

men of the same standards of ability and efficiency required in general business. If the schools are to Americanize the 13,000,000 of the 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 other things that the people now expect them to do, then *there must be no expectation of a reduction in appreciation 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 remediable 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.

ON TEACHING THE TRUTH

Any college or university, whatever its foundation, that openly or secretly imposes unusual restrictions upon the dissemination of verified knowledge in any subject that it professes to teach at all, or that discourages free discussion and the research for the truth among its professors and students, will surely find itself shunned by professors who are competent and by students who are serious—Joseph Villers Denney, President of The American Association of University Professors.

A FEW FACTS ABOUT THE INTERNATIONAL KINDERGARTEN UNION

THE thirty-first annual meeting of the International Kindergarten Union will be held in Minneapolis, Minnesota, May 5th to 9th, 1924. The organization is composed of branches located in all parts of this country, and in Canada, England, China and Japan, with a total enrollment of 25,000 members. It is an exceedingly live organization, and among its activities the following should be especially mentioned at this time:

The Committee on child study is organizing information about the use of tests with kindergarten and primary children. It has already published a bibliography in the annual report of the I. K. U. for 1923.

The Literature Committee has compiled a list of stories and poetry suitable for kindergarten and primary children, which may be purchased from the Corresponding Secretary of the I. K. U., Miss May Murray, Springfield, Mass. This pamphlet has run through three printings and the fourth is now available.

The first report of the Graphic Arts Committee was published in the annual report for 1917 and includes a list of pictures and prints desirable for kindergarten and primary grades. This has been supplemented by a study of children's drawings and art materials. The results of this investigation will be found in the annual report for 1922.

The Committee on the Training of Kindergarten Teachers organized a tentative outline for a three-year kindergarten-primary training course of study which can be found in the annual report for 1921.

During the war the Kindergarten Unit in France was organized to care for the children in the devastated regions. Under the skillful direction of Miss Fannibelle Curtis, formerly Kindergarten Director of New York City, and the active help of the I. K. U., this work has culminated in the permanent establishment of kindergartens in France and Siberia, as well as a training school for kindergarten teachers in France. It is hoped that the community house which will be a

permanent memorial for this work will be completed soon.

The I. K. U. is affiliated with the General Federation of Women's Clubs, the Congress of Mothers and Parent-Teacher Associations, cation. It also cooperates with the National Education Association. One of its biggest and the National Council of Primary Education interests is to cooperate with the Bureau of Education in Washington for the establishment of kindergartens and to maintain high standards in the education of young children.

The I. K. U. will issue the first number of its new Journal in September, 1924, so as to give greater assistance to teachers of young children. It will probably be called "The Journal of Childhood Education" and will be edited by a committee of kindergarten and primary teachers. Miss May Murry will be chairman of this committee and also act as Editor-in-Chief.

PORTIA BODDIE

NEW YORK SUPERINTENDENCY

The election of Dr. William J. O'Shea to succeed Dr. Ettinger, as superintendent of the New York City schools is regarded as a victory for the politicians. *The New York World* says:

"William J. O'Shea, who will succeed Dr. Ettinger, is a man of large educational experience and proved capacity. But he owes his election to influences which would subject the school system to the demoralizing control of mayoralty politics, and the best man alive for the place can not gain it under such circumstances without causing the gravest misgivings."

The *New York Sun* regards Dr. O'Shea as a worthy successor to Dr. Ettinger and calls him "an able and experienced educator." It adds:

"He can not be unaware of the fact that his election is being hailed as a triumph of politics over merit. As an educator of standing and a self-respecting man he will be eager to prove that the educational system of this city is to suffer no deterioration under his management. In making this demonstration he may be sure of an approving public. Nothing is nearer to the hearts of the citizens of New York than the schools in which their

children are being trained to meet the problems of life."

The Christian Century regards the same issue from a somewhat different angle: "Not long ago Upton Sinclair published a book, 'The Goslings,' in which, with almost wearisome detail, he showed how the public school system in most of the cities of America has become a plaything of politics and petty graft. As a footnote to the Sinclair charges attention should be paid the recent action of the board of education of the city of New York in removing from the superintendency of schools Dr. William L. Ettinger and appointing to the position Dr. William J. O'Shea. Dr. Ettinger came to his position six years ago as a political appointee, being named by Mayor Hylan, the Tammany city executive. Now he is ruled out by that same politician, although his record for service has been good and such men as Governor Smith, also a member of the Tammany organization, have spoken in favor of his retention.

"The Hylan charge, however, has gone forth that Dr. Ettinger is 'ungrateful,' and American machine politics knows no blacker sin. In the place of the man deposed for ingratitude is set up a member of the Roman Catholic church who has been in the New York school system for years, and who will hardly be likely to succumb to the same failing that has proved the undoing of his predecessor. It is high time that American citizens were waking up to the iniquities that are being practiced in connection with our public education. A few more municipal campaigns fought on this issue, and a few more politicians sent into obscurity for acts of this kind, would help wonderfully to raise the general tone of American public life."

As an instance of the great interest which the towns in Alaska take in their schools, the city of Ketchikan has voted to issue \$50,000 additional bonds for the purpose of erecting a modern school building. The \$100,000 bond issue previously voted was found to be inadequate to provide as large a building as was needed. The city now has, therefore, \$150,000 available for school building. The population is fewer than 2,500 and is made up principally of miners, fishermen and lumbermen.

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 the 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 the 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.