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OF THE UNITED STATES

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THE PROGRAM FOR THE CHICAGO MEETING

E. C. Hartwell, President of Department

The next meeting of the Department of Superintendence of the National Education Association will be held in Chicago, February 24-March 1. This meeting is one of the most important educational gatherings of the year. This year, it is of special interest to teachers in all parts of the country, because, in addition to thirty-five unusually valuable conferences and round tables on special subjects, the general meetings will be given over to the National Emergency in Education—salary situation; necessity for better training of teachers; better supervision; and better working conditions.

The government activities as they touch the schools will be explained in brief speeches of not to exceed eight or ten minutes in length. There will be opportunity for questions. What the war has done for methods in English, history, geography, civics, physical education, education of the immigrant, and vocational education, will occupy a general program as well as to receive attention in special conferences. Training for citizenship in time of peace will fill another general program.

There will be an explanation of the bill now before the United States Senate, asking for a National Department of Education, and for \$100,000,000 for training of teachers, physical education and health education, immigrant education and Americanization, and rural education. The provisions of the bill will receive full discussion.

The program will include many new speakers, mainly men and women actually engaged in the work of superintending and teaching. There will be no addresses from people who have nothing to contribute. The reports of the standing committees will be printed in advance and will be given time for discussion from the floor when they are formally presented. The plan of the meeting is to make it a clearing house of ideas that can be taken home and used.

Some of the problems already suggested for special consideration are the supervision of study; democracy in education; the year-around school; education for community service; the weaknesses and shortcomings of the American School System as disclosed by the demands of the war; how to secure the proper kind of helpful, constructive supervision; and what to do for the incompetent teacher. The president will be glad to receive other suggestions from members as to topics for discussion at the meeting.

A. J. Gantvoort of Cincinnati, who delighted the association last year with his direction of the music, has kindly agreed to officiate in the same capacity again this year.

The Resolutions Committee for the Chicago meeting is as follows: Chairman, Supt. Ernest A. Smith, Salt Lake City, Utah; Supt. T. E. Johnson, Coldwater, Michigan; Supt. D. A. Grout, Portland, Oregon; Supt. S. J. Slawson, Bridgeport, Conn.; Supt. J. W. Gwinn, New Orleans, La.; and Supt. Frank L. Smart, Davenport, Iowa. Heretofore, the Committee on Resolutions has been appointed at the time of the meeting. The committee, for this year, is appointed a considerable time in advance of the session so that the resolutions finally presented may receive the careful consideration which the official expression of the association merits. You are asked to send to members of this committee any matter you wish to have considered.

A question box will be operated in connection with the program. It often happens that many things are presented in addresses about which individual members in attendance desire additional information. It also happens that many members go to the convention with questions on which special information is desired. As has been stated, the Chicago meeting is being planned with the idea of making it a Clearing House of

Information. A box will be placed somewhere in the auditorium, for the questions which members desire to ask. A committee will be appointed who will endeavor to see that these questions are forwarded to proper authorities for answer. Supt. Paul Stetson of Muskegon, Michigan, is chairman of the Question Box Committee. He will associate with himself a committee of superintendents, normal school and college professors and educational publishers.

Secretary Crabtree has completed arrangements for meeting places, round tables and special conferences. We are assured that in each case ample room will be provided for the meeting, and in no case will it be necessary for the conferences to be held at any great distance from the headquarters. The headquarters will be at the Congress Hotel. The general sessions will be in the Auditorium. The meeting has been authorized by the government. We are assured that there will be no increase in hotel rates in Chicago.

THE CHICAGO MEETING, FEBRUARY 24-MARCH 1

Department of Superintendence

Chicago has forty-eight hotels, averaging four hundred twenty rooms each and offering a total of 20,120 rooms for the accommodation of guests. Many of these hotels are near the N. E. A. headquarters, the Congress Hotel, and near the Auditorium Theatre, which is to be the main assembly hall for the meetings. Some of these hotels are on the lake front, offering a view of the lake. They are all conveniently located. The Association and the local committee have the positive assurance that the usual prices for hotel accommodations will be maintained during the meeting of the Department of Superintendence. There are twenty-seven desirable restaurants within the Loop District where the meetings are to be held.

The transportation facilities in Chicago are adequate to every demand upon them. The city is covered by each of three great means of transportation, viz., the suburban railroads, the elevated systems, and the surface lines; while a line of motor busses plies north from the city on the Lake Shore Drive and Sheridan Road. Twenty-eight trunk lines center in Chicago. Fifty million people can leave home in the afternoon or evening, and be in Chicago the next morning. Ten states lie within five hundred miles of Chicago as a center. Chicago has noted metropolitan conveniences, advantages, and opportunities. The retail stores are said to be the greatest in the world.

There are twenty-two large, first-class theaters in the Loop District. These theaters play only first-class attractions. Among many exceptional attractions to educators are: The Field Museum, located now in Jackson Park, (A new building, the largest and finest in the world, is in process of erection at 12th Street and the lake); the Art Institute, at Adams Street and Michigan Avenue; the Municipal Public Library, at Randolph Street and Michigan Avenue; the John Crerer and the Newberry Libraries; and the Academy of Sciences in Lincoln Park. Nearby places of interest are the United States Naval Training School, and Fort Sheridan Military Station on the north shore of Lake Michigan.

The Chicago Normal College, 68th Street and Stewart Avenue consists of the Normal College, the Parker High School, the Parker Junior High School, the Parker, Carter, and Haines Practice Schools. The Normal College has an attendance of 600 students; the Parker High School, 1500 students; and the practice schools, 4000 students. Of special interest are the following: The Chicago Parental School, 3600 W. Foster Avenue; the Chicago and Cook County School for Boys, 22d Street and Harlem

Avenue, Riverside, Illinois; Twenty-two high schools, including the Crane Technical High School and Junior College, and the Lane Technical High School.

There are two hundred and sixty public elementary schools in the city of Chicago which will be open to visitors of the convention. There are three centers for deaf children: The Parker Practice; the Reidler and the Alexander Graham Bell, the latter school claims to be the largest elementary school ever built. It contains forty class rooms, shops and special accommodations for the deaf. There are two schools for crippled children: The Spalding at Park and Ashland Avenues, the largest and most complete public school plant in the world for the care of crippled children; and the Fallon at 4274 Wallace Street, whose work is attracting wide attention.

A BIG CONSTRUCTIVE PROGRAM

Funds Needed

The National Education Association is assuming the leadership in the biggest piece of constructive work ever undertaken by any Association. Senate Bill, 4987, now before Congress, is a measure of far-reaching importance. It surpasses in scope and vision the famous Fisher Bill of England recently enacted into law. The Association seeks to arouse the interest of the people of the entire country in the importance of education in a democracy and in the necessity of better pay for teachers in order to secure teaching efficiency. It seeks to make provision for doing away with adult illiteracy, for Americanizing foreigners in the shortest possible time, for equalizing educational opportunity for all classes of people in all sections of the country.

The funds for this work come from membership dues only. Each two dollar fee must cover the cost of the annual volume of proceedings, the N. E. A. BULLETIN, and other literature. There is only about 10 per cent of this fee left for Committee expenses and constructive work.

In order to carry out the program of the Pittsburgh meeting successfully, the drive for 100,000 new members must be successful. This means that every member of the Association must feel his share of responsibility and must take part in the canvass for new members. The funds of the Association are so low that it is necessary to make the request that members make an effort for volunteers *at once*.

CHICAGO HOTELS

The following are a few of the desirable hotels in Chicago conveniently located for the meeting of the Department of Superintendence:

Atlantic, capacity 750, Clark St., near Jackson Boul., rooms \$2.00 and up.

Auditorium, capacity 500, Michigan Boul. and Congress St., rooms \$2.50 and up.

Bismarck, capacity 300, 171-185 W. Randolph St., rooms \$1.50 and up

Blackstone, capacity 700, Michigan Boul. and Seventh St., rooms \$3.50 and up.

Brevoort, capacity 500, 120 W. Madison St., rooms \$2.50 and up.

Briggs, capacity 300, Randolph St. and Fifth Ave., rooms \$1.50 and up.

Congress, capacity 1500, Michigan Boul. and Congress St., rooms \$3.00 and up.

Fort Dearbon, capacity 1000, La Salle and Van Buren Sts., Opposite La Salle Station, rooms \$2.00 and up.

Grand Pacific, capacity 400, Jackson Boul. and Clark St., rooms \$2.00 and up.

Great Northern, capacity 550, Jackson, Dearborn and Quincy Sts., rooms \$2.50 and up.

La Salle, capacity 1800, Madison and La Salle Sts., rooms \$3.00 and up.

Morrison, capacity 1000, Clark and Madison Sts., rooms \$2.00 and up.

Palmer House, capacity 1000, State and Monroe Sts., rooms \$2.50 and up.
Planters, capacity 350, Clark and Madison Sts., rooms \$1.50 and up.
Sherman, capacity 1500, Clark and Randolph Sts., rooms \$2.00 and up.
Stratford, capacity 500, Jackson and Michigan Boul., rooms \$2.00 and up.

This list gives the lowest price for single rooms with bath. There are in most of these hotels cheaper rooms without bath.

SCHOOLS HELP COLLECT SOURCES OF WAR VICTORY

National Education Association urges cooperation effort in making records of what school children have done to help win the war.

What has your school done to help win the war? Be sure to put his story on record while the facts are fresh in mind. Owing to the importance of the history of the war-work of teachers and schools as a part of the story of cooperation in the world war, the National Education Association urges that every county and city school system, every normal school, college, university and other institution of learning of the United States, prepare and print a concise summary of their respective war-work activities. Each educational unit is requested to place a copy of its story in the local library and in the office of the State Superintendent of Public Instruction, and to send a copy to the National Education Association to be placed in archives at Washington.

With all this original source of material at hand, showing the enthusiastic cooperation of the various school units with the Government, it will be possible for responsible committees of the National Education Association, the Bureau of Education, the American Library Association and all other national bodies, to compile a series of valuable source volumes to be placed in each of the libraries of the country.

It is suggested that you proceed at once to make a list of the various activities in which your school has engaged. If possible state the number of pupils cooperating in each enterprise, the amount of time given to the work, the results obtained in terms of money raised, meetings held and articles made or collected. If Committees were organized, give the names of the members of the Committees and the statement of the activities entrusted to each. Mention the names of individuals whether teachers or pupils who have rendered particularly meritorious service.

Make this report of war activities cooperative. Besides using all records which have been made already, enlist the services of your pupils by having them recall and record what the school has done. Explain to them why those who write history of the war in the future, will need these records in order to get at the facts. Let them see by this concrete example, what the historian means when he speaks of source material and why accurate sources are necessary if we are to have reliable histories.

As soon as these reports are completed, they should be sent to the National Education Association, 1400 Massachusetts Ave. N. W., Washington, D. C., with any printed or typewritten matter previously issued, where they will be deposited in the archives and thus made available for the use of those who are to compile the educational history of the war. The work of collecting and writing these reports should be completed as soon as possible and certainly by the end of the school year.

BACK TO SCHOOL DRIVE

The members of the National Education Association will lend special assistance in carrying out the program of the Child Welfare Committee. The Bureau of Education is also promoting this drive.

The nation-wide "Back-to-school Drive" will be carried forward by its own mo-

mentum, coming on the heels of the appalling revelations concerning illiteracy among drafted men. Nothing could plea the cause of keeping our boys and girls in school, at any cost, so effectively as the simple official statement:

"There are 700,000 men registered for army service who cannot read or write. In the second registration, it is estimated that the number will be increased to 2,000,000. They cannot sign their names. They cannot read the manuals of arms. They cannot read the orders posted on bulletin boards. They cannot understand the signals, or follow the signal corps in time of battle."

EDITOR SATURDAY EVENING POST RETRACTS

The editor of the *Saturday Evening Post*, in an editorial, October 26, did only what many other writers have done during recent years, when he criticised adversely the work of teachers without having a fact basis for his statements. Unlike the criticism of other writers, his brought a storm of disapproval and resentment from the teachers of the country. It is time for teachers and other friends of the public schools to call a halt on these offhand criticisms of the work of the schools. Just call for the facts as was done in this instance and the whole thing will vanish in thin air. The following is part of the objectionable Editorial:

"One day early in September a little company of men met in an office. They were about to undertake one of the weightiest businesses that can devolve upon American men. One of them was the superintendent of education; the others were principals of the several public schools of the city. The school year was beginning. From that day on until June the minds of more than fifty thousand young Americans would be officially in the hands of the men in that room.

"The superintendent presented a very important idea—namely, that the children's compositions should be kept in portfolios, with the names and grades markt on the outside; also that a hundred per cent in spelling should be required of graduates. Somebody earnestly urged that more attention should be paid to oral arithmetic. Nobody even hinted that the subject of a world war might be mentioned during the year to those fifty thousand young Americans.

"And that particular city is typical. Most of our public-school instruction in this year 1918 is ordered like that—with reference to how high a pupil should stand in spelling and what attention should be given to oral arithmetic, but with no reference to anything that has happened since July, 1914.

"Some millions of young Americans sit day after day within walls that hear no echoes from Metz and St. Quentin—whose echoes, in fact, take no cognizance that such a thing as a Western Front exists in the world. They are the only walls of that description in all America.

"If you are of age probably you do not realize that the fighting round Santiago, Cuba, is the latest American military exploit which is brought to the attention of the coming generation by those who are specially trained and paid to engage its attention.

"It is an old and melancholy subject—this scholasticism of most of our public-school instruction, its obstinate detachment from life.

"Some weeks ago we saw a big brown tent pitched a few rods off the main street of a village. The banner over the entrance said Chautauqua. The tent was packed and overflowing with an audience listening to a young man in khaki. Considered strictly as a literary performance, it was not a remarkable war lecture; but we saw dozens of children sitting breathless—there a boy with parted lips, his eyes rapt and shining; here a girl whose slim throat contracted with emotion.

"That figure on the platform had been in it; his hand had touched the guns; his eyes had seen the trenches. He would be an awful blockhead who could not take that for a point of departure and get those children interested in American history. But next week those same children would sit half stupefied over a colorless account of the War of 1812.

"They say it cannot be done; that the textbooks were all prepared long before the war; that education must begin with the old stuff. All the same, it will be done. It has got to be done.

"Boring children and then complaining that they will not learn properly is not educating them. Public-school instruction must find its points of departure in the living bustling world, to which pupils' interest naturally runs."

The departments of government had made extensive use of the school machinery in getting information to the homes of the people. Teachers had been called upon for important phases of the home work for winning the war. While the cost of living had almost doubled, teachers' salaries were increased but little above pre-war schedules. Yet the teachers took on extra duties and responsibilities. They worked overtime. They contributed to the funds of the Red Cross and Y. M. C. A. and they went in debt to invest in Liberty bonds and War Savings Stamps. They gave the war news to their pupils in form so that it could be carried to the homes. They tried hard to do the other work of the school. Consequently, they were not in a frame of mind to receive criticisms reflecting upon their work and loyalty during war times. So the Editor of the *Saturday Evening Post* heard from them.

The following is part of the editorial in which Mr. Lorimer retracts:

"We are delighted to learn, thru letters reaching us from Colorado to Maine, that the number of public schools which take cognizance of the world war is decidedly greater than a first view indicated; and in many places an earnest effort is being made to use the war broadly as a point of departure for the instruction of children. There are those who—using this very war as an example—see a revolution in the scheme of instructing children in public schools already well under way. More power to it ***

"It is not with the teachers that sensible critics have a quarrel. But in so many cases instruction does stick to the wrong study, and blames the pupils for the resulting failure, that one becomes irritated and sometimes, no doubt, makes a more sweeping implication than the facts warrant."

—SATURDAY EVENING POST, November 30.

Let us accept this editorial as an apology and drop the whole matter at this point. This is not the first time a big man has apologized; George Harvey made a humble apology a few years ago for a without-fact basis criticism on New Mexico. Big men make things right. Little men could not do so.

LABOR FAVORS DEPARTMENT OF EDUCATION

The following resolution was adopted by the convention of the American Federation of Labor, St. Paul, Minn., June 19, 1918:

"RESOLVED, That the President and Executive Council of the American Federation of Labor be instructed by this convention to take measures to secure the creation of a Federal Department of Education headed by a cabinet officer.

"RESOLVED, That the President and Executive Council of the American Federation of Labor be instructed by this convention to initiate and support Federal legis-

lation appropriating one hundred million dollars to be apportioned by a Federal Department of Education if one is created, or that failing, by a Federal Board upon which organized labor and education shall be represented, such fund to apply only to the payment of salaries of public school teachers in a state (including teachers of physical education and of English to adults under public school supervision) after such state shall have satisfied the Federal Department or special board that adequate standards are to be maintained and shall have appropriated an equal amount."

MILWAUKEE MEETING 1919

The next annual session of the National Education Association will be held in Milwaukee, Wisconsin, June 29-July 5.

The many new hotels in Milwaukee enable the city to provide adequate hotel accommodations for a large meeting. The Auditorium furnishes one of the best meeting places for the general sessions to be found in the United States. It not only provides a place for seating ten thousand people, but under the same roof, provides four meeting places, each accommodating an attendance of one thousand. There are several smaller rooms under the same roof. There are other meeting places near the Auditorium. The Auditorium, itself, will be considered the main headquarters.

State Superintendent, C. P. Cary, has the fullest cooperation of the teachers of Wisconsin for making this meeting one of the most successful in the history of the Association. The presidents of normal schools, colleges, and the university, and the county and City superintendents of the state, all join in working for the success of the Milwaukee meeting.

Milwaukee is centrally located from east to west and has the advantage of being far enough north and of getting the lake breezes, for the summer sessions of the N. E. A. A more complete announcement of this meeting will be made in a later BULLETIN.

THE MEMBERSHIP DRIVE

The Pittsburgh meeting instructed the officers of the National Education Association to continue the work of the Committee on Teachers' Salaries and to carry out the program of the N. E. A. Commission. It instructed the officers to use at least \$10,000 for this purpose. In order to provide funds for the work, it pledged 100,000 new members. The membership drive showed promise of success in September but it slowed down in October and November owing to sickness and the closing of schools thruout the country. It will now require combined effort on the part of officers and members to get the drive under headway again by January 1.

The war ended sooner than expected. The armistice caught the country unprepared for peace and reconstruction just as the declaration of war two years ago caught it unprepared for war. The problems of readjustment in education which the profession was preparing to meet next year are before us for solution now.

A superintendent says: "I hesitated to call my teachers together for the N. E. A. drive, thinking that owing to their low salaries, the amounts paid to Red Cross and Y. M. C. A. and the amounts invested in Liberty bonds and War Saving Stamps, they could not afford and would not care to become members. Imagine my surprise when I mentioned the work the N. E. A. is doing for teachers, and the big program of the Commission, to find that all my teachers wisht to help by becoming members. Half

of them are sending in their membership dues this month. I think nearly all the others will become members next month."

It is important and necessary now to complete the drive in as short a time as possible. Let every school in the country make its canvass for new members at the earliest moment. Write the secretary for literature and supplies.

The officers of the National Education Association requests its members to study Senate Bill 4987 and to call attention to any changes which would make the bill more satisfactory.

The Report of the Committee on Teachers Salaries and Cost of Living came from the press December 10. Teachers should have this report for study. The price is 50c a copy.

The N. E. A. is continuing the work of gathering information concerning teachers' salaries and cost of living. It is striving to get the facts before the country. It hopes with the help of teachers thruout the country to get the attention of the public and to avert the threatened crisis in the profession to which attention is called in the Committee report.

Teachers in all ranks of the profession are urged to send to the Secretary information and suggestions concerning Reconstruction in Education and the Improvement of the Profession.

TEACHING A TRANSIENT CALLING

At the present time, more than one half of the public school teachers of the United States are immature; they are short lived in the work of teaching; their general education is inadequate; their professional equipment is deplorably meagre.

Out of approximately 600,000 public school teachers in the United States, it has been estimated by competent authorities that:

As to age—100,000 are seventeen, eighteen, and nineteen years old;

150,000 are not more than twenty-one years old;

300,000 are not more than twenty-five years old.

As to length of service—150,000 serve in the schools only two years or less;

300,000 serve in the schools not more than four or five years.

As to education—30,000 have had no education beyond the eighth grade of the elementary school;

100,000 have had less than two years' education beyond the eighth grade;

200,000 have had less than four years' education beyond the eighth grade;

300,000 have had no more than four years' education beyond the eighth grade.

As to professional preparation—300,000 have had no special professional preparation for the work of teaching.

ONE HALF OF ALL SCHOOL CHILDREN UNDER IMMATURE AND UNTRAINED TEACHERS

In the aggregate, the boys and girls now having their schooling at the hands of immature and untrained teachers will constitute at least *fifty per cent of the next generation of American voters.*

Of the twenty million boys and girls in our public schools today, it may be conservatively estimated that—

1,000,000 are being taught by teachers whose education has been limited to seven or eight years in the elementary schools;

7,000,000 are being taught by teachers who are scarcely more than boys and girls themselves, and whose appreciation of their responsibilities must, in consequence of their youth and inexperience, be extremely slight:

10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is quite inadequate.

RURAL EDUCATION A NATIONAL EMERGENCY

In a democracy every child is the community's child, the state's child, the nation's child. The obligation for his proper education for the greatest service to community, state, and nation is, therefore, a three-fold obligation to be equitably apportioned among them. More than half the nation's children are enroled in rural schools taught for a short period of years by untrained, poorly paid, peripatetic teachers, in poor buildings, poorly equipt. *The safety and strength of a democracy are determined by the intelligence and character of the masses of its people.* Civilization is no stronger than its weakest link. Manifestly the weakest link in the chain of the nation's education and civilization is the rural school. It must be strengthened, let the cost be what it may. It is the task and the duty of the nation to do its part in strengthening the rural school. Rural education presents the greatest problem in American education. The rural school must be made adequate to its task of educating properly the rural population. *If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail.* To make the rural school adequate to its task will require the expenditure of much larger sums of money than heretofore—larger than most of the rural states and communities alone can provide—and will necessitate much costly and difficult redirection and readjustment of its work.

OTHER MEETINGS—CHICAGO, FEB. 24-MARCH 1

Council of State Departments of Education
 Council of County Superintendents
 National Council of Education
 Conference of Normal Schools
 Conference of Deans of Women
 Department of School Administration Round Table
 Round Table on Immigrant Education
 National Council of Teachers of English
 Educational Publishers
 Round Table National Association of Directors of Educational Research
 International Kindergarten Union
 School Garden Association
 Society of College Teachers of Education
 National Council of Primary Education
 National Society for the Study of Education
 American Home Economics Association
 Conference of City Normal Schools
 National Association of State Supervisors and Inspectors of Rural Schools
 National Federation of State Education Associations
 National Association of High School Supervisors and Inspectors in the U. S.
 National Association of Secondary School Principals
 Salaries and Pensions
 National Congress of Mothers and Parent Teachers Association
 National Association of Teachers' Agencies

DEPARTMENT OFFICERS NATIONAL EDUCATION ASSOCIATION 1918-1919

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*Officers for 1917-1918

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Vice-President, H. H. Seerly, President State Normal College.....	Cedar Falls, Iowa
Secretary, Adelaide Steele Baylor.....	Indianapolis, Ind.

In a few cases the names of the officers elected at Pittsburgh were not reported to the secretary. In such cases the names of the officers for last year have been given.

A TRUER DEMOCRACY THRU EDUCATION

Education is the means thru which democracy establishes social justice. In a democracy where majorities both think and rule, education, however fostered and guided by leaders, must be so directed as to meet the needs of all. The fact that we are rapidly approaching the time when the masses of the people will assume larger control of the affairs of government emphasizes anew the responsibility of the public schools in a democracy.

The program of education to meet new and increast demands must be comprehensive enough to promote the physical well-being of all citizens, to eliminate illiteracy, to teach the English language as the common means of communication, to fit all individuals for vocational efficiency and for the wise use of leisure, to cultivate democratic habits of social relationship, to develop in all a high sense of the privileges and responsibilities of citizenship, and to equalize and enrich educational opportunity thruout the nation.

When the masses are educated in accordance with this program there will be no danger to democracy from them and less danger from the idle rich and the idle wise. *The ideal of democracy is for the masses to work so well and think so clearly that their working together and thinking together will form effective factors in orderly progress.*

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