measuring up to it could command his own salary, and it would be written in imposing figures. It is not so in the schoolroom. There is such a wide discrepancy between what the American public demands in education and what it is willing to pay, that it is no matter for surprise that thousands of cultured, devoted men and women who can meet the Claxton standard are refusing to work for a shameful pittance and are seeking more remunerative fields.

The South, with its professedly high ideals, is the greater offender. Its figures tell a disgraceful story. In the matter of average salary paid to all their teachers, according to the figures of Mr. Claxton, ten of the Southern States are at the bottom of the list. Only three Northern States, West Virginia, Maine and Vermont, are so meager in their rewards to the teachers, and they pay more than any of the Southern States, with the exception of Louisiana and Texas.

Read a part of the list, see what the average annual salary is, and it will not be necessary to seek further for the reason why the world taunts the South with its illiteracy: North Carolina, $284; Mississippi, $291; South Carolina, $315; Alabama, $345; Kentucky, $344; Georgia, $366; Tennessee, $370; Florida, $383; Virginia, $385. In these same Southern States the average salary in the city schools is little better. Here in Virginia it is $587; in the rural schools, $314, and in the high schools, $819.

What a travesty on education it is to demand such qualifications as Mr. Claxton outlines, and then ask the teacher meeting them to devote his time and his service to a public that is so unappreciative and ungrateful as to offer a salary of $314 a year in the country, or $587 if he takes a place in the city! What unskilled day laborer would not laugh to scorn one so foolishly audacious as to ask him to work for such a beggarly sum.

While the South is the greatest offender the country as a whole has cause for shame at what it pays its teachers. The average rural salary for all the States is only $479, for city teachers, $854; for high school teachers, $1,099, with a general average for all teachers of $635. Is it any wonder that education has become a grave national problem?

Either the standard must be lowered, or the emoluments must be raised. If the first is unthinkable—as it is—then the latter is necessary. The public should understand that the teaching profession must be adequately paid if its effectiveness is to continue. Virginia is low in the list, only eight States paying lower salaries, but it is waking up to the conditions and necessities, and before long we hope to see it leading the movement for decent salaries to teachers who can qualify to the standard.—Richmond Times-Dispatch.

BRITISH AMBASSADOR SPEAKS

"I believe most profoundly that it is the duty of every university to plant in the minds of its intellectual children a true understanding of the cost of war, so that never light-heartedly will they let their Nation turn to the dread arbitrament of arms. I have acknowledged that in the world as it is the choice for a nation may be to fight or die, but I believe that now is the time for the English-speaking people, with their great and peculiar advantages, to resolve that never again will they permit the fair world to be devastated by unnecessary war if by standing firmly together they can prevent it.—Sir Aukland Geddes, at University of Virginia Centennial Celebration.

VI

RECOGNIZING THE PRINCIPLES THAT SHOULD GOVERN THE TEACHING OF SPELLING


Later than perhaps any other common school subject, spelling is just now coming to be regarded as a subject which must be taught and in which it is possible to distinguish between good methods and bad methods. There have been in recent years various revisions of old spelling books, particularly in respect to excluding uncommon and fantastic words from the content; but until now there have been no spellers built in conformity with the
generally admitted principles that should govern the teaching of spelling in the common schools.

Both of these new spelling books have the same point of departure, recognizing as the three fundamental problems in the teaching of spelling these questions:

1. What words should a pupil know how to spell when he finishes the elementary school?
2. In what grade should each particular word be taught?
3. What are the most economical ways of learning and teaching spelling?

In the Text and Study Speller, Professors Starch and Mirick—both of Harvard University—have provided a list of 3,800 words chosen from five scientific investigations of 690,000 running words, besides the Jones study of 1,600,000 running words. All but a few of these 3,800 words are found in correspondence, newspapers, and children’s compositions.

In the Lippincott Speller, Professors Horn and Ashbaugh—both of the University of Iowa—offer a list of 3,998 words, compiled from nine scientific investigations of 700,000 running words of correspondence, with 580 additional for supplementary use.

That the content of a speller for use in the graded school should be made up of the words most frequently used in correspondence is only another way of saying “It is unwise to have a pupil spend the greater part of his spelling time upon words that appear only in his hearing, reading, or speaking vocabularies.” (Tidyman—The Teaching of Spelling.)

Meeting the second problem, that of placing each word in the proper grade, has likewise been solved for both spellers by scientific investigation. Apparently Horn and Ashbaugh have been more diligent in their arrangement of words. Ashbaugh ranked the 4,578 words according to ease of spelling. They were also ranked according to frequency of use in the correspondence studied. As a check on these rankings, the words were compared with the vocabularies of ten readers for the first, second, and third grades. The words most frequently used, easiest to spell, and found in most first readers are therefore grouped for study in the first grade. There are 150 of these. Above the third grade, the vocabularies of readers were not considered.

Starch and Mirick claim for their speller that “no word appears in any grade that pupils in that grade have not been found by investigations to be using frequently” (p.145), but do not describe their investigations.

Both spellers recognize certain cardinal principles of method in teaching spelling. Both books insist on the importance of testing children on a group of words first, then teaching only such words as give general trouble. Both books stress the importance of having pupils keep individual word lists made up of those words which each has had difficulty with.

Both spellers contain introductions that will be of great value to teachers who wish to teach spelling according to correct and proven methods, who are unwilling to face the class with the instruction, “Take the next ten words for the next time, and study them hard.”

A unique feature of the Horn-Ashbaugh speller lies in its arrangement of words in columns of twenty, (except in the first grade words, which are in columns of ten), with a standard number of errors indicated for each column. By this means the pupil is able to compare the number of errors he makes in spelling each group with the number of errors made by children from all over the country.

Horn and Ashbaugh lay down as the four points which must be kept in mind, as more important than any others, that

1. The teacher must test pupils on each lesson before they begin to study.
2. Each pupil should study only the words which he misspelled on the test.
3. He must be taught an economical method of study.
4. He must see clearly what progress he is making.

Their book is designed to make pupils independent and once pupils have mastered the suggested method of studying spelling, the advantage should be steady. Each week’s spelling work will consist of twenty new words and twenty review words.

The most difficult words recur in later lessons, and for most grades there are four review lists under four to twelve supplementary lists. Four dictation exercises are added at the end of the book, and in these are found many words which occur frequently in correspondence and which eighth-grade pupils most often misspell.

Teachers using the Horn-Ashbaugh book are advised to have pupils mark as wrong words that are misspelled, words that can not be read, and words in which any change from the first attempt at spelling has been made. The authors add, “Be sure that each pupil understands that until he is able to write a word correctly the first time, he has not sufficiently learned it.”

Starch and Mirick, on the other hand, in their “Suggestions to Teachers,” advise that teachers allow time for pupils to look over their written work for errors. They believe a teacher should accept a corrected paper, and that pupils should be commended for discovering and correcting their own errors in every spelling lesson.

Stated in other words, Horn and Ashbaugh would have teachers look for evidence of correct habit-formation, and advise them to consider words not a part of the child’s spelling vocabulary as not the habit is strong enough to show itself in the initial spelling; Starch and Mirick take into consideration the possibility of “mental lapses” when children spell words wrong, though they “know better.” The advantages of these two different methods seem to call for further and more complete investigation.
The Starch and Mirick book is designed to strengthen children in language studies as well as in spelling, and it is valuable as a vocabulary-builder. Attention is given to derivations in the little “Stories about Words” that follow the spelling lists for each grade. From the fifth grade through the eighth, consideration is paid to synonyms and antonyms by the grouping of words. Other groups include words used in other common school subjects.

Recognizing the necessity of word-familiarity before pupils can be expected to spell words correctly, the authors say: “Correct and distinct pronunciation and familiarity (not simply acquaintance) with the common meanings of words are of equal importance with correct spelling, and should be emphasized before dictation for spelling.” (p.1, Second Book.)

In line with this statement, there are numerous exercises calling for the use of words in complete sentences; and exercises making necessary the use of the dictionary are frequent and in many cases excellent in the variety of devices employed. Speaking of spelling rules and the reasons for not including them, the authors say “If one must wait to test his spelling of a word by a rule, he is not master of that word. In case of doubt a dictionary is a much more reliable guide than a rule, for the very word in question may be an exception to the rule.” (p. xv, Second Book.)

To stimulate individual pupils to excel in their own records, individual graphs are suggested and illustrated (p. xvi, Second and Third Books.)

If simplicity of plan and arrangement and encouragement of self-teaching are the strongest features of the Horn-Ashbaugh speller, then the Starch-Mirick speller is notable especially for its exercises to promote use of the dictionary and its detailed aids to teachers.

C. T. LOGAN

VII

RECENT BOOKS OF INTEREST TO TEACHERS


Believing that new and useful forms of knowledge have recently been discovered that must be introduced into our schools and that purposedness or scientific determination is even now replacing the blind following of tradition in education, the author attempts to deduce from sociology such objectives as will point the way to progress in these matters. Different chapters of the text deal with the various phases of the American school system, such as the junior and senior high school and a number of the school studies, notably mathematics, arts, history and Latin. There is a certain lack of continuity in the book, due to the fact that the material is largely brought together from various magazine articles.

One does not read far until he is convinced that the author is discriminatingly critical of all phases of educational work. At the same time one is equally impressed that the tools of modern educational sciences, particularly statistics and experiment, are seldom in evidence, indicating the incomplete status of educational sociology and the generality of its conclusions. In the place of such material are extended analyses with many-numbered theses.

One of the large values of the book lies in the large number of Sneddenisms which confront the reader on nearly every page. Consumers’ mathematics (that is mathematics for non-producers), alpha (“hard work”) and beta (“high-grade-play”) studies, the educational John Doe (that is, the fallacy of the average child), the thestles of the classics, the dead-hand study Latin, bankrupt sciences, educational “simplces,” “fuzzy” and mythical terminology,—these and other terms can not but set the reader thinking, even though the book may not as a whole seem clearly to refine for him either the major or minor objectives in modern education. W. J. GIFFORD


The authors of this book have tried to interpret the evolution going on in high school and junior high school instruction and have drawn heavily upon the work of the Training School of the Kansas State Normal at Emporia. The new idea of the constant or required elements of the high school curriculum is defined as that of the “social core” and includes those elements of common knowledge and training which individuals of a democracy must have, to live together as free and responsible citizens.” These elements must deal largely with health and physical efficiency, citizenship and the mastery of the vernacular. Around this thesis are built up the succeeding chapters which deal with the subjects of the junior and senior high school, the project method of teaching, and examples of efforts at redirection of various schools and school systems.

The value of the book lies not so much in its contribution to educational philosophy but in the concrete examples of good high school projects, in illustrations of the wise reorganization of schools, and in the definite and concrete suggestions concerning the newer content and method of each of the junior high school and high school studies. As meager as is high school educational literature at the present, the book is therefore bound to be of real use to high school principals and teachers, although its permanent value may not be such as to place it among the really great books on education. W. J. GIFFORD