EDITORIALS

Degrees in Education

"BACHELOR of Education," "Master of Education," "Doctor of Education" have much more significance in education than "Bachelor of Arts," "Master of Arts," and "Doctor of Philosophy." and yet there is a certain snobbery that tries to place a great gulf between the degrees in education and those that are historic.

No greater insult can be shown a Doctor of Medicine than to write Ph.D., instead of M.D., after his name. We happen to have several honorary degrees such as Litt.D. and LL.D. While each represents appreciation of experience and opportunity, the one which really means most is Ed.D., for that tells plainly in what the experience has functioned.

We hope to live to see the day when Teachers Colleges of high and low degree give no degrees, earned or honorary, except degrees in education, any more than a medical school will give a Ph.D. degree.

Unanticipated circumstances are helping this professional crusade. An American University Association has a committee investigating "Why Doctors of Philosophy Produce Nothing in Scholarship." It seems painfully true to these academic scholars that it is possible, they say probable, that the only thing a Doctor of Philosophy creates is the thesis which he writes for his doctorate, and is published at his own expense. And the great humiliation in all this is the statement that the Doctorate of Philosophy is chiefly sought by teachers who want it to aid them in getting a better position.

This will be worse and worse until an "earned degree" will signify little more than a cigarette bill board sign advertising what the manufacturer thinks of his wares. The quickest way to check this toboggan slide will be to have all professional education degrees mean nothing but professional education, and then have none given until the holder thereof has actually demonstrated ability to create something in professional education.

There are State Teachers Colleges that do not give a senior his diploma or degree until they have demonstrated ability to teach in a school for a year.
Professional Elizabeth

SUPERINTENDENT: IRA T. CHAPMAN has an exceptionally efficient and interesting corps of teachers from the schoolroom standpoint of socio-culture attainment, and for high community service. Elizabeth is in New Jersey, a city of more than a hundred thousand population, transformed from a small homogeneous suburb of Newark and New York into a city with several manufacturing industries bringing into different sections of the city solidified groups of various nationalities.

In an unusual way the teachers have Americanized every industrial community without arousing any prejudices through a patronizing attitude, and without segregating the teachers as of special sections of the city. There are sixty men in the corps—quite unusual—and they are the most unified social group of school men we have known anywhere at any time, and the women teachers of Elizabeth have as fine a professional spirit, socially and scholastically, as can be found anywhere in a city of any size.

The Carnegie Corporation has appropriated $300,000 for adult education.

The Des Moines Leadership

SUPERINTENDENT J. W. STUDEBAKER and his professional associates are making the metropolis of the banner corn state nationally famous for its intense professional activity. Mr. Studebaker is the violet ray, professionally, purifying the principles and practices of the thousand teachers, supervisors, clubs, nurses and janitors of the city. The children catch the thrill of achievement and carry it home to father and mother, and they always go to the bat for a home run whenever a bond issue is in the game or any public support is needed.

No state is more advertised for its political and industrial shades and shadows than is the Hawkeye State. This has at times infected state institutions of higher learning and sometimes has jeopardized state departments, but Studebaker, Slicker, Jordan, Goodrich, and others have been constantly exposed to the insidious bacteria, but since Mr. Studebaker has been the professional diagnostician there have been no symptoms of educational influenza. We have seen Des Moines in every school administration for more than forty years, and we have never seen it represent the effect of vitamine diet as it does now, and we know of no city that demonstrates a more efficient professional state of mind or a more wholesome human sympathy than does educational Des Moines.

The national appreciation of the educational achievement of the schools is the fact that Teachers College, Columbia University, New York City, has asked Mr. Studebaker to take a place on its Summer School faculty and tell the students what Des Moines is doing, how it is doing it and why.

The headquarters of the National Education Association will give a good account of the activities this year if the pace of progress continues until June 30.

The New School and the Old

A HIGHLY interesting testimony as to the changed condition in school life is given by the attendance officer, truant officer of other days, Charles E. Shell, in a San Diego daily paper:

"The old-fashioned 'bad boy' as we used to call him is becoming obsolete. A few years ago it kept the truant officer on the jump, going from school to school, looking after delinquents, but there is nothing doing now. Not many cases of 'playing hookey' these days, because the schoolrooms are made so attractive that boys find more pleasures there than they do on the outside. I have visited homes in San Diego where children have cried for hours because they could not attend school on account of sickness. Getting an education nowadays is a distinct pleasure."

The Sesquicentennial Award

WE HAVE been urgently asked to give in detail the Sesquicentennial award. We have no information other than that of Alvin E. Pope, president, executive Jury of Awards, the only one authorized to speak on the subject. He says: "The International Jury of Awards of the Sesquicentennial International Exposition has awarded the F. E. Compton Company a medal of honor for 'Reference Books for Children,' and similar award to the Grolier Society 'For their Contribution of the Book of Knowledge to Children's Education.'" "The Medal of Honor is the second highest in the grades given by the Jury of Awards. "No other awards were given for publications for juvenile reading."

This in no wise affects any publication that did not compete for the prize. The two awards are of the same rank, one for "Reference Books for Children," and the other "For their Contribution of the Book of Knowledge to Children's Education."

Neither of these awards in anywise affects any publications that did not enter into competition.