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DEPARTMENT OF SUPERINTENDENCE, DETROIT, MICH., FEB. 21-26, 1916

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Journal

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NOTES

We still have some of the advance reprints of the meeting of the Department of Superintendence held at Cincinnati last February which may be obtained by remitting twenty-five cents for each copy desired.

For the first time in the history of the Association, New York City extended an invitation for a summer meeting. The vote of the Board of Directors seemed to indicate that they appreciated this awakening on the part of New York.

The Oakland Volume of Proceedings will be unusually valuable by reason of the large number of papers presented by foreign delegates. Persons other than members who desire to order volumes should do so as early as possible, as we expect a larger demand for the same than we ordinarily have.

This year our meeting was six weeks later than usual and, owing to the length of the sessions, the volume of Proceedings will be larger than it has been for the past two years, so that members need not expect the Proceedings to be delivered before February.

We appreciate the efforts which some of our active members have put forth to increase the active membership list. If you believe that the Association is doing a good work, do not be afraid to tell some teacher who is not a member. The names and addresses of prospective members are always welcomed by the Secretary.

Discussion with regard to the prospective change in form of printing the Proceedings continues with the result that the Secretary has been authorized to send out to each of the members in connection with the statement for dues a request that the members in remitting indicate their preference for the magazine form or the volume form, either of which would be supplied at the regular two dollar membership fee or for an additional dollar both could be secured.

If a record had been kept at Oakland for the purpose of determining the best speaking averages, President Jordan and Commissioner Claxton would have been far in the lead, and for the first time in several sessions the United States Commissioner of Education would have come out second best. During the two weeks' session, President Jordan appeared publicly twenty-four times and established a record which it will be hard to beat. During the same period he was called upon for probably a dozen addresses in connection with congresses held in San Francisco and Palo Alto.

The National Association of Executive and Administrative Women in Education was organized in Oakland on August 23. Its name indicates its purpose, namely, to unify the activities of the women's executive and administrative educational interests. It is proposed to hold the meetings in connection with the National Education Association. The officers elected for this year are: President, Lucy K. Cole, Seattle, Wash.; Vice-President, Agnes Howe, San Jose, Cal.; Secretary, Jessie Belton, Puyallup, Wash.; Treasurer, Mary A. Mugan, Fall River, Mass.; Executive Committee: Anne W. O'Neill, Chickasha, Okla.; Lillian Tingle, Portland, Ore.; Carrie Dicken, Ann Arbor, Mich.

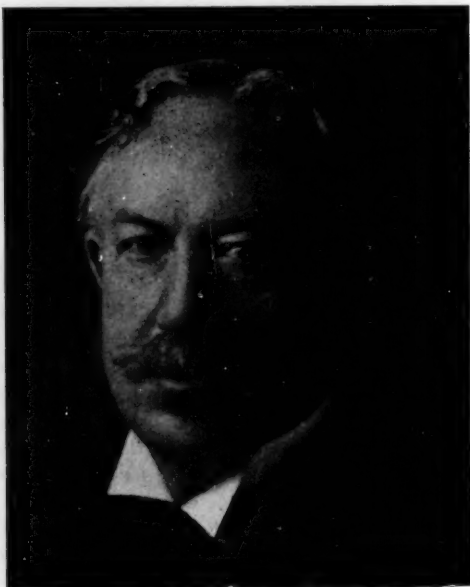
An experiment was tried this year of holding the summer meeting at the close of the summer schools. For some years, the claim has been made that it was impossible for a large number of our members to be present at the meetings when held in July owing to the fact that they were engaged in summer school work. The experiment of changing the time was not a failure. Neither can it be considered a success, however, in attracting many of the teachers who were engaged in summer schools. After a careful consideration of the matter, the Board of Directors decided to return to the early part of July as the meeting time for next year.

FIFTY-THIRD ANNUAL CONVENTION

The Fifty-third Annual Convention of the National Education Association partook of the nature of an International Congress on Education and was held at Oakland, Cal., August 16 to 27, 1915.

It has been impossible to prepare a registration record in the time since the close of the convention. We are sure that the registered attendance was larger

than at St. Paul a year ago. The actual attendance was considerably in excess of the registered attendance. The local hall conditions together with the counter attraction of the Panama-Pacific International Exposition made it necessary for us to waive the usual rule of restricting attendance to members. The policy of all Congresses held in connection with the Exposition had been to open their doors to the public and the Association would have been subjected to considerable criticism if it had not followed this custom. However, the fact that the meetings were opened to the public made it possible for a large number of teachers who did not have the proper professional spirit, to take advantage of the benefits of the Congress without registering as members. Not all of them would have registered if our usual policy had been followed, but many of



DAVID STARR JORDAN

them would. In a conference with the representatives of the transportation lines, it was conceded that we had the largest meeting which had been held thus far and that it was unlikely that any other would anywhere near approach it in size.

Twelve general meetings of the International Congress on Education were held and fifty-four meetings of the departmental congresses. Twenty different organizations held forty-nine different meetings during the two weeks. While we have not been able to make exact checkings with regard to the program, it is probable that over five hundred different persons appeared on the programs of these various meetings. In spite of war conditions, thirty-one different countries were represented by officially accredited delegates or speakers, so that the meeting was more truly international in character than those held at Chicago or St. Louis.

These foreign representatives were seemingly as anxious to secure the American viewpoint on educational problems as they were to give us theirs.

Oakland and California were extremely hospitable and social activities were more numerous than at ordinary meetings. The fear had been expressed that while large numbers of teachers would go to California they would go for the purpose of seeing the fair and would not attend the meetings of the Association. The facts fully disproved that theory. Not in five years have the general or departmental sessions of the Association been better attended than during the first week of this year. It is true that the attendance upon the meetings the second week was not as large by 50 per cent as the attendance the first week and yet on the second Thursday the attendance in the various departmental Congresses totaled over three thousand.

ANNUAL MEETING

The annual business meeting of the Association was held in the Theatre of the Civic Auditorium, Oakland, Cal., Thursday, August 19, and was called to order at 11:20 A. M., by Vice-President Joseph Swain.

The Executive Committee presented the following report with regard to appropriations and the same was adopted.

To the Active Members of the National Education Association:—

As required by the By-laws of this Association, your Executive Committee has carefully considered the requests for appropriations which have been presented by the chairmen of the various committees, both general and departmental.

The Committee has been unable to recommend the allowance of all the appropriations asked for and in most cases has been obliged to recommend a smaller appropriation for the several committees than was asked for. We feel, however, that the Association can with safety appropriate the amounts named to the following committees to be used by them during the year 1915-1916:—

Committee on Salary, Tenure, and Pensions.....	\$1,400
Committee on Health Problems in Education.....	1,000
Committee on Vocational Education and Vocational Guidance.....	750
Commission on the Reorganization of Secondary Education.....	400
Committee on the Improvement of Physics Teaching.....	200
Committee on Superintendent Problems.....	200
Committee on Economy of Time in Elementary Education.....	150
Committees from the Library Department, 5 in number, \$25 each.....	125
Committee on Tests and Standards of Efficiency in Schools and School Systems.....	100
Committees from Department of School Patrons, 2 in number, \$25 each.....	50
Committee on the Culture Element and Economy of Time in Education.....	50
Committee on Research, Standardization, and Correlation, Department of Business Education.....	50
Committee on Classification and Terminology of the Exceptional Child.....	15

In making these appropriations, your Committee recommends that authority be given to the Executive Committee for next year to assume temporary responsibility in deciding which expenditures are most important in the work of these various committees and which expenditures shall be first authorized, if in any case it shall be impracticable for all such expenditures to be allowed. Your Committee also recommends that requests from the Committee on Uniform Nomenclature in English Grammar, the Committee on Standards That Are Agreed upon in the Proper Making of Teachers, and from the Committee on a National University be referred to the Executive Committee for next year for such appropriations as may be warranted by the necessities of the committees and the condition of the finances of the Association.

A second report was presented by the Executive Committee as follows:—

Your Executive Committee, to whom is entrusted the responsibility for suggesting subjects for investigation by committees, would respectfully report that it received a communication from the American Society for Thrift, asking that a committee be appointed to investigate the thrift problem concerning America and report upon methods by which the subject of thrift may be taught in our public schools.

It also received a communication from S. W. Straus, President of the Society for Thrift, in which he agreed to personally defray the expenses that would be incurred in the work of this committee. He also offered three cash prizes in amounts of \$750.00, \$250.00, and \$100.00, which were to be awarded by the National Education Association for essays on this subject, the contest to be carried on under conditions named by the Association.

We, therefore, recommend that a committee be appointed to be known as Committee on Thrift Education.

At a meeting of the Board of Directors held on Monday, August 16, the directors recommended favorable action on this suggestion.

Since that time, the suggestion has come that it would be well to have this committee, if authorized by you, report to the National Council of Education as one of its committees.

The report was adopted.

The report of the Board of Trustees was presented by the Chairman, Carroll G. Pearse, of Milwaukee, Wis.

The Principal Account is the same as a year ago, having a cash balance of \$2,897.50, and investments totaling \$185,102.50.

The Income Account showed receipts of \$7,670.64, of which amount \$7,434.56 had been transferred to the Treasurer of the Association for current expenses.

Grace M. Shepherd, of Idaho, presented the report of the Treasurer, which showed that while a year ago the cash balance was \$148.70, it is now \$2,616.17. A synopsis of the report is as follows:

Receipts

Balance, July 1, 1914.....	\$ 148.70
Convention Receipts and Advance Enrolment.....	13,544.00
Department of Superintendence	2,338.00
Secretary's Office	12,550.54
Interest on Permanent Fund.....	7,434.56
Sundry Items	568.71
Total	\$36,584.51

Disbursements

Expenses of Board of Trustees and Executive Committee. \$	1,322.98
Secretary's Office	10,728.00
Printing	11,189.60
Express and Freight	2,223.08
Special Appropriations	3,238.94
Expenses, Department of Superintendence	373.87
Expenses, Annual Convention	1,969.98
Purchase of Office Equipment	1,406.26
Unclassified Disbursements	515.13
Advance for Expenses Oakland Meeting	1,000.00
Total	\$33,967.84

The reports of the Secretary and President were presented but not read as they referred only to routine matters.

A preliminary Report of the Committee on Resolutions was presented by Robert J. Aley, of Maine, asking that the final report be presented at the close of the Friday morning session, August 27. The request was granted.

Carroll G. Pearse, of Wisconsin, reporting for the Committee on Amendments, moved that the amendment proposed a year ago with regard to reformed spelling be laid on the table for another year. This motion was carried. The amendment proposed at St. Paul to the effect that the business meeting should be held at ten o'clock in the morning instead of at eleven o'clock was defeated. The amendment proposed at St. Paul to the effect that the annual meeting be held on Friday forenoon instead of Thursday forenoon was adopted.

William B. Owen, of Illinois, presented a resolution reading as follows: Moved, That the Association authorize the appointment of a special Committee on

Organization to consist of nine active members, to consider and recommend at the next annual meeting such changes in the form of organization of the Association as will make it more truly national in the extent of its membership, the scope of its deliberations, and provisions for the conduct of its business, and that the Executive Committee of the Association be authorized to pay out of funds not otherwise appropriated the necessary expenses for typewriting and postage incurred by the committee.

The resolution was adopted and the following committee appointed by the chairman: William B. Owen, of Illinois, Chairman; Payson Smith, of Maine; Fred L. Keeler, of Michigan; Mary Willard Rae, of New York; Reed B. Teitrick, of Pennsylvania; George M. Lynch, of Florida; Nellie Minehan, of Wisconsin; Grace DeGraff, of Oregon; Arthur H. Chamberlain, of California.

The following request, signed by thirty-two active members, was presented for consideration a year hence:

We, the undersigned, active members of the National Education Association, hereby petition for the organization of a department for the promotion of the wider use of schoolhouses in the civic education of adults and such other activities as fall to community centers.

Attention was called to the action of the Department of Superintendence at the Cincinnati meeting in passing the following resolution: Resolved, That we believe that the right to vote in the various departments of the Association should be limited to those whose work is of the character indicated by the name of the department and that we suggest that the By-laws of the Association be amended if necessary so as to secure such limitation.

The report of the Committee on Nominations was presented thru its chairman, Henry J. Waters, of Kansas. Thomas E. Finegan, of New York, presented a minority report for the office of President. After some parliamentary fencing, the Secretary was directed to cast the unanimous ballot of the Association for all the officers named by the Committee on Nominations except for the office of President. After this had been done, a ballot was taken for President, which resulted as follows: David B. Johnson, of South Carolina (majority report nomination), 479; Grace C. Strachan, of New York (minority report nomination), 184.

MEETING OF THE BOARD OF DIRECTORS, 1914-1915

The meeting of the Board of Directors for the year 1914-15 was held Monday, August 16, at twelve o'clock, the regularly called meeting for half-past ten o'clock having failed for lack of a quorum.

Thirty-seven directors responded to roll call.

The reports of the President, Secretary, Treasurer, and Board of Trustees were presented.

Agnes E. Doherty, of Minnesota, was elected Trustee to fill the place of James M. Greenwood, of Missouri, deceased, whose term would have expired in 1917.

A communication was presented from S. W. Straus, President, American Society for Thrift, in which he offered to finance the expense of a committee in case one should be appointed by the Association on that subject. He also offered to finance a prize essay contest.

The directors recommended that favorable action be taken by the Association in the matters proposed and the propositions were referred to the annual meeting.

William B. Owen, of Illinois, presented the matter of a prospective committee on organization. On motion, the directors recommended that the annual meeting authorize such a committee.

MEETING OF BOARD OF DIRECTORS FOR 1915-16

The first meeting of the Board of Directors for this year was called to order Friday afternoon, August 20, at half-past two o'clock, by President David Starr Jordan, who introduced the new President, David B. Johnson. Forty-three directors responded to roll call.

The committee appointed to make nominations for vacancies in the Council reported and their report was adopted. The names of the persons elected appear in another place in this Bulletin.

Robert J. Aley, President, University of Maine, Orono, Me., was elected trustee for a period of four years to succeed himself. George B. Cook, State Superintendent of Public Instruction, Little Rock, Ark., was elected a member of the Executive Committee to succeed himself.

After the election of Mr. Cook, the Secretary called attention to the fact that for the first time, so far as he had been able to tell from the records, a state director had been re-elected for ten consecutive years and that Mr. Cook was now the senior elected member of the board.

Written invitations had been received for the 1916 meeting of the Association from Asbury Park, N. J., Atlantic City, N. J., Baltimore, Md., Boston, Mass., Chicago, Ill., Milwaukee, Wis., New Haven, Conn., New York, N. Y., and Saratoga Springs, N. Y. An oral invitation from Asbury Park was presented by J. L. Kinmouth; from Atlantic City, by Reed B. Teitrick; from Baltimore, by Grant Wallace; from Milwaukee, by Carroll G. Pearse; from New Haven, by Mary Grace Moody; from New York, by Elmer E. Brown, Marcus Marks, and John R. Young. Following the presentation, it was moved that the selection of a place of meeting be left with the Executive Committee, but that the Board of Directors take a vote of preference. This vote resulted as follows: New York City, 26; Asbury Park, Atlantic City, and Baltimore, 4 each; Milwaukee, 1.

The report of the Executive Committee with regard to appropriations for the coming year which had been made to the active members at the annual meeting and by that meeting referred to the new Board of Directors for favorable action was received and on motion adopted. This report appears in the minutes of the active meeting.

One year ago, a petition was presented asking that an Educational Publishers Department be established. On motion, the matter was laid on the table for one year.

The suggested amendment to Section 9 of Article V, which was presented a year ago and recorded on page 72 of the Yearbook, should have been presented to the annual meeting for action, but, in view of the fact that a committee was appointed by the annual meeting for the purpose of revising the form of organization, it was thought best to withhold the same until this committee should report. This amendment provided for an "associated council" in any department which desired one in addition to the regular officers now listed. As this amendment was proposed by the Department of Science Instruction, the directors authorized the Secretary to print in the Bulletin the names of the members of such advisory council as that department might desire this year in order that a trial might be made of the scheme involved.

After a discussion of the time of holding the annual meeting next year, it was voted that the same should be held during the first or second week of July as should be determined by the Executive Committee.

The directors elected to corresponding membership in the Association those foreign representatives who had been officially accredited delegates to the Inter-

national Congress on Education or who had appeared upon the program of the same.

Various resignations were presented and the places vacated were filled by action of the directors. The list appearing in this Bulletin is the revised list for the year.

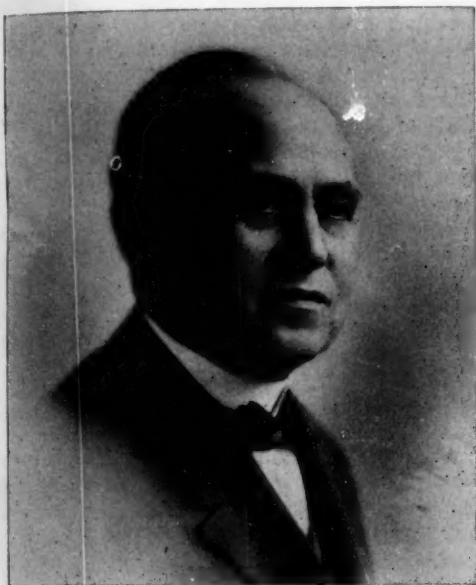
GREETINGS

To the Members of the National Education Association:

Dear Friends—I deeply appreciate the honor you have done me in placing me at the head of your great Association. I am not unmindful of the heavy responsi-

bility that goes with the position. It shall be my earnest endeavor to have the Association go forward in all of its great work this coming year. I shall not be able to accomplish much, however, without your kindly interest and sympathetic help, and I earnestly ask for your helpful co-operation for myself and all of the officers of the National Education Association during the coming year in all undertakings for the welfare and advancement of the Association, which means the welfare and advancement of all of our schools, low and high, and all of the educational interests of the country.

I hope that all of the teachers and educators of our country of all ranks will realize that a strong and influential National Education Association means



DAVID BANCROFT JOHNSON

greater dignity for the teaching profession and greater influence for the teacher, and, therefore, better compensation for teaching, better position and condition for the teacher, and better schools of all grades for the people, and will feel that it is a duty and privilege to give it their loyal support. The past achievements of the National Education Association in the betterment of educational conditions make it worthy of the support of all interested in education—teachers, school boards, educational leaders, and the public in general. In all of the great educational progress of the past half-century in this country, the National Education Association has had a most notable and honorable part. It has contributed no little to the improvement in public education required to enable education to meet the needs of a growing and changing civilization. It has led the way in many of the most noted reforms in modern times. It has dignified and elevated the teachers' calling, has secured a clearer understanding of the fact that the good teacher makes the good school, and has helped to secure for women the place and recognition due her in all educational endeavor. It has always stood for the higher standards and ideals in education, has given its powerful aid to the acceptance of that conception of education which makes it include character-building

as well as intellect training, while not ignoring the training of the hands to work and the training of the whole child for service—the head, the hand, and the heart.

I earnestly hope that the presidents of universities, colleges, and normal schools, the superintendents of schools, state, county, and city, all educational officers and workers and all public-spirited citizens of this great Republic of ours, as well as all teachers of all grades, will feel that they are making a patriotic contribution to the betterment of educational conditions of all kinds by lending their influence to strengthen the National Education Association and to build it up in all of its departments. I earnestly hope that there will be a great increase in the active membership of the Association this year from all sections of the country, but especially from the southern states. I trust that southern teachers and educational leaders of all kinds will join the National Education Association and will meet at the annual meeting with our educational brethren from all parts of this common country of ours for that interchange of views needed to remove the last vestige of sectionalism and to insure true, broad, national educational progress. Loyal support of our local educational association is to be commended, but support of a New England Association, a Southern Association, a Middle West Association, or any other sectional association need not and should not lessen our interest in or allegiance to a National Education Association, but rather should it strengthen that interest and allegiance.

I wish and hope for each member of the National Education Association and for all of the educational interests of our common country signal growth in ideals and achievement during the coming year.

Very sincerely yours,

D. B. JOHNSON, President.

THRIFT

At our Oakland meeting, S. W. Straus, of Chicago, President of the American Society for Thrift, made a proposition to the Association in which he offered to finance the expenses of a committee if one should be appointed to study the methods by which instruction in thrift might be introduced into the public schools. He also offered to furnish funds which could be used for prize-essay contests on the subject of thrift. This offer was accepted by the National Education Association and a committee was authorized to be appointed by the president of the National Council of Education.

In discussing the question of the essay contest with Mr. Straus, it was decided to conduct two, one of which should be open to school children and one to adults. The contest for adults will be managed entirely from this office, but it was thought best to manage the contest for children under the following conditions.

Each county superintendent will be asked to endeavor to secure a contest in each school within the county outside of cities of four thousand population. That figure was chosen because of the fact that it is the basis for the directory issued by the United States Commissioner of Education. We shall endeavor to have each school select the three best essays that are presented, using any system in the selection which the teacher desires. The three best essays from each school will be sent to the county school commissioner, who, in turn, will, by any method he sees fit, select the five best essays from the schools of the county and send them to the state superintendent. At the same time there would be conducted in each city system of four thousand population or more a similar contest under the direction of the superintendent of schools. Superintendents of cities of less than ten thousand population will send one essay to the state superintendent; superintendents of cities with a population between ten and fifty thousand will send two essays to the state superintendent; superintendents of cities of from fifty to one hundred thousand population will send three essays to the state superintendent; superintendents of cities of more than one hundred thousand population will send four essays to the state superintendent.

MEMBERSHIP

You will notice that the center sheets of this Bulletin are not numbered, and hence can be removed and used as indicated below.

If a paster slip is attached to the blank on the next page, it indicates that your dues for the year 1915-16 have not been paid, and you are requested to fill out the blank and to return it with your remittance of two dollars at the earliest possible date.

If a Delinquent Stamp is used, it indicates that your dues for 1914-15 have not been paid. A remittance of four dollars will carry your membership to June 30, 1916, and the St. Paul volume of Proceedings and Yearbook will be sent you immediately on its receipt.

The third insert page contains an application blank for new active membership. If you are an associate member this year, you may return us your membership receipt and two dollars with the blank filled out and become an active member. A number of those who were present at Oakland have done so since the close of the meeting. After the first year the fee is the same. Active members are listed in the Yearbook.

If you are an active member, you are requested to pass the blank to some teacher friend who is anxious to keep abreast of the times, and to recommend that it be filled out. The Proceedings of the N. E. A. are the only publications covering all phases of educational activity, and they are especially valuable because of that fact. Many of our members are able to attend only occasional meetings of the Association, but they secure thru the Proceedings an annual resume of the educational thought of the country. This year, owing to the large number of foreign speakers, the Proceedings will be of unusual interest.

If you are a superintendent, use the blank on the fourth insert page and secure an active membership for your school board or library (if not already a member). It would be a good thing for our schools if one member of each board could be present as its representative at each of the meetings of the Association, and another member could be present at the meeting of the Department of Superintendence.

PROCEEDINGS--VOLUME OR MAGAZINE

In case it is decided to print the Proceedings for the 1916 meeting in both volume and magazine form, members of the Association to receive either for the regular two-dollar fee, or both on the payment of an additional dollar, my choice for the Proceedings for the 1916 meeting will be:

Volume form []

Magazine form []

Both volume and magazine form []

AND W. SPRINGER, Secretary N. E. A., Ann
 dear Sir:—I enclose, herewith,
 ent of dues for Active Membership in the N.
 30, 1915.
 (Signature)

DURAND W. SPRINGER, Secretary N. E. A., Ann Arbor, Mich.

Dear Sir:—I enclose, herewith, for Two Dollars (\$2.00) in payment of dues for Active Membership in the N. E. A. for the year July 1, 1914—June 30, 1915.

(Signature)

NOTE—By constitutional provision, and written agreement at time of enrolment, **ACTIVE MEMBERSHIP CONTINUES** unless **WRITTEN NOTICE OF DISCONTINUANCE** is sent to the Secretary **BEFORE NOVEMBER 1**.

If any changes or additions are desired in the items of your enrolment as printed in the last published list (see attached slip), please indicate the same below; otherwise write "CORRECT" across the blanks and return at once.

1898 GENERAL LIBRARY, UNIVERSITY OF MICHIGAN

President, Harry B. Hutchins; Librarian, Theodore W. Koch, Ann Arbor.

Desired Data Include:

- (1) Name (in full)
- (2) Titles of Degrees (if any), with date and source of each.....
-
- (3) Educational Position (with date of appointment)
-
- (4) Address to which
Correspondence and
Annual Volume
should be directed.
- Street and No.
- Post Office State

Express office if different from P. O.

I recommend the following for Active Membership:

Signature Address

Name _____

Educational Office and Address

This image shows a full page of blank primary-ruled paper. It features four sets of horizontal lines, each consisting of a solid top line, a dashed midline, and a solid bottom line, providing a guide for letter height and placement. The paper is otherwise completely blank, with no handwriting or other markings.

National Education Association

of the United States

APPLICATION FOR NEW ACTIVE MEMBERSHIP

DURAND W. SPRINGER, Secretary N. E. A., Ann Arbor, Mich.

Dear Sir:—I hereby apply for enrolment as an Active Member of the NATIONAL EDUCATION ASSOCIATION in accordance with Art. I of the By-Laws, and agree to pay annual dues of \$2.00 to the Secretary of the Association at the time of the Annual Meeting, or by remittance before November 1 of each year, reserving the right to discontinue such membership by giving notice to the Secretary before November 1 of any year.

I have been an Associate Member for the years, and wish my Active Membership to date from July 1, 19....*

Name (plainly written)

Titles of Degrees (if any) with date and source of each.....

Present Educational Position with date of appointment.....

Post-office address: Street and No.....

Post office..... State.....

Express office if different from Post office.....

Give address to which all mail and express matter should be directed.

Inclosed find remittance by

For Enrollment Fee, (\$2.00) \$.....

For Annual Dues, (\$2.00) July 1, 191.... to June 30, 191.... \$.....

Date..... 191....

*The Association year extends from July 1 to the following June 30. Please indicate years of Associate Membership, if any.

Active Membership will be credited for time of continuous past Associate Membership and names will be published by states in the order of seniority of such continuous membership. If applicant desires to remit for lapses in past Associate Membership, and thus secure the Volume of Proceedings for those years, such payment should accompany this application.

NOTE that in signing this application you agree that membership, and the obligation to pay the annual dues, shall continue from year to year unless notice of discontinuance shall be sent to the Secretary before November 1 of the year for which discontinuance shall apply.

National Education Association

of the United States

APPLICATION FOR INSTITUTIONAL ACTIVE MEMBERSHIP

.....191....

DURAND W. SPRINGER, Secretary N. E. A., Ann Arbor, Mich.

Dear Sir:—I desire to enrol.....

[Corporate name

.....
of school, school board, library, club, or organization]

as an Institutional Active Member of the N. E. A., with the understanding that the institution shall receive the annual Volume of Proceedings and other publications, including Bulletins and Special Committee Reports, carriage prepaid, and shall be enrolled in the membership list, as annually published, with the name of the chief executive officer and of the librarian or secretary, as desired.

In consideration of this enrolment the annual membership dues of \$2.00 shall be paid each year, reserving the privilege of discontinuing membership by giving notice to the Secretary of the N. E. A. before November 1 of the year for which such discontinuance is to apply. The Association year extends from July 1 to the following June 30 of each year.

This institution has volumes of proceedings for the following named years

19....., 19....., 19..... 19....., etc.....

or orders volumes of proceedings for the following named years: 19....., 19.....,

19....., 19....., 19....., etc.....

or* I herewith inclose enrolment fee (\$2.00) by.....

(Name and method of remittance)

Name and address of President or Chief Executive Officer

.....
Name and address of Secretary or Librarian to whom the annual Volume of Pre-

ceedings for the institution should be sent

.....
(Signed)

Official position

P. O. State

*NOTE—No enrolment fee is necessary in case of institutions if volumes for any two years previous to enrolment are owned, or ordered with this application.

tendents of cities of over one hundred thousand population will send four essays and one additional essay for each additional one hundred thousand population.

The state superintendent will use any method he desires in determining the best essays from his state, and will send the ten best essays from his state to our office. We, in turn, will have these essays rated and the prizes awarded accordingly.

These essays are to be on the general subject of **Thrift**, the idea being to draw out the children's ideas on the subject without any suggestion as to methods by which the same should be treated. Essays will be limited to one thousand words. All essays sent to the state superintendent must be in sets of three each and typewritten. To the writer of the best essay a prize of one hundred dollars will be awarded; to the writer of the second best, a prize of fifty dollars; to the writers of the third and fourth best, prizes of twenty-five dollars each; to the writers of the fifth, sixth, seventh, eighth, and ninth best, ten dollars each.

We realize that this method of handling the contest will cause the superintendents, city and county and state, some extra work, but we believe that it will be worth this effort to secure a nation-wide interest among the boys and girls of our public schools in the subject of thrift.

The contest will close, so far as the writing of essays is concerned, December 1. The county and city superintendents should fix a time for receiving the essays from the several teachers. It might be well to allow the month of December for that portion of the work. The month of January can be given to the county and city superintendents for their work, all essays to be in the hands of the state superintendents the first of February. The month of February will be given to the state superintendents for their examination, the essays from each state to be sent to this office by the first of March. The month of March will be used by this office for its work, so that announcement concerning the prize winner can be made before the close of any schools.

From our experience with the prize essay contest last year on the subject of religious education in the public schools, we are sure that this outline is feasible, and we trust that it will meet with the approval of all the superintendents of the country.

In addition to the contest for school children, prizes are offered for the three best essays presented by adults on the subject of **Thrift—with an Outline of a Method by which the Principles of Thrift may be Taught in our Public Schools**. The first prize will be \$750, the second prize \$250, and the third prize \$100.

Persons intending to compete for these prizes should notify the Secretary of the National Education Association of their intention not later than December 1, 1915. The essays must be in the possession of the Secretary not later than March 1, 1916. The essays must not exceed five thousand words and six typewritten copies must be presented. Further details will be sent to those indicating their intention to take part in the contest.

President Robert J. Aley, of the National Council of Education, has appointed the following Committee on Thrift Education:

Arthur H. Chamberlain, secretary, California Council of Education, San Francisco, Cal.

Robert H. Wilson, state superintendent of public instruction, Oklahoma City, Oklahoma.

J. A. Bexall, dean, School of Commerce, Oregon Agricultural College, Corvallis, Oregon.

John D. Shoop, assistant superintendent of schools, Chicago, Ill.

S. W. Straus, president, American Society for Thrift, Chicago, Ill.

Henry R. Daniel, secretary, American Society for Thrift, Chicago, Ill.
 Milo H. Stuart, principal, Manual Training High School, Indianapolis, Ind.
 Kate Devereux Blake, principal, Public School No. 6, Manhattan, N. Y.
 C. H. Dempsey, superintendent of schools, Haverhill, Mass.

NATIONAL COUNCIL OF EDUCATION

The following persons were elected as members of the Council at Oakland:

Terms to Expire in 1916	David Starr Jordan, Stanford University, Cal.
J. M. Gwinn, New Orleans, La.	Walter R. Siders, Pocatello, Idaho.
Cora G. Lewis, Kinsley, Kans.	Edward L. Thorndike, New York, N. Y.
Terms to Expire in 1917	Edwin G. Cooley, Chicago, Ill.
Howard A. Gass, Jefferson City, Mo.	George V. Buchanan, Oklahoma City, Okla.
Frederic E. Farrington, New York, N. Y.	Samuel Avery, Lincoln, Nebr.
George L. Towne, Lincoln, Nebr.	Fred L. Keeler, Lansing, Mich.
Term to Expire in 1918	Lloyd E. Wolfe, San Antonio, Texas.
Albert C. Barker, Oakland, Cal.	Guy Potter Benton, Burlington, Vt.
Terms to Expire in 1921	Henry Suzzallo, Seattle, Wash.
John MacDonald, Topeka, Kans.	Luther L. Wright, Flint, Mich.
H. B. Wilson, Topeka, Kans.	George M. Phillips, West Chester, Pa.
Agnes E. Doherty, St. Paul, Minn.	Neil C. Macdonald, Valley City, N. D.
Milton Bennion, Salt Lake City, Utah	Ernest E. Balcomb, Greensboro, N. C.
Robert H. Wright, Greenville, N. C.	J. E. Burke, Boston, Mass.

RELIGIOUS EDUCATION ESSAY CONTEST

Thru the generosity of a resident of California, and in connection with the Panama-Pacific International Exposition, the National Education Association was able to offer a prize of one thousand dollars for the best essay on "The Essential Place of Religion in Education with an Outline of a Plan for Introducing Religious Teaching into the Public Schools."

Religion was to be defined in a way not to run counter to the creeds of Protestant, Roman Catholic, or Jew. The essential points to be observed were "A Heavenly Father who holds nature and man alike in the hollow of His hand"; the commandment of Hillel and Jesus of Nazareth "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and thy neighbor as thyself;" the high ethical teachings and spirit of service and sacrifice indicated in the Sermon on the Mount.

As a result of the announcement which was made in December, 1914, 1381 persons representing every state in the Union except one entered the contest. The essays were limited to ten thousand words, and by June 1, the date of expiration of the contest, 432 essays had been filed. Five preliminary sets of judges read the same before the selections were passed up to the final Board of Judges. This Board consisted of

Adelaide Steele Baylor, State Department of Education, Indianapolis, Ind.
 William T. Foster, President, Reed College, Portland, Ore.

Louis Grossmann, Principal, Teachers Institute, Hebrew Union College, Cincinnati, Ohio.

John H. Phillips, Superintendent of Schools, Birmingham, Ala.

Thomas E. Shields, Editor, Catholic Educational Review, Professor of Education, Catholic University of America, Washington, D. C.

The decision of the judges awarded the prize to Charles E. Rugh, University of California, Berkeley, Cal., and gave special mention to the essays presented by Laura H. Wild, Lake Erie College, Painesville, Ohio.

Frances V. Frisbie, Wilkes-Barre, Pa.

Clarence Reed, Palo Alto, Cal.

Anna B. West, Newburyport, Mass.

The Association will print a monograph containing these five essays and a synopsis of the points brought out by all the various writers. It will take about two months for an editor to examine all of the essays and work up such a synopsis. It is the intention to sell this monograph at cost. Full announcement will be made in the next Bulletin. The officers of the Association feel that the contest has been beneficial to the cause of Education and believe that the monograph will be read and studied with great interest.

DECLARATION OF PRINCIPLES

The Committee on Resolutions begs leave to present the following report for consideration and action as the message of this organization assembled in annual convention as an International Congress on Education, not only to the teachers and citizens of the United States, but also to teachers and citizens in all those countries which have, by their participation, contributed to the success of the Congress which is now about to close.

We appreciate the coming of the delegates and speakers from so many nations and thank them heartily for their participation and words of wisdom and cheer. The messages relating to educational conditions and problems in different countries have recorded much recent progress in the expansion and perfecting of educational systems, and have revealed clearly the growth of an educational internationalism and a conception of world civilization among those engaged in educational work. The progress recorded has been important and significant and promises much for the future.

On the other hand, the virtual breakdown of civilization in Europe, which has taken place since the last meeting of this Association, has revealed to us how ineffective after all have been the systems of education upon which we have in the past placed so much dependence, in so far as the imparting of that type of education which would tend to preserve and advance the higher interests of civilization is concerned. In an age marked by so great an expansion of educational activities, such great industrial and commercial progress, such wonderful discoveries and advances in the application of science, and such progress in advancing the social welfare, we see nations heretofore devoted to the arts of peace and the advancement of civilization almost at once lapse into a barbarism which we a year ago would not have believed possible. Not only have the systems of education of Europe proved disappointing at the time of supreme test, but we cannot console ourselves that the results would have been markedly different with us had this nation engaged in such a titanic struggle.

Perhaps no greater work lies ahead of the school, in all lands and nations, than that of setting to work in an earnest endeavor to build up a more enduring type of civilization. We have made great progress in industry, commerce, and scientific work, but little as yet in establishing justice, good will, and the reign of law among nations. Our instruction, aside from those fundamental tool subjects which underlie all educational work, has been based upon too narrow an outlook. Nationalism has been pushed to the front and emphasized rather than international justice and good will. The heroes of each nation's history have been those who have done the greatest injury to other nations and who have killed the greatest number of foreigners rather than those who have conferred the greatest benefits on mankind. Our geography has related too much to the position, growth, and commercial progress of our own nation and too little to our relations with other peoples. Our patriotism has been too much concerned with our rights, and too little with our obligations; too much with securing advantages for ourselves, and too little with the extension of international justice and good will. There has

been too much talk in all nations of "national honor" and "rallying to the defense of the flag," and too little of national obligations and responsibilities. The discipline of our schools has been too much the discipline of the intellect and the body, untempered by larger conceptions as to justice and good will among men.

The people of each and every nation need to sink their nationalism in a larger internationalism and to learn and teach the true place of their country among the nations of the earth. The task would not be so difficult if once it were resolutely undertaken. The people of different nationalities do not by nature hate one another and many illustrations of international friendliness manifest themselves at any opportunity. The masses of the people do not want war, but peace. International hatreds are kept up by the governing classes and those who profit by such hatreds, and the basis for national jingoism and future international strife is continually implanted in the minds of the rising generation in the schools of the different nations. In most nations today the schools are deliberately used by those in authority to instil into the minds of the young an exaggerated nationalism, which can be touched off into international hatred at such moment as the governing authorities may desire.

Perhaps the greatest task which lies ahead of the school in all lands and countries is that of bending its energies toward the creation of a new order of international friendship, justice, and good will. Upon the public education systems of each state and nation lies the responsibility of enlarging the national conceptions and promoting good will among the nations of the earth. Entirely new values and standards for judging need to be created among the different peoples. In particular the school histories need to be rewritten and the teaching in history and geography in the schools needs to be entirely redirected. The emphasis now placed on the deeds of the soldier should be shifted to those who have created the best of our civilization and rendered the most lasting benefits to mankind. The emphasis now placed on wars should be shifted to the gains to civilization made in the intervals between wars, and war should be shown in its true light as a destroyer of what civilization creates. The biologic, economic, and human waste of war should be emphasized, and the fact that war is the breakdown of law and order and civilized society should be made clear to the young. Upon those who teach, but especially upon those who organize and administer education, rests the responsibility of creating a new national life in all countries—a national life which shall prize the fruits of civilization, which shall honor most those who advance the larger interests of mankind, which believes in international justice and good will, and which looks to friendly arbitration rather than to brute force to settle the difficulties which may arise between nations. The shaping of a new international policy among nations, looking ultimately toward international peace and good will and the preservation of the slow gains of civilization, calls for educational statesmanship of a high order, and will require time for its accomplishment, but such represents the greater constructive task now before those who direct the work of instruction in every nation.

If the work of this International Congress on Education will in any material way contribute to the inauguration of a movement looking toward a reorganization and redirection of the instruction given in history and geography, and a broadening of the work in civics and morals; to the teaching of a new conception of friendship between nations; to the subordination of that love of dominion, still so prominent among nations, to a new conception of national rights and international justice; to the substitution of international tribunals and the reign of law and order for the present appeal to brute force and so-called national honor; to the development of an international patriotism based on the preservation rather than the destruction

of the fruits of civilization; to an elimination of the lust for fighting and the love of military display among all people; to the erection of new standards for estimating the value of human service; and will help to spread the conception of world interests, world civilization, world statesmanship, and world friendship and good will, in place of the present narrow nationalism in all of these respects,—it will have done much to hasten the day when the great human and economic waste of war, with its accompanying international hatreds, shall have been replaced by international law and order and good will, and when the gains and larger possibilities of civilization will not periodically be destroyed by the lapses into barbarism of a portion of mankind.

Of all the institutions working for the unification of mankind and the improvement of the social welfare the school stands first, and, in consequence, the importance of the stand to be taken by those who direct public education and those who teach in the schools can hardly be overestimated. What our civilization will be a quarter of a century hence will depend very largely upon the attitude assumed toward these new questions of international relationships by those who are responsible for the direction of public education in all lands and nations.

The National Education Association therefore desires to put itself on record as follows:

1. The Association looks upon the war now ravaging the continent of Europe as a tragedy having no parallel in history. This war is working havoc among the best racial elements in all nations concerned, exhausting the near future, bringing impoverishment to the race, and throwing an intolerable burden of sorrow and misery on women and children. The Association expresses the fervent hope that the measures adopted at the peace settlement conference will be founded on justice, and will thereby break down militarism and free the world from the fear of another calamity like the present. The Association heartily indorses the policy of the President of the United States concerning both the European and the Mexican situations. It rejoices in his eminent services to the cause of Peace, which is the cause of Law. To the President of the United States is primarily due the fact that this Republic has remained law-abiding, despite currents of fear, hate, and excitement, and stands firm on the only basis on which civilization can be restored or peace maintained—the foundation of Law.

2. The Association reaffirms its approval of the American School Peace League, the organization of Peace Leagues among pupils, the observance of Peace Day, May 18, and the dissemination of literature bearing on international relations. The Association views with satisfaction the efforts made by the American School Peace League to secure the co-operation of teachers in other countries, and hopes that, in the future, similar school peace leagues may become active forces in the educational systems of the different countries of the world.

3. The Association deploras any attempt to militarize this country. It again declares against the establishment of compulsory military training in the schools, on the ground that this is reactionary and inconsistent with American ideals and standards. The Association expresses its approval of the policy of the Boy Scouts of America in keeping their useful work free from connection with military affairs.

4. The Association believes that the promotion of international relationships in education, science, art, industry, and social service is of fundamental importance, and that these can best be worked out by a co-ordination of the organized forces of the civilized world. To this end, international associations should have affiliated national organizations, in each case with a central body having delegates from each affiliated nation. In the interest of permanent peace and of world research

a reorganization of international organizations should follow the establishment of peace in Europe. The United States, with other neutral nations, has a great duty to perform in this work of reorganization.

5. The Association feels that we have reached a time when interdependence and mutual understanding should create their proper organs of expression thru permanent officials whose duty would be to report to their home governments on the work and progress of constructive social agencies in the country of residence. The presence of military and naval attaches in all embassies and legations emphasizes the least desirable factors of international relations.

The Association believes that the constructive side of relations among nations should be emphasized, and recommends that each of the national governments which have participated in this International Congress on Education should be urged to appoint Educational Attaches as well to their legations and embassies in foreign countries.

6. The National Education Association congratulates the Panama-Pacific International Exposition on having made the official series of congresses the central feature of the Exposition. The 852 congresses and conferences meeting during the Exposition period will leave a definite impression of national and world progress. It is a matter for congratulation that education, with 129 distinctive congresses and conferences, has been made the most prominent feature of this great series of meetings.

In the interest of world harmony, we believe the splendid work of the Department of Congresses of the Panama-Pacific International Exposition should in some form be continued as a useful means of securing a concert of action among the nations and international associations.

In addition to the foregoing, relating to the promotion of international peace and good will and the ultimate substitution of law and order for brute force—a new task before teachers and those who direct public education, and one which to this Association seems to be by far the most important matter brought before this International Congress—this Association further desires to direct attention to a few of the larger and more significant movements now under way in this country, which look toward the improvement of public education with us.

1. **Child Welfare.** Most prominent of these, perhaps, is that recent and important movement for the promotion of child welfare, which embraces all movements tending to improve conditions surrounding the morals, health, and proper development of children. Like the question of world peace and international justice and good will, the conservation of child life is certain to appeal to all humanitarian people. Within the past two decades almost all civilized countries have become interested in this movement,—which embraces infant care, child labor, the protection of the child from injurious and contaminating influences, health supervision and instruction in schools, preventative hygiene, playground activities, and the treatment of the child in accordance with the laws of his mental and physiological development. Any system of public instruction which neglects the physical and moral welfare of children and confines itself to their mental training is certain to prove inadequate to meet the needs of either the individual or society. This Association therefore expresses the hope that both the teachers and the parents of the nation may interest themselves in and study the different movements looking toward the conservation and improvement of child life.

2. **Rural Education.** Perhaps next in importance, and in a way closely akin to the problem of child welfare, is the great problem of rural education and rural welfare which surrounds and affects the lives of almost half of the people of this nation. The solution of this problem demands such a redirection and reorganiza-

tion of rural education as will enable both rural and village schools to contribute much more than they now do toward the improvement of the life of the people tributary to them. A great opportunity for a new type of service awaits the normal schools of this country, if they will but seriously turn their attention to the many important problems surrounding rural life and train teachers definitely for helpful constructive service among rural people. Large opportunities for service also await those institutions which engage in agricultural extension and the promotion of the various forms of agricultural and home economics work among rural boys and girls.

3. School Supervision. The movement for the training of supervisory officers, as distinct from teachers, which has recently been begun by our universities, colleges, and larger normal schools, is a movement of fundamental importance for the future of public education with us. The problems of organization, administration, and the supervision of instruction are now of such importance as to demand some special study, and this Association commends to educational institutions the establishment of such courses of instruction and to the states the creation of special supervisors' certificates, based on training and experience, which, after a certain date, shall be required of all who propose to engage in supervisory service.

This Association also believes it to be a sound educational principle that wherever a teacher is at work or a child is in school, be it in city, town, or country district, both teacher and child should have the benefit of close, personal, and professional supervision. The city teacher and child are now reasonably well cared for, but our present system of county supervision is, in most states, entirely inadequate to meet the new needs of rural and village education. We therefore express our belief that the present movement looking toward an improvement in our system of rural-school supervision, and the substitution of some larger administrative unit than the school district, is a movement which should meet with the approval of all. We also believe that, whatever the details of the system which may be eventually adopted, some adequate provision should be made for opening up rural-school supervision as a career for men and women—a career for which either might be warranted in making thoro preparation, and which either might hope to enter wholly on a basis of merit.

4. Teachers. Recognizing that in the last analysis the excellence of our public schools depends upon the teachers who do the actual work of instruction, this Association believes it is of the highest importance that this work be done under the best possible conditions as to the promotion of good health, comfort, and peace of mind. To this end the Association expresses itself unequivocally in favor of adequate salaries, security of tenure, a suitable retirement annuity, and working conditions in which there shall be sufficient and helpful supervision, and at the same time freedom from arbitrary or needless restrictions or requirements, and from those "ratings" and records which unnecessarily disturb the teacher's peace and make the rendering of the best service impossible.

5. Differentiations in Instruction. The different attempts which are now being made to differentiate instruction and adjust school work to meet individual needs and to reorganize our educational work along new lines with a view to enabling our schools to better meet those special-group and individual needs which we have but recently come to recognize as important in public education are movements which appeal to this Association as of large importance for the future of our educational work. It seems to this Association to be a thoroly sound and just principle that every child of school age in a community should be provided with that kind of education which will be best adapted to meet his peculiar educational needs. The adoption of such an educational principle, however, calls

for differentiations and adjustments in schools and in courses of instruction and for a wide diversification in our school work. What our schools have heretofore achieved for the mass, they now need to set themselves to try to accomplish for groups within the mass. Different types of schools, different emphasis in instruction for different groups, a wide range of educational opportunities, and an estimation of equivalences based more upon needs and growth than upon similar accomplishments will all be necessary. A material extension of the school day, a larger introduction of play and constructional activities, a wider use of school buildings, particularly with reference to adult education, Saturday instruction, and instruction in some form thruout the entire year, will also be necessary to the accomplishment of such an enlarged educational purpose.

6. Enlarged Scope and Funds. With us education represents one of our greatest national interests, and in no other country in the world have the results of a system of public instruction shown forth to better advantage in the general intelligence, poise, good judgment, and productive capacity of the people. This Association, however, desires to call to the attention of our people the fact that what has met their needs in the past will not suffice for the future, and that each of the important educational movements so far mentioned can mean nothing less than a further enlargement of the work and function of the school as the constructive instrument of democracy. Each enlargement of function in turn demands increased funds, and, if our schools are to render the service expected of them, our people must be prepared to give to those responsible for the conduct of public education a larger and a larger proportion of public funds. The time is coming, perhaps in the very near future, when the enlarged scope of public instruction will probably demand one-half of the taxes paid by our people.

7. Co-operation of Other Agencies. We recognize with pleasure the increasing interest which citizens are displaying in the work of the public schools. We commend the action of a resident of California who made it possible for this Association to offer a prize to the person presenting the best essay on "The Essential Place of Religion in Education, with an Outline of a Plan for Introducing Religious Teaching into the Public Schools" and thus to bring the attention of teachers and patrons to a vital question. We trust that the influence of the contest may be far-reaching in its after effects, and that, as a result, some method may be worked out by which the underlying principles of religion may be taught to our young people, realizing as we do that the home and the church are not covering the whole field. We also commend the action of the President of the Society for Thrift which enables this Association to offer prizes, during the coming year, for the best essays on the subject of Thrift, with an outline of a plan by which it may be taught in the public schools. These are movements of large educational significance, and deserve further study and encouragement.

8. United States Bureau of Education. In conclusion, this Association desires to express its appreciation of the co-operation extended to it in its work by the United States Bureau of Education. This Bureau, considering the very meagre appropriations made for its work, has recently begun to render a service in the cause of peace and education as important as its scope is limited. This Association desires, once more, to respectfully urge upon Congress that it very materially enlarge the appropriations for the maintenance of this Bureau, and that it no longer delay placing the Bureau in a position where it can render a service to those engaged in the care and education of children, in all of the states, which shall be analagous to that which has for so long been rendered by the National Government to those engaged in the care and propagation of fishes, hogs, cattle, and crops. An annual appropriation of not less than five hundred thousand dollars

should be made at once to this Bureau, and this amount should be increased as fast as additional funds can be used to advantage.

Ellwood P. Cubberley, Chairman, Professor of Education,
Leland Stanford Jr. University, Stanford University, Cal.

Robert J. Alely, President, University of Maine, Orono, Me.

Fannie Fern Andrews, Secretary, American School Peace
League, Boston, Mass.

Mary C. C. Bradford, State Superintendent of Public Instruc-
tion, Denver, Colo.

J. Stanley Brown, Superintendent, Township High School,
Joliet, Ill.

J. H. Francis, Superintendent of Schools, Los Angeles, Cal.

Carroll G. Pearse, President, State Normal School, Milwaukee,
Wis.

RESOLUTION OF THANKS TO THE PRESIDING OFFICER

The Committee on Resolutions feels that it would not express the wishes of those who have participated in the meeting of this Association which is now drawing to so successful a close did it not propose a special resolution of thanks to our retiring president, not only for his courteous services as the presiding officer of the Congress, but also for the splendid message to the teachers which he delivered at the opening meeting, and for the excellent program of addresses which he has prepared.

The Committee therefore proposes that the members of this Association extend to David Starr Jordan a vote of thanks for his great services to the Association during the past year; that, in addition, we extend to him the best wishes of the members for many years of health and strength and continued service to the higher welfare of mankind; and that the vote be extended by the Association rising to its feet.

RESOLUTION OF THANKS

The Committee on Resolutions offers the following expression of appreciation for the many courtesies extended to the officers and members of the National Education Association, on the occasion of its fifty-third annual meeting:

Be It Resolved, That this Association hereby expresses its deep appreciation for the many courtesies extended:

1. To the teachers and school officers of the City of Oakland in particular, and those from other parts of California as well, who have done so much to make the stay of the members pleasant and enjoyable, and who by their many courteous attentions have contributed so much to the success of this meeting of the Association;

2. To the Oakland Chamber of Commerce and Commercial Club, the city authorities, the hotels, and those organizations of the City of Oakland who have contributed to the success of the meeting by providing meeting places, by furnishing music, by providing for the needs of the officers of the Association, and by extending many courtesies to the strangers within their gates;

3. To the press of both Oakland and San Francisco, which has devoted much space and skill to reporting and interpreting to the people of the state the meaning and significance of this international gathering of teachers; and

4. To the Postmaster of Oakland for his thoughtfulness in providing a branch Post Office in the registration headquarters.

5. To those distinguished educators from abroad, and all from within our own land, who have made the meeting of the Association a success by their addresses and their participation in its proceedings.

DEPARTMENT OF SUPERINTENDENCE

The next meeting of the Department of Superintendence will be held at Detroit, Mich., February 21 to 26, 1916. Hotels Statler and Tuller will be used jointly as headquarters. These hotels are located directly across the street from each other one block off Woodward Avenue. The main meetings will be held in the Arcadia, on Woodward Avenue, the largest auditorium in the city.

Assistant Superintendent Frank Cody is chairman of the local committee having the matters of arrangement in hand, and all communications concerning local affairs should be addressed to him.

We expect to secure the same railroad rates as were granted us last year for the Cincinnati meeting.

President Shawkey has the program well under way. The people of Detroit are rapidly perfecting the local arrangements, and many of our members predict that the meeting will be even larger than that at Cincinnati last February.

The following is a schedule of hotels and their rates. Where but one rate is given, it is the minimum. As a rule, better arrangements can be secured by addressing the chairman of the local committee than by corresponding directly with the hotels. In case the hotel to which you write in the first place is already filled, time is lost.

STATLER

Single room, with bath.....	\$1.50-\$2.00
Double room, with bath.....	4.00- 8.00
Double room, one person.....	2.50- 8.00
Every room has bath.	

ADDISON

Single room, with bath.....	\$1.50-\$2.00
Single room, without bath.....	1.50
Double room, with bath.....	2.50- 3.00

CADILLAC

Single room, with bath.....	\$2.50-\$6.00
Single room, without bath.....	2.00
Double room, with bath.....	4.00
Double room, without bath.....	3.00- 5.00

CHARLEVOIX

Single room, with bath.....	\$1.50-\$3.00
Single room, without bath.....	1.00
Double room, without bath.....	2.00
Double room, with bath.....	3.00- 4.00

HENRY CLAY

Single room, with bath.....	\$1.00-\$2.50
Single room, without bath.....	1.00
Double room, with bath.....	3.00- 5.00

GRISWOLD

Single room, with bath.....	\$1.50-\$3.00
Single room, without bath.....	1.00
Double room, with bath.....	2.50- 3.00
Double room, without bath.....	2.00

HOFFMAN

Single room, with bath.....	\$1.00-\$2.00
Single room, without bath.....	1.00- 1.50
Double room, without bath.....	1.50- 2.00
Double room, with bath.....	2.50- 3.00

LENNOX

Single room, with bath.....	\$1.50-\$2.50
Single room, without bath.....	1.00- 1.00
Double room, with bath.....	2.50- 4.00

PLAZA

Single room	\$1.25-\$1.50
Double room	2.50- 3.00

TULLER

Single room, with bath.....	\$1.50-\$7.00
Double room, with bath.....	4.50- 7.00
Double room, one person.....	3.50- 5.00
Every room has bath.	

LIBRARY

Single room, with bath.....	\$2.00
Single room, without bath.....	.75-\$1.50
Double room, with bath.....	3.00- 3.00
Double room, without bath.....	2.00- 2.00

MADISON

Single room, with bath.....	\$1.50-\$2.50
Single room, without bath.....	1.00- 1.00
Double room, with bath.....	2.50- 4.00

METROPOLE

Single room, with bath.....	\$1.00-\$2.50
Single room, without bath.....	1.00- 1.50
Double room, one person.....	2.00-
Double room, with bath.....	3.00
Double room, without bath.....	1.00- 1.50

NORMANDIE

Single room, with bath.....	\$1.50-\$2.50
Single room, without bath.....	1.00- 1.50
Double room, with bath.....	3.00- 4.50
Double room, without bath.....	1.50- 2.50

PONTCHARTRAIN

Single room, with bath.....	\$2.50-\$4.00
Single room, without bath.....	1.50
Double room, with bath.....	4.00- 6.00
Double room, without bath.....	2.50- 4.00

ST. CLAIR

Single room, with bath.....	\$3.50-\$4.00
Single room, without bath.....	2.50- 3.00
Double room, with bath.....	7.00- 8.00
Double room, without bath.....	5.00- 7.00

WAYNE

Single room, with bath.....	\$1.50-\$2.50
Single room, without bath.....	1.00- 1.00
Double room, without bath.....	2.00- 3.00
Double room, with bath.....	3.00- 4.00

ONE-MINUTE SKETCH OF THE NATIONAL EDUCATION ASSOCIATION

Here's greeting and good-bye to the N. E. A., that gigantic, elephantine, three-ringed aggregation of educational attractions that has come to California and gone. 'Tis not a meeting—no, it is a concourse, a series of congresses, a vast assemblage of the complex activities and emotions that have grouped themselves about the general idea of education.

No one individual can ATTEND the N. E. A.—not at all. He is an atom, an inconsiderable particle, a mere point in the infinite galaxy of the heavens. He may go to the city and pay his bills at the hotels, and exist simultaneously with the N. E. A. He may hang on the fringe and see one or two phases of it, hear a few echoes of it, see one or two of its convolutions, perhaps—but that is all.

He cannot attend it in any comprehensive way, or get any idea of it as a finite whole. Impossible. It is as vast and many-sided as human nature itself. It embraces everything human beings know, believe, or imagine. It covers a great city and spills over upon the circumambient atmosphere and includes the surrounding towns.

This great assemblage is typical of America. It more nearly stands for American education than any other organization. In a way, it represents the 700,000 teachers of the United States. It is big, powerful, loosely organized, undisciplined. Your little man would twirl his waxed mustache at it—ridicule it—and then be run over by it, smashed into oblivion.

The gathering that is just past was held in Oakland, as a recognition of the Pacific Coast, as a tribute to our place in the nation. It was presided over by one of our own tall redwoods in the person of Dr. Jordan, who towered above the surrounding educational timber and made it look like shrubbery. Its dominant note, if it HAD any dominant note, was Peace—Peace among the nations of the world.

So be it—Good-bye—and Peace.

EDWARD HYATT.

(From the Western Journal of Education, San Francisco.)



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