founding in 1892, and during that time has been head of the Department of New Testament and Early Christian Literature and for thirteen years Director of the University Libraries. In 1908-9 he was chairman of the Oriental Educational Commission of the University and in 1920-21 was again chairman of a commission to study of educational conditions in China. For ten years also he acted as chairman of the board of education of the Northern Baptist Convention.

As a scholar President Burton has an international reputation, and among his important books are *Principles of Literary Criticism and Their Application to the Synoptic Problem*, *Harmony of the Synoptic Gospels in English* and *Harmony of the Synoptic Gospels in Greek* (both with E. J. Goodspeed), *Commentary on Paul's Epistle to the Galatians* (in the International Critical Commentary), and *The Teaching of Jesus in Its Historical Relationships*.

## FACULTY CHANGES

Many of the readers of this section will be interested in the faculty changes for the session of 1923-1924. Miss Mary L. Seeger will give her entire time to the work of the department of education; and to this department Mr. Clyde P. Shorts, formerly of the Harrisonburg High School, will be added. Miss Edith Ward will be assistant in the department of physical education. Mrs. Pearl P. Moody will become the head of the department of home economics; Mrs. Moody is acting at present as social director of the Summer School. Mr. Raymond C. Dingleine will devote his entire time to the department of history and social sciences. Dr. Henry A. Converse will have entire charge of the department of mathematics. Miss Clara G. Turner will have charge of institutional management. Mrs. Parthenia Hancock will become the matron.

## UNITED STATES CIVIL SERVICE EXAMINATION

The United States Civil Service Commission announces the following open competitive examination:

### RESEARCH ASSISTANT IN CIVIL SERVICE TESTS

The receipt of applications will close September 5. The examinations will be held throughout the country on a date to be determined after September 5. It is to fill vacancies in the Research Section of the Civil Service Commission at entrance salaries ranging from \$1,200 to \$1,800 a year, plus the increase of \$20 a month granted by Congress.

Applicants must have had not less than 12 semester hours in psychology, educational measurements, or statistics, or in any combination of these three subjects, in a college or university of recognized standing.

The duties are to assist in research work on the construction and standardization of improved examinations and tests for entrance to and promotion in the civil service.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of U. S. civil service examiners at the post office or customhouse in any city.