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E. A. BULLETIN

No. 1

September, 1917

Whole Number 30

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DEPARTMENT OF SUPERINTENDENCE, FEBRUARY 25 - MARCH 2

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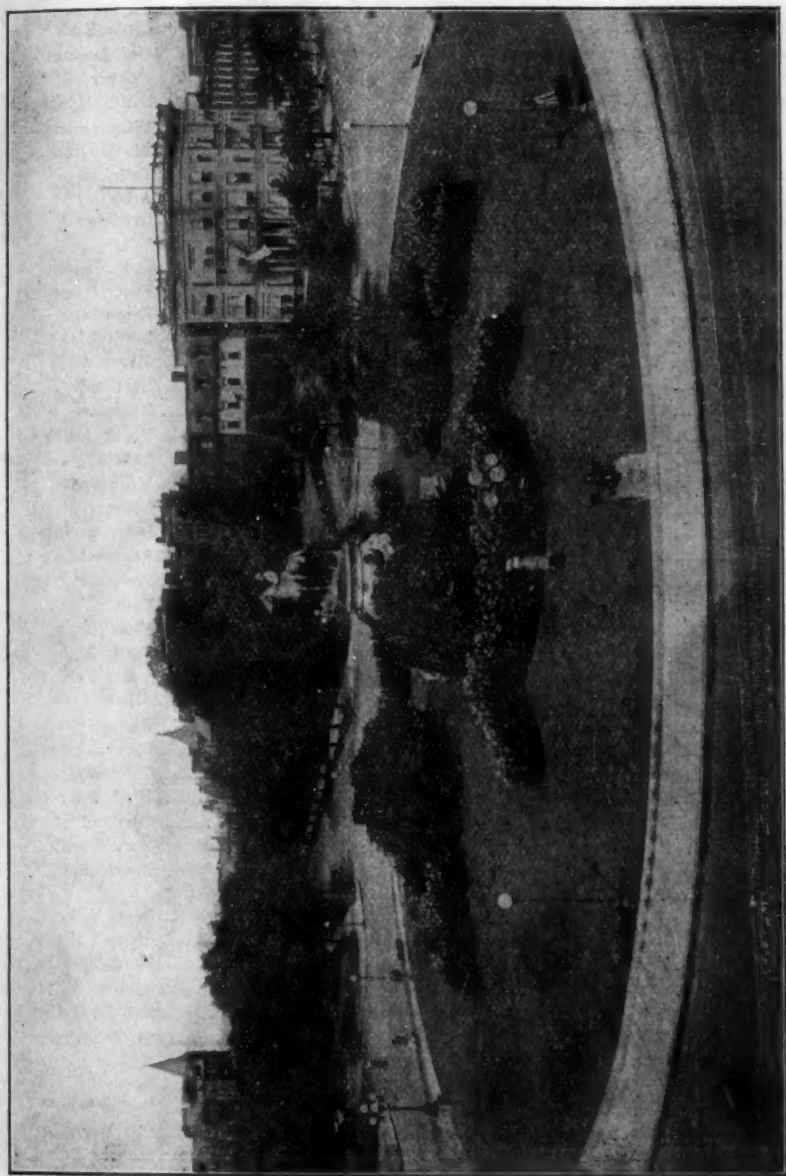
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ANNUAL MEETING OF ACTIVE MEMBERS

The Annual Meeting of Active Members was held in the City Auditorium, Portland, Oregon, Friday, July 13, 1917, at 11:00 a. m., with President Robert J. Alej in the chair.

The Executive Committee's report was adopted, which recommended the following appropriations for the various committees of the Association to be used by them during the year 1917-18:

Committee on Culture Element and Economy of Time in Education-----	\$ 25.00
Committee on the Reorganization of Secondary Education -----	350.00
Committee on Teachers' Salaries, Tenure, and Pensions -----	50.00
The Committee on Health Problems in Education -----	500.00
The Committee on Economy of Time in Elementary Education -----	100.00
The Committee on Vocational Education and Vocational Guidance -----	100.00
The Committee on Superintendent Problems -----	100.00
The Committee on Organization -----	1,200.00
The Committee on Rural Education -----	50.00
The Committee on Elementary School English -----	250.00
The Committee on Publicity-----	500.00
The Committee on National University-----	25.00
The Committee on Terminology (Department of Music Education) -----	25.00
The Committee on Department of School Patrons -----	100.00
Committee of the Library Department-----	100.00
The Committee on Improvement of Physics Teaching -----	25.00
The Committee on Problems of High School Libraries -----	50.00
The Committee on Standardization of School Planning and Construction-----	500.00

In making the report for the Trustees, Chairman Pearce announced that investments had been made in Liberty Bonds and that the Trustees planned to continue investing the Association funds which become available during the next year in Liberty Bonds. Chairman Pearce reported that the invested permanent funds of the N. E. A. had passed the \$200,000 mark.

An amendment to the by-laws was past changing the date of the fiscal year from July 30 to May 31 in order to give more time for closing the books of the treasurer and secretary and for the preparation of their reports. Another amendment was past establishing the Department of Deans of Women.

THE RESOLUTIONS

The following is taken from the minutes of Secretary Springer:

PRESIDENT ALEY: The next order of business is the report of the Committee on Resolutions, by Chairman Crabtree.

CHAIRMAN CRABTREE, Committee on Resolutions: Mr. President: I will read the report of the Committee on Resolutions of the National Education Association, Portland, Oregon, July 13, 1917. The action of the committee on these resolutions was unanimous. The committee submits the resolutions under the following heads:

1. An expression of appreciation to the Portland people for entertainment, kindness and courtesies;
2. A declaration of principles growing out of the great preparedness and patriotic programs of this meeting.

The statement of appreciation is as follows: The members of this association express their grateful appreciation to the Committee on Arrangements, under the leadership of Superintendent L. R. Alderman, and Mr. O. M. Plummer, for the extensive

measures taken for the success of this meeting; to the local press and to the representatives of the Associated Press and of the United Press, for complete and reliable reports of our meetings and encouraging and valuable editorial comments on educational topics; to the special committees on entertainment, to the teachers, the Board of Education, the City officials, and to the citizens of Portland, for the royal welcome and the whole-souled generous hospitality accorded to this association, and, Mr. President, I move the adoption of this part of the report.

PRESIDENT ALEY: Do I hear a second?

A MEMBER: Question.

PRESIDENT ALEY: Those in favor of adopting that part of the report may signify it by saying aye.

Those opposed, no.

It is unanimously adopted.

CHAIRMAN CRABTREE: Permit me to make this explanation before reading the second part of the report. After considering all questions involved taking into account the great responsibilities which confront our nation, at the present time, thinking of the important mission of the United States in this world conflict, thinking of the patriotic desires of the teachers of America, your committee desires, in lieu of the time-honored long list of resolutions bearing on all phases of school work, to submit for your approval, a brief declaration of principles built around the one all-absorbing question which is on the minds and hearts of all teachers and all citizens.

The declaration of principles is as follows:

The National Education Association, assembled in annual convention in the City of Portland under unprecedented conditions of world war, recognizes that the first duty of the hour is whole-hearted national loyalty. Our supreme wish is to give the fullest measure of service for the sacred cause of our country and our allies, in defense of democracy and righteousness.

We pledge to President Wilson and the national administration, and to governors and other authorities of our respective states, that we will conduct all educational affairs committed to our care in this spirit, putting aside for the present the consideration of all other questions, however important.

We rejoice that the young men and young women of our country have manifested such a splendid spirit of patriotic devotion to the national cause. The records of our secondary schools, colleges, and universities, give proof that the American educational system has not failed to inculcate the spirit of patriotism. We are proud of the work that our young people are doing in army, navy, training camps, hospitals, and Red Cross service.

Realizing that this is not to be war of a few months, that victory is to be won, not so much by individual valor as by organization and full use of the resources of the nation, we are convinced that the educational system must be maintained in the highest possible state of efficiency. All are agreed that standards in the elementary, secondary and industrial schools must not be allowed to deteriorate during this crisis, but if possible must be improved. Likewise, collegiate and professional education must be encouraged and further developed, because one of the greatest needs of the country both in war and in periods of national reconstruction, is trained leadership.

In this spirit we recommend to all who are responsible for educational organization and administration that they survey present conditions and evaluate the work being done in order that the greatest possible efficiency may be immediately secured. Revision of courses of study, improvement of methods of instruction, alterations in the lengths and dates of school terms, shortening of vacations and holidays, adaptations of school days with provision for part time work, the maintenance of continuous

tion schools, the wider use of school plants, prompt organization and further development of industrial and other forms of vocational work,—all these matters should receive immediate attention and prompt action.

Physical education, including medical inspection for all children in all schools, should be worked out wisely and emphasized as never before.

In technical institutions, colleges and universities where young men are of suitable age, we recommend that the government give every encouragement to genuine military training, ample in scope and practical in character.

The nation needs the benefits of genuine thrift and conservation of all resources. To this end, we recommend that all schools and institutions make definite provision for the teaching of these practical virtues. We recommend that the existing extension department of all our land grant colleges and other institutions be strengthened in order that their advantages may be brought to all the people.

We reaffirm the previous recommendations of this Association on the justice and educational value of manhood and womanhood suffrage; the establishment of a national university; the creation of a national department of education under a secretary of education; the protection of teachers and institutions from designing partisanship; and the maintenance of improved standards of salaries commensurate with conditions of living.

We urge that patriotism be taught by every teacher of whatever grade, by methods adapted to the mental and spiritual life of pupils, whether this be by heroic story, by song, by biography and history, by social ethics, or by a revised and vitalized civics.

We ask the co-operation of the National Council of Defense, state councils of defense, governors, superintendents, and all school officers, in order that these recommendations may be put into practice in the shortest possible time and in the wisest possible way.

Finally, as President Wilson has given us the vision, we ask the blessing of God upon the cause of the nations in alliance to save the world from militarism and autocracy, and we pledge again that we will work with entire devotion for the establishment of a triumphant peace after victory, a peace to be administered by a "Veritable League of Honor," an inclusive league of nations founded upon the principle of national loyalty extended into world citizenship.

The Committee on resolutions consists of the following:

Mrs. Josephine Corliss Preston, State Superintendent, Washington.

F. L. Keeler, State Superintendent of Public Instruction, Michigan.

President C. A. Dunniway, of the University of Wyoming.

Wm. M. Davidson, Superintendent of Schools, Pittsburgh.

President E. O. Holland, of the State Agricultural College of the State of Washington.

M. H. Stuart, of Indianapolis, Indiana.

E. E. Bass, of the State of Missouri.

Superintendent A. C. Barker, of the Oakland, California, Public Schools.

Mrs. Mary C. C. Bradford, State Superintendent of Colorado.

Francis G. Blair, State Superintendent of Public Instruction, Illinois.

President P. L. Campbell, University of Oregon.

Mrs. Susan M. Dorsey, of the Public Schools of Los Angeles.

The one reading the resolution, J. W. Crabtree.

MR. CRABTREE: I move the adoption of these resolutions, Mr. President. (Applause).

PRESIDENT ALEY: Is there a second to the motion?

A MEMBER: I second the motion.

PRESIDENT ALEY: You have heard the resolutions as presented by the committee and the motion properly made and seconded for their adoption. Is there anything to be said?

MEMBERS: QUESTION, QUESTION

PRESIDENT ALEY: All those in favor of adopting the resolutions as read may stand. Those opposed may stand.

The resolutions are unanimously adopted. (Applause.)

CHAIRMAN CRABTREE: There is another resolution:

Resolved, That President R. J. Aley is hereby authorized to appoint such committees as he considers necessary to promote and to make effective the suggestions and recommendations embodied in these resolutions.

Mr. President, I move the adoption of the resolution.

A MEMBER: I second the motion.

CHAIRMAN CRABTREE: Since this motion concerns President Aley I will put it. You have heard the motion for the adoption of this resolution giving President Aley power to appoint such committees as he considers necessary to promote and make effective the suggestions embodied in these resolutions. All in favor make it known by saying aye. All opposed, the same. The motion is carried unanimously.

On request of Katherine D. Blake, the President promised that the Secretary would include the recommendations of the Committee on Organization in the N. E. A. BULLETIN. Miss Blake expressed a desire to study the report in order to see what effect the proposed plan of organization would have on the attendance of women at the annual meeting of the Association.

IMPORTANT NOTICE

The Proceedings of the National Education Association are furnished to members under the following conditions: Active members receive them without presenting coupons. Associate members receive them when the coupon attached to the membership receipt is returned to the office of the Secretary. This distinction is necessary owing to the fact that many changes in addresses of teachers are made during the summer season, and only active members are carried on our permanent list.

After two years of discussion, it has been decided to print the Proceedings in both magazine and volume form. It is expected that the large majority of former active members will prefer the volume form on account of maintaining their files. Unless notified to the contrary, therefore, we shall list the active members for the volume form. It is expected that the large majority of associate members will desire the magazine form, and, unless we hear from them to the contrary, we shall list associate members for the magazine form. Where two associate memberships have been taken by persons in the same family we will send the Proceedings of a previous year for one of the coupons if requested by either party.

The magazine form will be issued each month except July and August, the first issue appearing the last of September. There will be ninety-six pages in each issue, and this year the magazine will include the addresses given at the meeting in Portland and at the Boston meeting of the Department of Superintendence next February. The volume form for this year will be issued at about the usual time, February, and will contain the papers given at Portland and those given at the meeting of the Department of Superintendence in Kansas City last February.

In connection with the arrangement to print the Proceedings in both magazine and volume form, it was agreed that any member could have both forms on the payment of an additional dollar. This request was made by some of our active members who desired to use the material during the school year as they would be able to obtain it in the magazine form, and also desired to keep the volume for future use in their files.

ACTIVE MEMBERS WHO DESIRE THE MAGAZINE FORM SHOULD NOTIFY THE SECRETARY IMMEDIATELY.

ASSOCIATE MEMBERS WHO DESIRE THE VOLUME FORM SHOULD NOTIFY THE SECRETARY IMMEDIATELY.

THE PORTLAND MEETING

President Aley may well be proud of the success of the Portland meeting. The meeting was held in the far west. It was held at the time when all normal school and college presidents, all county, city and state superintendents and many other leaders in education, were needed in their own states for aiding the state and county councils of defense, for assisting in raising funds for the Red Cross and for the Y. M. C. A. and for devising ways and means for carrying out Mr. Hoover's food suggestions and regulations. At one time it looked as if no meeting could be held. President Aley took the view that this meeting was of the most vital importance to the teaching profession and to education. Both Germany and England has made the mistake of abandoning their schools when the war opened. He felt strongly that this country should not make that mistake. If educators considered other matters of greater concern than education, they could hardly object to the indifferent taxpayer insisting on cutting salaries and decreasing the length of the school year in order to add to the funds for carrying on the war.

The meeting was held. The programs were exceptionally good. Some of the big men of the country were not there, owing to other pressing demands. Many were there. The addresses on patriotism and educational preparedness will make the Volume of Proceedings of rare value. Tho the number of active members in Portland was not large, the attendance at the meetings was almost equal to the attendance at meetings at the larger centers. All who were there attended the meetings. The interest was intense thruout the week.

Leading educators who were present observing the exceptional character of many of the addresses at the general sessions, the constructive work by the various sections, and the amount of good solid convention work accomplished thruout, expressed the conviction to President Aley that the Portland meeting would be rated as one of the notable sessions of the National Education Association.

CHARLES HUGHES JOHNSTON

One of the great shocks which has come to us personally and professionally is the knowledge of the instant death in an automobile accident of Charles Hughes Johnston, of the Department of Education of the University of Illinois. It was a tragedy of most intense seriousness. Few men had a more brilliant future assured than had he. As dean of education of the Kansas State University he won such recognition that he was selected for highly important service in the State University of Illinois, and the transfer of Dr. W. C. Bagley to Teacher College, Columbia University, made the promise of higher opportunity ever greater.—A. E. Winship.

SUPERINTENDENT BEN BLEWETT

Superintendent Ben Blewett died suddenly January 26 at the Willard Hotel, Washington. He was attending the Congress of Constructive Patriotism. He delivered an eloquent address on the loyalty of the teachers and schools of the country. He took his seat and at that moment death came upon him. His last words were in defense of the patriotism and hard work of the women teachers of America.

HENRY B. BROWN

In the death of President Henry B. Brown, of Valparaiso University, September 17, the nation has lost one of its greatest educators. There are hundreds of men and women prominent in educational and other positions in all parts of our country who say that they received inspiration which enabled them to secure prestige and promotion from President Brown. His loss will be keenly felt thruout the United States.

A CONSTRUCTIVE PROGRAM

Robert J. Aleay, President of the N. E. A.
Orono, Maine

As a conclusion of his address as president of the National Education Association, President Aleay gave the following practical points as a constructive program for the Association:

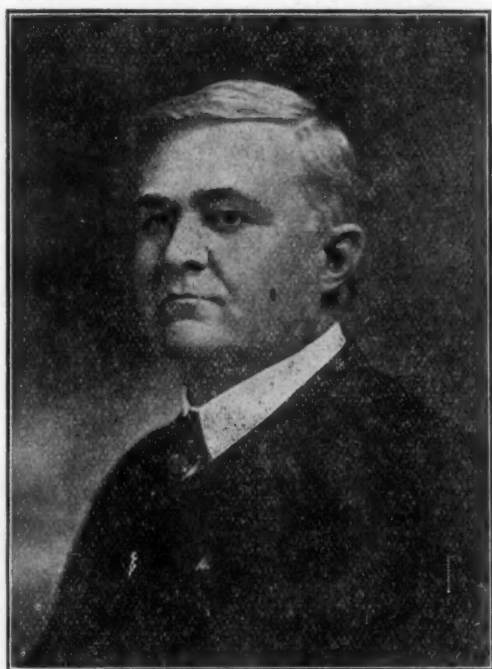
1. We believe that the body of common academic knowledge which the race has found fundamental and necessary should be taught to all the youth of the land. It should be increast by the addition of new knowledge developot in the progress of civilization. Old forms of knowledge that have become obsolete and useless should be eliminated.

2. Every form of activity, physical, mental, and spiritual, necessary for the life and progress of the people rests upon knowledge and skill both of which may and should be the result of organized education. All types of education, therefore, that fit the individual better to do necessary work are worthy of hearty recognition and support.

3. We believe that, since a democracy rests upon the foundation principle of equal opportunity to all, our education ought to be so organized that individual ambitions and qualities may have ample opportunity for complete realization. The age of special education, therefore, should be delayed long enough to reduce the misfits to a minimum and to prevent the formation of a caste system based upon trade or industry.

4. We believe in the poise that comes from straight thinking, the patriotism that comes from an understanding of the principles of a free government, the reverence for law that comes from the practice of obedience, and the clean and wholesome living that results from an active faith in God. All schools, therefore, of whatever grade, general or special, should give much practice in logical thinking and in drawing necessary conclusions. The meaning of our flag and the principles of our government should be taught so thoroly that in a generation every American will know and appreciate the soul of this nation. Obedience based upon understanding and reason should be so much a part of school life that presently we shall be changed from a nation of law breakers to a nation of law observers. The wisdom of prophets, seers, and teachers of righteousness should be freely used to make clear the care of an overruling Providence and to make sure the faith in an eternal Father.

5. We believe, that, if our nation is to grow, prosper, and be strong, knowledge and skill must be thoroly diffused among all the people. The schools, therefore, should be centers for the education and training of adults. Night schools, extension work,



ROBT J. ALEY
President N. E. A., 1917

correspondence, lectures, moving pictures, practical demonstrations, and all other available and effective means should be used to give every individual an opportunity to continue to grow and to better his condition.

6. We believe that modern civilization with all its complexities and competitions can only advance as the circle of human knowledge widens. Both state and nation, therefore, should spend much larger sums of money in subsidizing research and encouraging investigation.

7. We believe, that, not only now in the crisis of war, but for all time, preparedness, patriotism, conservation, and internationalism are virtues of supreme and permanent value and that all the educational forces of the country will unite to make them real in the life of the American people.

ACCEPTING THE N. E. A. PRESIDENCY

Mrs. Mary C. C. Bradford
Denver, Colorado

On being introduced by President Aley, as the president-elect of the N. E. A., Mrs. Mary C. C. Bradford, Denver, Colorado, responded as follows:

I feel that the challenge of the present hour is more insistent and fundamental than has been heard by the world or the Association for many decades. The world crisis means the testing of democratic institutions as the product of democratic education. The great experiment in human brotherhood, called "United States of America," can only survive in spirit and in truth if all the children of all the people are afforded the enrichment, discipline, and stimulus of a vital, potent, character-building education.

Europe is suffering today from a war caused by a perfectly organized educational system based upon absolutely false educational and sociological ideals. To turn the tide of war in favor of the peoples whose educational system has taught respect for the individual, the sanctity of human life, equal and free opportunities for all, has become our great task. And in this mighty effort to win the war that shall end wars, the schools must play their part. "The last line of defense," as President Wilson has called the educational organization of the country, must be kept intact, ready for all the varied forms of service that the world's struggle must necessarily impose upon each unit of our life. But fully as imperative as this is the task of so deepening, broadening, and strengthening our educational vision and vitalizing our educational administration that the rebuilding of civilization, after the war-storm shall have past, may receive its crowning contribution from the school world.

To save civilization thru the agency of the United States, a nation which is largely the product of the public schools, is the task of the present. To rebuild civilization across the sea in a fairer form and on a more enduring basis, is the mission of the future. Neither of these duties can be fulfilled unless we, the school people of the United States, realize our responsibility, dedicate ourselves to the work, assume the burden, and answer the call of the God of Nations with a glad response and the triumphant achievement of willing service.

Let us, the National Education Association, as the composite interpretation of the educational thought and life of the country, offer ourselves to the President of the United States as a unit in the army of soldiers of the common good, to be used by him as the developing needs of our present mighty struggle may indicate, to the end that we may help to "come true" the mighty dream of human brotherhood thrown upon the screen of history when this nation was born.

Let us *each* say in our hearts, with our lips, and in our lives: "*Lord God of Nations, here am I, what wouldst thou have me to do.*"



MARY C. G. BRADFORD
President N. E. A., 1918

PRIZE ESSAY CONTESTS

Last year, under the direction of the Committee on Thrift Education, a county thrift essay contest was carried on under the immediate supervision of the several county superintendents of schools. The American Society for Thrift offered a medal to the writer of the best essay in each county on the subject of "Thrift." Twenty-eight states and the District of Columbia were represented by the counties conducting contests. In addition to this general scheme, all of the schools in the state of New York conducted a prize essay contest under the immediate supervision of the American Society for Thrift.

The contestants in each county were divided into two classes, those of high school pupils and those of grade school pupils. Each county superintendent conducting a contest sent to the N. E. A. office the best essay written by a high school pupil and the best essay written by a grade school pupil. These essays were judged by Jason W. Hammond, former State Superintendent of Public Instruction for Michigan; Clarence M. Vliet, Superintendent of Schools, Birmingham, Michigan, and Sara Weedon, former Head of the Department of English, Ann Arbor High School.

S. W. Straus, President American Society for Thrift, provided the funds for the money prizes, which were awarded to the writers of the best essays in each group.

The winners in the high school contest were as follows:

1. Helen Bradshaw.....Scranton, Pa.
2. Nota Edwards.....Mound City, Ill.
3. Eunice Dowd.....Sulphur, Okla.
4. Robert Anderson.....Washington, D. C.
5. William Dighton.....Monticello, Ill.
6. Elmer Stephenson.....Antlers, Okla.
7. Beuna Stober.....Newkirk, Okla.
8. Viola M. Stom.....Woodbury, N. J.

The winners in the grade school contest were as follows:

1. Cassel Mowrey.....Big Isaac, W. Va.
2. Florence Hamilton.....Trees, La.
3. Clyde Wilhelm.....Snow Lake, Ariz.
4. Effie Lentz.....Dongola, Ill.
5. Thelma Dragon.....Davant, La.
6. Mary Obermeyer.....Nessen City, Mich.
7. Robert Metzgar.....Junction City, Ohio
8. Marie Bork.....Remsen, Iowa
9. Jane Roeder.....Rockwell, Iowa
10. Zelma Vaughn.....Baldwin, Kans.

At the meeting of the Committee on Thrift Education held at Portland it was decided to ask county superintendents who did not conduct essay contests last year to do so this year, and to the writer of the best essay in each county a medal will be awarded.

ACTIVE MEMBERS PAY DUES

Mrs. Helen Hixson, who has been recorder in the office of the Secretary since the time of Dr. Irwin Shepard, reports that the response to the first notice for the payment of dues is, perhaps, better this year than ever before. Many members have predicted that just as the colleges and normal schools suffered decreases in attendance of twenty and twenty-five per cent, the National Education Association would lose twenty or twenty-five per cent of its active members. This response to our first notice is most

encouraging in light of this prediction. Let us not only see that there is no decrease in membership, but let us see that the rule is reversed this year and that we have an increase of twenty or twenty-five per cent in our list of active members. Such a record will have a good, wholesome effect on the public mind at a time when the interest in educational matters might easily lag.

Do not permit any one to discontinue his membership during the continuance of the war. Secure as many new members as possible during the present year. The executive committee takes care of our members who have enlisted in the war. It will pay to make a determined effort to increase our list of active members, to influence a large attendance at all state associations, at the meeting of the Department of Superintendence and at the next annual meeting of the National Education Association.

LOYALTY AND PARAMOUNT DUTY

The paramount duty of American citizens in the present crisis is a hearty and loyal obedience to the constituted authorities.

Be slow to criticize. Remember that you view the situation from one angle; your rulers contemplate it from various angles. They have lights and sources of information that are closed to you. Your judgment of the administration and your criticism of their official acts should be always subordinate to a generous and whole-souled submission to their rulings. It is theirs to command; it is yours to obey.

And in manifesting your loyalty to your country, you will be pursuing a sacred and honorable course, and you will be following the invariable traditions of your fathers from the foundation of the republic.

I thank God that we live in a country where liberty is granted without license and authority is exercised without despotism, where the government holds over us the aegis of its protection without interfering with the God-given rights of conscience.—*Cardinal Gibbons, Honorary President of the New National League for Unity.*

FALSE CLAIMS OF GERMAN EFFICIENCY

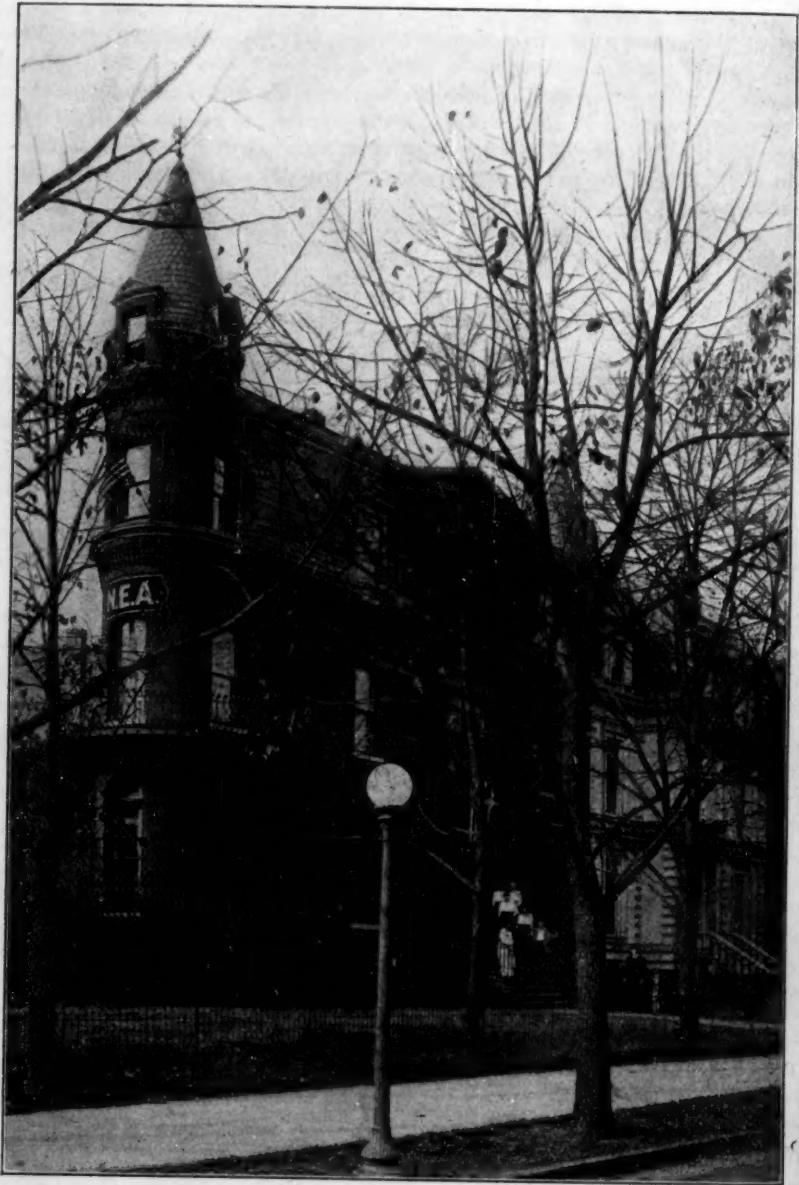
The people of this country had the most exaggerated notion of German efficiency at the beginning of the war. We had all accepted without question the German claim of superiority in chemistry, physics, psychology, engineering, and culture. Commissioners of education, state superintendents and state universities published bulletins supporting these claims and urging the adoption of the German system of instruction and education in this country. Nobody challenged these statements. These statements were accepted without investigation. Blackstone says that, "A truth never doubted is never half believed." According to that view it may not be a difficult matter after all to correct these false impressions in the minds of our people.

President Aley, of the University of Maine, has been analyzing these claims in the light of actual facts and is prepared to show that every one of them is misleading and false. He looks upon the spreading of efficiency claims as a part of the general scheme of preparedness for war for the purpose of German world supremacy.

HAD TO MAKE A LIVING

I'm out of the game of teaching. Had to make a living. I am farming near Alda. Better enrol me in a farmers' club instead of in the N. E. A.

HENRY F. ROUSE, Alda, Nebr.



Rev. T. DeWitt Talmadge Residence
NEW HOME OF THE NATIONAL EDUCATION ASSOCIATION

THE NEW N. E. A. HOME

The National Education Association may well be proud of its new home. The suggestion by National Commissioner of Education, Honorable P. P. Claxton, that of locating headquarters in the vicinity of Thomas Circle, was accepted by the Board of Trustees, and this fine brick building, at 1400 Massachusetts Avenue, was the choice of Mrs. Mary C. C. Bradford, the President of the N. E. A. The Board of Trustees and Executive Committee gave their unanimous approval of the selection.

Thomas Circle is known as being one of the most beautiful in the city. Named, as many of the Circles are in Washington, for some famous officer in the Civil War, this Circle has been honored by the name of Major-General George H. Thomas, whose equestrian statue, erected by his comrades of the Army of the Cumberland, stands in the center of the Circle surrounded by rich foliage and floral design. Massachusetts Avenue is one of the most popular residential avenues, on account of its width and the dignity given it by the homes of many senators and other families of importance in the affairs of the Nation. Another distinguishing feature of the Avenue in our neighborhood is that immediately opposite us, on the north side, is a terrace, giving as it were almost a private driveway to the noted houses situated there. This terrace was the part of a hill which Alexander Shepherd when governor of the City of Washington, decided must be cut down in order that all streets and avenues should be level; he was opposed by those owning the property. As a consequence the property owners retained the part of the hill, the rest of the avenue was laid level. In the spring the terrace is particularly beautiful with a wonderful hedge of Forsythia.

Fourteenth Street is recognized as the most important business street, as it is also one of the longest.

Our building, as may be seen in the picture, is artistic as well as being an imposing structure.

This building is well-known in Washington because of its history as well as because of its beauty. It was built by Mrs. Annie T. Cole, nearly thirty years ago, her land extended over only two-thirds of the ground now covered by the house, the rest being Government property for parkage purposes. Mrs. Cole obtained permission from the Government to build a bay-window. After the completion of the foundation and the first story, the authorities of the District, observing the dimensions and character of the so-called bay-window, stopt the progress of the building. Legal battles followed. It developd that in some cases United States senators had been accused of lesser, tho similar mistakes. After spending thousands of dollars, Mrs. Cole won the decision of the court and the United States Congress past a special act to give Mrs. Cole full title to the property, after which she completed her building. The property is often called The Cole Bay-Window House.

The bay-window portion of the first floor, which is 30 feet long and 18 feet wide at its base, is used as the N. E. A. reception room. With its curved fire-place, five large windows, carved and beautiful woodwork, panels of rose silk tapestry, artistic decorations and beautiful coloring, and with its new mahogany furniture, it is certainly a beautiful and dignified room. The room on the other side of the house, 18 by 32 feet, finisht in mahogany and with beamed ceiling, imposing fire-place in the same wood, and the walls covered with green burlap, altho ornamented and decorated thruout, is used as the main office room. A visitor said "how cruel to use this fine mahogany finish for offices," but another visitor suggested that "the efficient work being done in this room by Mrs. Helen Hixson, Miss Sara J. Davenport, and others is beautiful also, and adds to the richness of the room." Between these two rooms is the large hall with its wood finish of black walnut, an imposing wide winding staircase rising to the floors above.

The other rooms thruout the house are not ornamented as are these two, yet all are in keeping with the general plan of the rooms on the first floor.

The house back of the new N. E. A. home is the property of the late Rev. T. DeWitt Talmadge, D.D., the famous preacher of Brooklyn, N. Y. The next property back of that was the residence of the noted late Senator Julius C. Burrows, of Michigan. Across Massachusetts Avenue, facing our headquarters, are some interesting places: The fine home of the well-known Ambassador Thomas F. Bayard; the home of the late Senator Jonathan P. Dolliver, of Iowa; the home of Rt. Rev. Alfred D. D. Harding, Bishop of Washington; the Swiss Embassy, and the large fine German Embassy with its flagless pole. The whole community is filled with buildings and places of historic and other interest.

HIGH STANDING OF THE N. E. A.

The National Education Association is in good standing in government circles in Washington. The United States Food Administration has made extensive use of the suggestions of the Secretary and other members of the Association. Mr. Hoover says in a letter: "I desire to thank you for the measure of help you have given to extending the cause of the food canvas among the educational forces, the children and the homes of America. Permit me to extend my best wishes to yourself and the members of the National Education Association." Mr. H. J. Hill, who is in charge of the Card Campaign, says: "Will you permit me, on behalf of our executive committee, to express our heartiest thanks for your individual help and to say that we believe the public schools of the country will prove one of the most effective factors, if not the most effective, in carrying Mr. Hoover's message into the homes of our people."

Members of the National Council of Defense have been pleased with the help which they have received from the N. E. A. Mrs. Mary C. C. Bradford, President of the N. E. A., was invited to assist in the organization of the National League for Unity.

In every state, superintendents and teachers are assigned important work in connection with the Food Administration, the state and county councils of defense and in various other ways they are receiving consideration.

In recognition of the standing of the National Education Association and out of an appreciation of what the public schools of this country have done and are now doing for patriotism, the National League for Unity has given the Secretary of the N. E. A. a place on its executive committee. The leading men of America are behind this movement for unity of purpose and effort during the war.

PITTSBURGH IN 1918

The next annual meeting of the National Education Association will be held at Pittsburgh, one of the greatest industrial centers in the world. Mrs. Mary C. C. Bradford, President of the N. E. A., has already secured the consent of some of the most eminent men in America to take places on the Pittsburgh July program. The department presidents are at work on their programs, each one making an effort to get up a stronger and better program than the department had last year or the year before. Members who have suggestions concerning any department program should write the president of the department. State directors appreciate receiving suggestions from members as to their work. The names and addresses of all officers of the N. E. A. are given in this bulletin.

THE PRESS AND PREPAREDNESS

E. R. Piper, Editor of The Oregonian, Portland, Oregon

I was out in the country the other day, and I saw a tramp sitting in the shade of a tree by the roadside. Near him was burning a bright fire and on it a kettle was boiling, doubtless in preparation of the tramp's breakfast. With his back against the tree, his shoeless feet out in the sun, he was reading a newspaper, calmly indifferent to everything in the world, evidently, except what he saw in the paper and except the feast that was in preparation for him. That tramp seems to me to have typified pretty well the American attitude. Here our skies are bright, our fields are rich with ripening grain, our orchards are heavy laden with fruit, our children go in happiness to their schools, our boys play in the streets or in the open. Our men, and our women, too, go, or for nearly three years have gone until now, about their usual occupations. It has been well-nigh impossible for us to understand that under the same skies, the same sun, and the same God there is black tragedy and bleak horror for some fifteen nations of the world. Over there are leveled orchards, devastated fields, wreckt homes, broken firesides, tumult, destruction, devastation, and death. But we shall know about it soon.

Our sons and our brothers are going to the war. Now they are in the National Guard or in the training camps, and every day or two we get letters from them about their occupations and their pastimes. Some day soon they will go to France. Perhaps we shall have more letters from them, but for some of them there are to be other things. There are to be misery and wounds and battlefields and hospitals and all the dread tragedy of bloody war. Then there will be no letters; only silence and unmarked graves. For any of us to whom such a calamity may come there will indeed be an appalling realization of what warfare means. We ought to make an effort to grasp it now. We must. We have heard at times that it is the duty of nations to have business as usual. So it is. But just now our business is the business our forefathers undertook when they achieved liberty and made the world free for us.

Was it possible, or is it possible, for the American ideal to live forever in harmony with the German ideal, or was the war between them inevitable? Now it is as clear as the noonday sun that one or the other, the American ideal or the German ideal, must die that the other may survive. Lincoln said that the nation could not survive half slave and half free. It was true. Now we see that civilization cannot live half democratic and half imperialistic. Is there any question now about the duty of the American people in this crisis? Is there any remaining doubt about the things that we must do for the world, giving our sons and our brothers and even our daughters to the service of humanity? Just as we fought a century ago to make the nation free, so now it is clear that we must fight to make civilization free, our civilization and not Prussian civilization with a capital *K* and a capital *F*. If the newspapers, as I have said, have any responsibility for the state of the public mind in America at this time, they have every reason to avow it and to be proud of it, and I am here as one witness for them to testify before you that in the future as in the past they will continue to do their share for the protection and preservation of the American ideal, for the priceless heritage of liberty, equality, and opportunity which our fathers won for us, and which, untarnished and complete, we must in sacred honor and in solemn duty pass on to our sons and their sons and daughters forever after.

ADDRESS TO APPLICANTS FOR CITIZENSHIP

John P. Kavanaugh, Presiding Judge
Portland, Oregon

You are about to renounce allegiance to the land of your birth, and swear allegiance to the land of your adoption. Your memories of home and country are still a bright tradition, but you have chosen America as your final home. It is your country; its air and sunshine have mingled with your blood. All that the future holds for you and your children is centered in this Republic. You have anxiously awaited this day when the fulness of your citizenship would be accomplished. You now accept the full measure of responsibility, the burdens which the government imposes along with the blessings it bestows. You have not hesitated to declare your allegiance at this tragic time. The grim reality of war could not dissuade you from your purpose. Everyone within the age of conscription has registered, and many of you young men have already enlisted in the country's cause. All of you have signified in most sincere fashion that you are ready to respond to any service which the country may require. You know that all must sacrifice and serve in this great conflict, and that many must fight and fall for American honor and security. It is heartening to know that you who first saw the light in distant lands are among the first to espouse the cause of democracy and justice.

You will be no longer subjects, but citizens, vested with sovereign functions and privileges. We welcome you to that high estate. Our power and might are drawn from every quarter of the earth. The unseen crimson threads of kinship stretch across the seas. Here the best blood of the world is mingled; here the races are fused into a great mixed racial family, forming a composite citizenship, the greatest the world has known. The government confers upon you a privilege that is above price. You receive the institutions of liberty as a free heritage, institutions which were founded by the fathers through privation and sacrifice, through blood and tears. It is our duty to preserve them in their native vigor, and to transmit them unimpaired to succeeding generations. It remains for you to demonstrate that this confidence has not been misplaced. If your allegiance be undivided, if your loyalty be pure and constant, then you will be a distinct contribution to our industrial life, an energizing influence in every field of activity, a bulwark of safety in times of stress and danger. Your oath of allegiance admits your wives and minor children to citizenship. They are admitted without taking oath and without submitting to examination to test their qualifications. So the mantle of protection will fall at once upon you and your household.

You are especially privileged to declare your allegiance in this brilliant company, these men and women of light and leading, whose sacred duty and earnest care have been to train the minds of the young, to direct their feet in the ways of honor and righteousness, and to instill into their hearts the true spirit of patriotism. You have profited by their training and free instruction in the public night schools. Your examinations disclose an intimate knowledge of civic duty, of our system of government, of the intelligent exercise of the suffrage, and the true relation of the government to its citizens. Continue these studies. Enlarge your mental vision. Educate your children, for knowledge is power. It increases efficiency; its light illumines the mind and unfolds nature in her wild witchery and compelling beauty. It lays human history under tribute, and brings us into direct communion with the master-minds of the ages. If this great Republic shall long endure, if it be destined to live and last, it must find its chief support in the intelligence and enlightenment of its citizens.

We have with us the officials of the government naturalization service. These officials are in the various courts of the land conducting the examination of applicants, guarding against the admission of undesirable citizens, and stimulating the interest of

our alien friends. There is no department of the public service more essential to the security of the country. They labor with untiring energy, an energy so skilfully, so zealously, and so impartially directed that they command the entire confidence and support of the courts of naturalization. Their service has materially raised the standard of our citizenship, and it will increase in importance during the years to come.

In ancient Rome the sacred fire burned constantly in the temple of Vesta. It was thought that the safety of the city depended upon that wavering, lambent flame. If it were extinguished, the vestal virgins were severely punished, and it was rekindled from the rays of the sun. Patriotism is our sacred fire, and the existence of the state depends upon its ardent glow. We are the vestals charged with the duty to tend and watch with eternal vigilance. Let it never smolder, but keep it ever aglow, that this nation, the refuge of the persecuted and haven of the oppressed, the nation of equal opportunity, of impartial justice, of equality before the law, may not perish from the earth.

As you call the God of nations to witness the sincerity of your intentions and the purity of your motives, may there arise in your mental vision the spirit of America, in grace and majesty, her form suffused with holy light, bearing the flaming sword of justice and the radiant shield of mercy—a sign and promise that before the sword is sheathed again tyranny will be brought low and the weak raised up; and that peace with justice may prevail among all the races of men.

FACTS WORTH KNOWING

THE FOUNDATION STONE OF AMERICAN DEMOCRACY

The foundation stone of American democracy is education, not only education for one generation, but education for every generation. It is most important for the generation of youth of war times. This means that the term of school must not be decreased however heavy war taxes may become. It means that teachers' salaries should be increased in order to maintain the efficiency of the schools. It means that every teacher must impress upon parents at every possible opportunity the importance of keeping their children in school, whether they are in the grades or in the high school.

PETITION TO U. S. SENATE

The city superintendents of Wisconsin past a set of scathing resolutions October 3, petitioning the United States Senate to "promptly expel" Senator Robert M. LaFollette, "and thus give the people of Wisconsin the right to hold up their heads without shame." The *Wisconsin Journal of Education* commends this unanimous action of the city superintendents in editorials.

RURAL CONFERENCES

The members of the National Bureau of Education devote much of their time to rural conferences and to educational campaigns. There is to be a great rural school conference at Little Rock, Arkansas, November 11, and one at Denver November 20. The Bureau of Education is making strenuous efforts everywhere to keep up the interest in the schools during war times.

WASHINGTON DRY

Washington, the National seat of government, is dry! It is believed that this will add greatly to the movement for national prohibition throughout the United States.

AN OPPORTUNITY FOR TEACHERS

One afternoon a small boy, a sort of educational reprobate, came to the office to make me a visit. I gave him a bunch of material with which I was accustomed to entertain juvenile visitors and asked him to help me by selecting what he thought other boys would like. I do not blush to acknowledge that much of this material bore the dangerous imprint of the International Harvester, the Curtis Publishing House, the various insurance companies and other similar business institutions. For about fifteen minutes I had a little human flea for a companion and then dead silence for a couple of hours and finally, "Jimmie Whiskers, if we had all this in our room we'd have some school." Why not have some school? Given the right material many boys could educate themselves.

It is time to give serious consideration to the fact that our failures function outside of the school room, that we are not looking to the right sources for the material of vocational education and that too large a percentage of the school product is not equipt for life. In this hour of national peril, when our greatest of all schoolmasters is capitalizing the possibilities of our nation, are we doing all that we can to capitalize the possibilities of childhood? History is in the making. The life of Democracy hangs in the balance. Every act which contributes to national efficiency whether it comes from the farm, the newsboy, the trench or the school is a direct response to the call to Preparedness, Patriotism and Nationalism. Does the educators' program for Preparedness include knowledge of all the elements which enter into the education of the young and co-operation with all the other agencies which are influencing their lives? Does our flag salute include that type of Patriotism which floods our pupils with the consciousness of their own responsibility for the flag that is, and for the flag that is to be? Does our idea of a world democracy include true democracy in education and does it hasten the day when Kulture and culture shall clasp hands across the sea?

Our opportunity and our responsibility for serious constructive thinking on educational problems is very great. Are we meeting this responsibility with cool head and with clear unprejudiced minds? Are we meeting it with a willingness to sacrifice more, and with a determination to know more and to do more? If we are, when the annals of democracy are written the patriotism of the school teacher will not be second to that of the Red Cross nurse and more than all—our school world will be safe for democracy—*Anna Y. Reed, Seattle, Washington.*

SPEECH DEFECTS

Prevention is today, and has been for years, the primary aim of the medical profession. There is even a special medical course now given leading to a degree in preventive medicine. In the study of all sorts of diseases and defects, it has become the custom to seek for methods of prevention even more than for methods of cure. This is particularly true of the administration of child hygiene in our public schools. It is quite natural, then, and indeed inevitable, that this method of procedure must spread into the field of speech disorders. We should be even more concerned to discover whether these can be prevented than we are to ascertain ways of curing them.

For a long time medical science was merely curative, attacking the end results of disease and paying little or no attention to the beginnings, to the sources, to prevention. The study of speech disorder is today in much the same primitive and undeveloped condition. Necessarily, we have begun our attack where the trouble looms largest, where even the unpractist eye can see it,—in the sixth, seventh, and eighth grades, sometimes even in the high school. We could do no better at the start. First of all we were obliged to study speech disorders by attempting to cure them and by trying to trace

them to their sources. But the time has come when we should view this sort of attack upon the ingrained and developd diseases of speech as little better than ambulance work.

In general, the prevention of speech disorders requires a much earlier attack upon the whole problem than is at present anywhere found. It requires the entrance of the speech expert into the home, so that defects may be nippt in the bud, before they have had time to develop. It demands careful and intelligent work in the kindergarten and a carefully planned hygienic routine in the early grades.

In a word, phonetic defects are to be prevented by good early phonetic standards, stuttering by hygienic routine during the first two years of school life, and the speech disorder of the mental defective by the early application of a specialized form of drill, applied in the kindergarten and in the lower grades.—*Dr. W. B. Swift, Boston, Mass.*

THE ENGLISH EDUCATION BILL

The new English education bill to which we have previously referred may well stimulate the schoolmen of our own country to fresh efforts toward the type of constructive legislation that must be the first condition of needed reforms. The proposed law will, in effect, make schooling in England compulsory to the age of eighteen. There must be full-time attendance to the age of fourteen, and this limit may be raised to fifteen by local authorities. The remaining years must be spent either in the secondary schools (in which case full time to the age of sixteen will absolve the pupil from further requirements) or in part-time continuation schools which must be attended for three hundred twenty hours a year until the age of eighteen has been reached. If England can afford to undertake so extensive a development of her schools at a time when she is bending every energy to meet the huge expenditures of the war, the people of the United States can certainly do as well or better. An eminent financial leader is reported to have said only the other day (and apparently with the sanction of the authorities at Washington) that our country could in four years' time raise and equip an army of fifteen million men and furnish a war budget of one hundred billion dollars without unduly disturbing its economic and industrial systems. There is evidently money enough to do things that need to be done.—*W. G. Bagley in School and Home Education.*

SPECIFIC HELP FROM THE SCHOOL

A very practical form of help has now been suggested by the Red Cross and has been proclaimed by President Wilson. The proclamation reads.

"To the School Children of the United States: A proclamation: The president of the United States is also president of the American Red Cross. It is from these offices joined in one that I write you a word of greeting at this time when so many of you are beginning the school year.

"The American Red Cross has just prepared a junior membership, with school activities in which every pupil in the United States can find a chance to serve our country. The school is the natural center of your life. Thru it you can best work in the great cause of freedom to which we have all pledged ourselves.

"Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world, and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live.

"It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you thru the Red Cross bulletins the thrilling stories of relief and rescue.

"And, best of all, more perfectly than thru any of your other school lessons, you will learn by doing those kind things under your teacher's direction to be the future good citizens of this great country which we all love.

"And I commend to all school teachers in the country the simple plan which the American Red Cross has worked out to provide for your co-operation, knowing as I do that school children will give their best service under the direct guidance and instruction of their teachers.

"Is not this perhaps the chance for which you have been looking to give your time and efforts in some measure to meet our national needs?

"WOODROW WILSON, *President.*"

THE SCARCITY OF TEACHERS

The scarcity of teachers which is becoming more acute weekly is one of the most disturbing evidences of the growing difficulties which school boards must face as the war progresses. The shortage among men for supervisory offices and for teaching positions in manual training, mechanical drawing, science, etc., is due in small part to the selective draft and in greater part to the opportunities which industry affords. The shortage among women teachers is not so easily explained, altho some have dropped teaching to work in commercial lines and some have been promoted within the school systems to replace men.

If the enormous dropping off in the enrollment of normal schools, colleges and teacher-training schools is considered—and it varies from twenty to fifty per cent in various sections of the country—the seriousness of the teacher shortage will be better appreciated. Some drastic steps are necessary to restore the equilibrium and to keep up both the number and the standard of teachers. If this is not done it is inevitable that the schools will be seriously embarrassed and will fail when their service should be most effective.

For the present there may be partial relief in letting down the bars against married teachers, in combining classes so that none falls below an economical minimum and in taking such other administrative measures as reducing the substitute and cadet lists and waiving experience requirements.

As we see it the main relief can only come from increases in the salary schedule corresponding with the present increase in the cost of living. School boards will find this exceedingly difficult especially in view of the higher cost of fuel and supplies. The inflexibility of school revenues and the limitations of the tax levies complicate the task.

It should be remembered, however, that the war period is a time of extraordinary effort and sacrifice. School boards should, therefore, cheerfully tackle the problem of higher salaries. They should realize that the better the teachers, the better the schools; and the better the schools so also the nation will be stronger to carry the burden of the war and meet the economic struggle after the cessation of hostilities.—*American School Board Journal.*

N. E. A. MEMBERS IN FRANCE

Several hundred members of the N. E. A. are in active military service, some of them in France at the present time. The executive committee passed a resolution permitting those in active military service to retain their membership without the payment of dues during the time of such service.

GERMAN EDUCATION CAUSED THE WAR

The schools of Germany have been used by the government as the chief instrument for raising up a people fitted to hear and believe the doctrine of *Deutschland über Alles*. Never since the time of Sparta has education been focust so relentlessly and so effectively upon fixt and rigid national aims; the aims and methods of the German schools have all been subservient to these ends. The German pupil never asks a question; the teachers, as more than one of them said to me, tell him all he needs to know. "Listen to me, so that you can tell me back what I am telling you!" shouted a German teacher to his class in my hearing. This attitude of the schools is simply the reflection of the attitude of the state. For more than a hundred years the German government has been telling the people all they need to know, and training them to repeat it faithfully in word and deed. The people on their part have listened so long to the voice of the state that their ears are dulled to every other sound. The dominant idea from first to last is the greatness and glory of Germany, especially as embodied in the brilliant figure and personality of the kaiser. Without these schools, "telling the pupils all they need to know," there could never have been the extraordinary spectacle of mediæval autocracy projected into the twentieth century among a people otherwise highly intellectualized.—E. O. Sisson, *President of the University of Montana*.

GOVERNOR'S PROCLAMATION

Never before in the history of this Commonwealth has the education of our youth been of such grave importance. New conditions are and will govern many affairs of every-day life, requiring the application of sound judgment. A higher standard of efficiency will be required in coping with the new problems of industrial, commercial and civic development after the war.

Now, therefore, I, Julius C. Gunter, governor of the State of Colorado, recognizing the importance of our public schools in the aid of good citizenship, do hereby name the week of October 29 as Educational Week when the State Teachers' Association will assemble in three great conventions, in Grand Junction, Pueblo and Denver; and request the teachers thruout the state, who are charged with the responsibilities of training our youth, to attend one of these conventions.

Given under my hand and the Executive Seal this fifth day of October, A. D. 1917.

JULIUS C. GUNTER, *Governor*.

THE SCHOOL STANDS BY THE FLAG

America now in her hour of real testing is reaping the harvest of her sowing. The money she has put into schools is paying big dividends now in a fine array of intelligent, alert, efficient citizenry, who in camp and factory, on farm and field, in home and office, in council and commerce are doing their bit. Through no other agency than our schools could a people so widely scattered and so gloriously conglomerate be rallied so quickly, so closely, so unitedly as ours has been in this distressful emergency. "'Tis the school house that stands by the flag! Let the nation stand by the school.'" It would be purblind folly—bone-head stupidity to cripple the schools now. How about the men and women of that great tomorrow? Won't they have difficult problems to solve? Won't they need trained minds, wholesome bodies, noble souls? Eternal vigilance is the price of liberty. Yea, verily, "Michigan's on guard tonight." There must be no slacking in the school business.—H. R. Pattengill.

THE OPPORTUNITIES OF THE WAR

Katherine Devereux Blake, Principal, Public School No. 6
New York, N. Y.

Ever since the war began I have been oppressed by the awful fact that the teachers of the world have failed or the war would be impossible. We have it in our hands to prevent a like catastrophe in the future. What is the real cause of the stupid slaughter of the flower of the world's young manhood now going on in Europe? It is a lack of imagination—that is the fundamental difficulty. What ruler gifted with a keen vivid imagination that would foresee and clearly visualize the men suffering and literally rotting in the trenches, the dead on the battlefields, the children dying of starvation, the women and old men overworked trying to take up the burdens laid down when the march went away—the whole fabric of civilized trade destroyed, only the commerce of destruction flourishing—what ruler with such an imagination could plunge his people into the horrors of modern warfare? What man could be a distiller, if he could see the folly, the unhappiness, and the dark tragedy that lie hidden in each barrel of whiskey? If the food grafter could see the pallid faces of the poor when he sat at his luxurious table, he would cease to reap his unholy profit.

We have been training our children in "make-believe" imagination. If we are to do our duty as educators henceforth, we must train the children, not in the imagination that fills the cheap moving-picture house, and sells the five-cent thriller magazine, but the "put yourself in his place" imagination that is the gift of the seer, the prophet, the saint, and the scientist. The "make-believe" imagination is easy to teach. The silly fairy tales from "Lazy Mary" up and down are at everyone's hands. The glorious imagination that guided Archimedes, Copernicus, Columbus, and Edison is not so easy. But that is no reason why we should shirk our duty.

Let this Council appoint a committee to study this question. And let us who guide the future destiny of this nation see to it that when the citizens leave our hands they go equipped with a glorious imagination that will enable them to grasp the shining fate that should be theirs.

N. E. A. WANTS SYMPATHY

The N. E. A. headquarters are now in Washington. The headquarters were hard to move. It required six weeks for the railroad company to move three car loads of goods from Ann Arbor to Washington. When the goods arrived the Government was using nearly every able-bodied man, who works, at Fort Meade. The transfer companies doubled their prices for unloading cars and even then forced us to pay \$25.00 demurrage before unloading our cars.

The Government had also employed all stenographers and many others in the new Food and War Departments. The minimum qualification was to be able to read and write. The Government had purchased all typewriting machines, even the Olivetti. For weeks it was impossible for the N. E. A. to get office help. We now have good help and promise to catch up with the work sometime.

The printers can't get help, hence the delay in getting out the Journal, the N. E. A. BULLETIN and other printed matter. The Government needs all bulletin envelopes in Washington and all incoming shipments. Our supply from Baltimore came today. We are now ready for the next cause for delay. One janitor was too religious, and the next is now off duty on a drunk, preparing for the drouth which begins November 1.

We have been burning paper and old boxes. Last week we got a jag of coal, but it is about gone now. There is consolation in the fact that Mr. Garfield has only a half ton ahead. It required three weeks for the gas company to turn on the gas.

The purpose of this article is to arouse sympathy and to prepare for the following: Kindly forgive us for all these delays and for other shortcomings.

THRIFT A PATRIOTIC DUTY

We must bear in mind always that thrift is a virtue that must be studied if its manifest qualities are to be of value either to the individual or to the nation. These are the reasons why, I say, an application of thrift must be included in our school curriculum. The nation of today is learning the economic necessity of thrift, but the nation of tomorrow must know the educational necessity of this virtue. Current events make our duty today so plain that posterity will hold us in strict account for our decision. We must safeguard the America of tomorrow. We must see to it that our children are given a fundamental understanding of thrift, that they may go forward into the world and practice it understandingly to the benefit of themselves, their fellow-citizens, and the nation.

This is a responsibility that rests upon us today. Our committee has made considerable progress in two years. But now the war has come upon us as a tremendous object-lesson. We are seeing our theories of other days tested today. Thrift has indeed become a patriotic necessity. There is but one pathway for us to follow. The schoolroom is the vestibule of the great tomorrow. It is the only point of contact between the present and the future. It is only through this channel that we can make our influence felt for posterity. Therefore, our duty is clear—to place thrift teaching in the schools on the grounds of pure patriotism. Those of our boys who have donned the khaki, or have taken service in the navy, or enlisted in the aviation corps have responded definitely and valiantly to the call of duty, but patriotism does not exact her toll from the soldier alone. She imposes duties on each of us, and I say to you here today that the man who is not a soldier has duties to perform that are as imperative as those imposed upon the man at the front or in the training camp, and I say also that he who remains in civil life and falls short of the duty that patriotism places upon him is no less reprehensible than the soldier who flinches when the hour of battle comes.—*S. W. Straus.*

N. E. A. TO OVERCOME ADVERSE CONDITIONS

There are important reasons why every member should continue his membership for the present at least. There is a tendency among taxpayers to forget the interests of teachers and schools. Some are willing for our country to make the mistake which both Germany and England made at the beginning of the war, that of discontinuing schools and colleges. There are some good people who would consider it wise to decrease teachers' salaries and shorten the school year, during the continuance of the war. Any lack of interest on our part in our teachers' associations strengthens the position of those who would temporarily at least disregard the interests of the teacher. If the teacher and the superintendent are not interested in professional improvement, why should the taxpayer attach importance to it? We can do a great deal as individuals, yet the big things must be accomplished thru organized influence.

The teachers' national organization is the N. E. A. It should do more than it has done for the profession. It should exert a stronger and more positive influence than it has exerted. Still it is all we have. It is doing something. It is doing a great deal. But we must see that it accomplishes much greater things. Why should not the N. E. A. do as much for its members as the national association of the medical fraternity does for its members? Let every one remain in this great organization of the teaching profession, whatever the sacrifice. Perhaps it would please you to know that nearly all who had decided to discontinue their membership, in view of these considerations, are reconsidering and retaining their memberships.

When colleges and normal schools and even high schools are losing ten to twenty five per cent in attendance it would not be surprising for the N. E. A. to lose in membership. But we cannot afford for that to happen. Instead of a decrease in membership let us reverse the rule and show an increase. It will be a great achievement for the N. E. A. to increase its list of members under present adverse conditions. It will have its effect on the public and on educational tendencies during the war.

This is a democracy. It has its foundation in education. We must educate every generation of youth whether our country is at peace or at war. It is more important to have good schools during the war than at any other time. The teacher's work is the most important work in the world. Every step taken in furthering the interests of teachers, contributes that much towards the larger purpose of education. The National Educational Association, should at this time devote itself more than ever before to the teacher's cause which is also the children's cause. Do you not approve of positive work along this line? May we not count on your lending your support to our campaign for increasing the membership of the Association? May we not count on your being ready to encourage and promote all constructive programs and policies of the N. E. A., for enhancing the interests and welfare of teachers and schools?

NORMAL SCHOOLS AND COLLEGES

It is a serious mistake for either the normal school or the college to proceed on the theory that it possesses a complete monopoly on good teaching. As a student in a normal school I was in the classes of a professor of botany who allowed a student only two and one-half hours' credit for five hours in botany taken under Professor Bessey, of the university. I was in the classes of a professor of history in a university who refused to accept five hours in modern history taken under Professor Hart, of Harvard University, in lieu of a similar course offered by himself.

Most of the knocking on the work of the normal school or of the college has about as much reason or justice about it as these men had in their attitude toward the work of others in botany and history. It may not be a matter of concern to normal schools whether colleges rate their work as that of higher institutions or not; it may not seem to be important to the college whether it has the good will and the fullest co-operation of the normal schools or not; yet it is of vital importance to the welfare of the youth in our country to have harmony and team work on the part of both the teachers and the institutions.

The quiet fight between normal schools and colleges, between colleges and universities, between universities and state departments, and so forth, is not in the interest of efficiency, is not to the advantage of any institution, and it is against sound educational policy. It is easy to start a fight, but it is a difficult matter to stop it. We have invented the self-starter for automobiles, but we have yet to invent the self-stopper in wars between nations and between institutions.

But just as the biggest thing in the world for the individual is for him to get along well with other people, so the biggest thing in the world for an educational institution is for it to have harmonious relations with other institutions. Perhaps, as both colleges and normal schools respond to the new demands made upon them and as they assume the heavier responsibilities being placed upon them by new conditions, they may forget their ancient differences, lay down their threadbare prejudices, and unite as never before in doing good in the world.

RED CROSS WORK

To spread the truth, to paint the picture, to carry the appeal of millions of the suffering to our millions living in comfort is the task of the Red Cross. That means it is the task of every one of us who has undertaken to do what he can for the Red Cross.

To care for our own is but a part of the task, the sacred duty, that lies before us. The Red Cross is ready and will do its part in just the measure that the American people grasp the truth and come forward with the necessary support.—*William H. Taft.*

SALESMANSHIP FOR GIRLS

Last June there were graduated from the salesmanship department of the Boston high school 475 pupils. Each one of these girls had received specialized training in department-store work and business principles for one or two years. Each one had practised in various stores, under the closest supervision from the educational as well as from the business standpoint. Each one had to attain a rank of B in all her salesmanship work in order to receive a special certificate. Each one earned considerable money during the year, as a previous statement has shown you. Each one is familiar with retail stores, with the particular kind of work into which she will probably enter, and with the demands met in business. Each one either has already obtained her position with a store or has her name on the list of available resources for employment.

Some of the results of the teaching of salesmanship to high school girls can thus be seen. For society it means a larger group of intelligent, efficient, well-paid workers. For the stores it means a greater interest in their personnel. For the girl it means that work in a department store is no longer routine and drudgery, but a wonderful opportunity to a larger life in all directions. In other words, when a graduate of our high school course in salesmanship begins her store work, she realizes that she has not simply taken a position, but has entered a profession.—*Carrie L. Peine, Boston, Mass.*

The names of new members will be printed in the N. E. A. BULLETIN. This will afford members the opportunity of becoming acquainted early with the new members of our N. E. A. family. Let every active member try and send at least one new member to be listed in the BULLETIN.

