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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

"The purpose and object of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."—Charter of Association granted by Act of Congress.

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NATION-WIDE CRUSADE FOR HUMAN ENGINEERS

Teachers are experts in human engineering. Great business concerns have gladly paid high professional fees for the services of mechanical, electrical, or other engineers. The Great War exalted the profession of engineering. Most of all, it emphasized as never before the value of education in a democracy. Training men, directing them, and knowing how to get the most from them was the problem of "human engineering" which transcended all other engineering problems. In a democracy, education is the big word for human engineering and teacher is the big word for the human engineer.

Since the Great War has so greatly exalted the calling of the human engineer, it is but natural that there is a deep-seated and greatly increasing demand thruout the country for adequate recognition of our experts in this line of work. Better salaries for teachers, permanent tenure and certain promotion for the deserving, better teaching conditions, and a finer appreciation of the true meaning of education, are to be among the immediate results of the present nation-wide crusade in behalf of democracy's expert human engineers.

The April N. E. A. Bulletin will contain an account of the Cleveland meeting. In order to mail out the March Bulletin in time to reach members by March 1, it was necessary to place all material in the hands of the printer before February 23. The abstracts of addresses, which appear in this issue, were received in advance of the Cleveland meeting.

ROOSEVELT SAYS SAVING IS SUCCESS

With the campaign for better salaries for teachers, the teaching and practice of thrift should be continued. Better salaries do not mean waste and extravagance. They mean simply a decent living and saving income. Teachers must save. Many who can barely live on their present salaries leave the profession because they see ahead and know the necessity to provide for the future. As a class, teachers are not extravagant in matters of dress and needless expenditure. But they must appear well. They must keep up to the minute in dress and in professional skill. They are entitled to an income which enables them to meet all necessary social and professional requirements and to save a reasonable amount for old age.

The teacher bent upon professional success which will challenge the respect of the business world may well catch the finer meaning in the ringing words of Theodore Roosevelt;

"Extravagance rots character; train youth away from it. On the other hand, the habit of saving money, while it stiffens the will, also brightens the energies. If you would be sure that you are beginning right, begin to save."

PROMOTING OUR CAUSE

The influence of the National Education Association in behalf of higher salaries for teachers and more adequate support of education has extended to men and women of influence thruout the country. Scores of addresses have been delivered by the officers of the Association and by the Field Secretary and his assistants to Chambers of Commerce, Women's Clubs and other civic organizations, with very gratifying results.

A letter was sent to the Governor of every state enclosing a summary of the reports from the county and district superintendents of his state on conditions respecting teachers, and also a summary of the reports from the entire country. The replies received indicate that the serious crisis in education, resulting from low salaries and a shortage of teachers, is keenly felt by the chief executives of nearly every state. The Governors have expressed an appreciation of the information furnisht them by the National Education Association and have declared their willingness to do what they can to remedy conditions.

We believe that when the people are brought to an appreciation of the actual conditions with respect to their schools, and the serious consequences that are sure to follow a breaking down of their public school systems, they will meet the emergency. The public schools belong to the people; they are for the education of all the children of the people; and they are really very close to the hearts of the people. When the people understand the danger threatening their schools they will come to their rescue and save this great free institution so essential to the welfare of their children, and to the life of the nation.

Once a member always a member.

READJUSTMENT IN EDUCATION

What is more important in education at the present moment than to wisely direct the changes which are taking place in school administration, methods, courses of study and in educational policies? Why should not every educational institution study the problems of readjustment in the advanst classes of their departments of education? Why should not every school system study these questions in a systematic way in teachers' meetings and in committee meetings?

COMMITTEE ON RESOLUTIONS FOR SALT LAKE CITY MEETING

A preliminary draft of the resolutions for the Salt Lake City meeting will be printed and distributed among members at the opening of the session. The committee will hold meetings for considering amendments. The following well-known educators constitute this committee:

F. B. Cooper, Superintendent City Schools, Seattle, Wash., Chairman.
May Trumper, State Superintendent of Public Instruction, Helena, Mont.
Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Tex.
Anna Wilson, Teachers College, Columbia University, New York, N. Y.
Robert J. Aley, President State University, Orono, Me.
Charl O. Williams, Superintendent Shelby County Schools, Memphis, Tenn.
J. M. Gwinn, Superintendent City Schools, New Orleans, La.

A SUPREME EDUCATIONAL NEED

With all our getting, we in America have not yet gotten understanding. Our rebelling against situations occasioned by high prices approaches a dangerous type of unrest. The American people cannot understand:

Why they pay 22c or more for sugar when the Cuban crop sold for less than a third as much.

Why a suit of clothes costs \$100 when the wool entering into it is produced at a cost of \$7.

Why a loaf of bread costs 18 cents when the farmer gets less than one-fourth that amount for the wheat in the loaf.

There are a hundred other things the American public doesn't understand. It should be enlightened. Manufacturers and jobbers in every field should teach the public, thru frank, accurate statements of fact, just what enters into the cost of producing a pound of sugar, a suit of clothes, or a loaf of bread. If the consumer is not paying exorbitant dividends to profiteers, a clear statement of fact will give him ample proof. Out with the truth! Nothing else will relieve the tension of the public mind and re-establish right relations between the producer, the manufacturer, and the consumer. A fair, open statement of the total legitimate cost of each commodity would at once fix responsibility for guilt or exonerate those now unjustly accused of profiteering.

Such a campaign of information, based on a clear, accurate statement of economic fact, is a supreme educational need.

Salt Lake City, Utah, July 4-10.

George Brinton Cook

George B. Cook, member by election, of the Executive Committee of the National Education Association, died Sunday, February 15, at his home in Little Rock, Arkansas.

Dr. Cook was born in White Oak, Kentucky, May 31, 1868. From 1890 to 1908 he was Superintendent of Schools at Hot Springs, Arkansas. He was then selected State Superintendent of Public Instruction of the state of Arkansas which position he held until 1918. In 1916 the State University of Arkansas honored him with the degree of LL.D.

In the death of George B. Cook the Association loses a faithful and efficient official and the state of Arkansas loses one who has been a recognized leader in education for a quarter of a century.

ONE HUNDRED PER CENT ENROLMENTS

Over 2,000 schools and colleges are trying for a 100 per cent enrolment in the National Education Association. Many of these have the work well under way and will soon be ready to report. The February Bulletin contained the names of 229 schools which had reported. The following additional 34 schools completed their reports up to February 15. Special Certificates have been prepared for all 100 per cent schools and colleges.

Antigo, Wis.—Langlade County Normal School, W. E. Smith, President
 Burlington, Vt.—Adams School, Emma J. Chapman, Principal
 Castle Rock, Wash.—Castle Rock School, F. E. Dunton, Principal
 Champaign, Ill.—Gregory School, W. W. Earnest, Superintendent
 Cleveland, Ohio—F. E. Spaulding, Superintendent
 Gilbert School Willson Junior High School
 South High School
 East Cleveland, Ohio—Prospect School, E. M. Preston, Principal
 Fowler, Colo.—District School No. 26, J. Wilbur Koch, Superintendent
 Indianapolis, Ind.—Francis W. Parker School, Grace M. Black, Principal
 Ironwood, Mich.—A. L. Norris School, G. L. Blough, Principal
 Luthar L. Wright High School, John Watson, Principal
 Lind, Wash.—Lind Public Schools, J. C. Lazenby, Superintendent
 Los Angeles, Calif.—Amestoy Avenue School, Mr. Hill, Principal
 Madison, S. D.—Madison Public Schools, J. W. Ault, Superintendent
 Manistee, Mich.—A. G. Stead, Superintendent
 Manistee, Mich.—Lincoln School, Rose Reynolds, Principal
 McKinley School, Clara Eskildson, Principal
 Washington School, Lillian E. Miller, Principal
 Oakland, Calif.—Fred M. Hunter, Superintendent
 Allendale School Melrose School
 Highland School Prescott School
 Manzanita School
 Ormsby County, Nev.—Ormsby County Schools
 Paso Robles, Calif.—Paso Robles High School, H. F. Clarke, Principal
 Prescott, Ariz.—Lincoln School, Verle Beaver, Principal
 Republic, Mich.—Central School, Grace S. Jamison, Principal
 Riverside, Calif.—Lowell School, Alice L. Bryant, Principal
 Lincoln School, Laura M. Barnes, Principal
 Saginaw, W. S., Mich.—John Moore School, Richard M. Johnson, Principal
 Waipahu, Oahu, Hawaii—Waipahu School, Alice A. Carter, Principal
 Wayne Township Schools, Huntington Co., Ind., Rollie M. Brooking, Principal

Meeting of Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

THE PLAN OF ENLISTING THE SUPPORT OF THE PUBLIC

Each active member, who can give a few hours time to this work, is requested to make an effort to secure not less than five new associate members during the first half of March, listing the names on the blank and sending it to the Secretary with a check covering membership dues. Those who pay \$2 will receive the monthly Bulletin and all general information and announcements. Those who pay \$5 will receive the Bulletin, the bound volume of Proceedings, all committee and commission reports and all regular publications of the Association. See page 21.

THE NEW SCHOOL

Anglo Patri, Principal of School No. 45, New York, N. Y.

The New School knows that children are born with the right to be as different as the Creator intended them to be. It will construct its building, plan its curriculum, select its supervisors with that idea to the front. The New School is a place where children grow.

America must hold fast to the idea of work well done. It must hold fast to the idea that efficiency breeds self respect. An American works. It is his heritage. It is his happiness. The New School trains joyous, efficient, self respecting workers.

The American Child Takes to Work

The American child takes to work as a duck takes to water. He wants a job. All he asks is that it be of his size and that it count for something. It must be a real job. It must be something for somebody. He wants to plan it, carry it to completion and see it work.

It may be that he is a worker with words. He longs to paint the fancies that flit thru his mind, or the everyday happenings in fancy dress, in beautiful words. Why not?

Concrete Examples of the Work

A little chap fashioned a man out of his bit of clay as he worked in the modeling room. He liked making that man and when he had him finished he measured his work in terms of his idea and found it good. Then full of respect and appreciation of this child of his brain and work of his hands, he wrote a poem about it.

"I made a man of clay,
I made him in one day,
If he could only talk,
I'd take him for a walk."

Another child made boats. He began with a chip for a hull and a tooth pick for a mast. Now they are magnificent things with turrets and things. They sail along in the wafer if one uses a judicious stick.

These boats have all been made with the greatest care and skill. Each had a definite purpose. Each was a solution. One had sails, one had a carefully weighted keel. One was a submarine. All were real and part of the workers body and mind.

These children will work. They will carry on the traditions of the early Americans, the type of workmen who made masterpieces of such common place things as doorways and mantels.

Play is Necessary

Play is as necessary to the child as food is for the growth of his body. Luther Gulick used to say that "play was the fun of the soul."

Gradually the play idea merges into work. It is difficult to define the limits of one or the other in the well ordered life of the New School.

Gradually the adolescent emerges and the constructive, organized idea displaces the happy-go-lucky, anything-for action idea of the child. If he is not guarded the play idea drops out and the child's growth is checked.

It is time for the team. The baseball team and the basket ball team will keep the play spirit alive and teach democracy. Democracy means no more than fair play for everybody. There is no better place to teach it than on the playground. The majority rule and the minority are protected in their rights.

The New School Teaches Freedom

The New School is based upon the notion of Freedom. It expresses the right of the child to be different and the responsibility of the community to provide for it.

The course of study has that aim—freeing the child. It will free him from ignorance, free him from bad habits, free him from inaccuracy.

It will teach him to think, to search, to test, until he finds the truth that sets him free.

The Three R's are taught more thoroughly and more intelligently than ever before. They are looked upon as the pre-requisites of an education. When the child discovers that they are the tools with which he carves his way up the "Hill Difficulty," they cease to become routinized drudgery and become structural in his education.

The Teacher is the New School

The teacher is the New School. We may plan and discuss and build, but the teacher has the final word. If he does not understand and insists upon the cramming, jamming process, our efforts are wasted. The teacher of the New School understands. He is an expert in child culture. He has, beside his expert knowledge of class room technique, some definite message for the children in his classes.

He has a gift, a live interest that has kindled and kept his soul alive. Some people call it a hobby. He is a drawing teacher. He lives in terms of color and line and form. The children revel in the beauties he unfolds for them.

One teacher is a dramatist, one is a gardener, one is a scientist, one is a writer, one is a musician, one is a sculptor. These gifted teachers are the ones that put wings on the work of the day. They inspire children to "Come up higher." Without such we are but "hewers of wood and drawers of water."

The New School and the People

Nobody is left out of the New School. In the early days the people used it for their meeting place. They held their Town Meeting there. They had the spelling bee and the choir practice there. The honored guest and the itinerant lecturer were welcomed there. The school was the center of the community life.

The school will keep alive so long as it keeps its people in touch with its life and in its turn keeps in close touch with its people. The life of the people is constantly changing. The life of the New School will change from time to time to keep step. Its science, its literature, its discipline will grow out of the life of the community. They will arise out of the best ideas of the people. So the school will grow.

Selling the School to the People

We school folk know what the New School is. We believe in it. We have sold it to ourselves. We have not sold it to the people. The public seems to look upon school as necessary impedimenta to be gotten over or under as soon as possible that they may go about more important matters.

This is our fault. We have not sold them our school. We have not succeeded to the point of getting them to build it, run it, man it efficiently. We have the idea and they have the money. Until the two meet there will be no New School in America.

With the New School comes the New Superintendent who will sell his school to his community. He will draw up a campaign of advertising and selling as carefully and as scientifically as does the business house selling a new brand of chocolate.

He will write and speak and his staff of writers and cartoonists and speech makers will write and draw and speak for the New School. We will sell it. The American people will accept a good article of Education when they see it.

Get out the posters and speakers. Hold meetings and teach the people. America is the most generous country in the world, and the richest. Sell the public schools to the people.

There is still a limited supply on hand of the Commission's report on Teachers Salaries and Salary Schedules. The price to members is \$1 a copy and to others it is \$1.50.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

Once a member always a member.

PAYING FOR SCHOOLS

W. D. Lewis, Deputy State Superintendent of Public Instruction, Harrisburg, Pa.

Can we not make this a part of our big drive and part of the one lesson that the teaching profession must give to the supporting community everywhere—the lesson of paying for schools? We have been much too modest. We as school men have too long accepted as a part of our profession the ill-concealed contempt of big and little business which has judged us and our work by the dollar sign. Let's demand more respect by demanding more of their dollars, both for ourselves and our work. Never has the public seen as it does today, the part the schools play in our social order. This is not only the time of sacred responsibility but also of supreme opportunity for the school profession. Prussia taught us how a school system intelligently designed to produce docile subjects of an autocracy could do its work in fifty years. The challenge before us today is to show the world how a school system intelligently designed to build an intelligent, conscientious democracy can save the world.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

ASSOCIATE MEMBERS

Following is the provision in the by-laws pertaining to associate members:

"Associate members of the Association shall be persons who are not actively engaged in teaching or other professional work but interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges, excepting the right to vote and hold office." Use the form on page 21 for Associate memberships.

THE COUNTRY LIFE MOVEMENT AT HOME AND ABROAD

Kenyon L. Butterfield, President Massachusetts Agricultural College,
Amherst, Mass.

The most inclusive and far reaching aspect of the American Country Life movement is the rehabilitation of the rural school. The most marked characteristic of the revival of the rural school is a combined effort to consolidate schools and to make out of the school districts thus created true local communities with the schoolhouse as one of the community centers.

The second great phase of country life is the effort to give the country church a prime place in leadership of rural affairs by which it shall become a community building institution ministered to by a pastor who is a real community leader, and in every way stimulating and inspiring the finest type of thought and life in the countryside.

The public health movement in the country, including public health nurses and country hospitals, is gaining headway and promises soon to become an established part of the machinery of rural civilization.

The movement for providing adequate rural recreation is less well advanced, and yet has made great progress in the past few years.

The attempt to improve the conditions of rural home life has thus far taken the direction chiefly of the teaching of home economics in its broader aspects. The next great step is to treat home making as a vocation in all the possibilities of its personal and community relationships.

The community center as adapted to rural areas has been taken up by numerous agencies, thus testifying to the interest in rural affairs and the consciousness that the Country Life Movement is gaining ground.

A further testimony in the same direction is the organization of the American Country Life Association, which has held two successful national country life conferences and which has succeeded in federating practically all of the country life interests of the United States.

In general, it may be said that there has been recently a fresh recognition of the old principle that the farmer is of more consequence than the farm. This is another way of indicating the rapid growth of the country life movement at home and abroad.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

"I have not before had the opportunity to add my word of approval to that of many others in regard to the use of one cent instead of two on envelopes carrying announcements and notifications. In these days when thrift is so necessary, I am glad to see the N. E. A. taking a practical stand in this direction and I feel that everyone of us who receive a letter with the N. E. A. on the corner is interested enough to read what is within the envelope regardless of the postage employed to bring it to us."

Very truly yours,

EDITH M. PECKHAM, Executive Secretary,
Washington State Normal School, Ellensburg, Wash.

TEACHER RECRUITING

John H. Finley, Commissioner of Education of the State of New York,
Albany, N. Y.

A recent survey discloses the fact that only a comparatively few of our high school seniors have any definite objective toward which they will direct life's activities. They think of salary, and that is quite natural and right, but give no hint as to how they propose to use the salary. They have desires but seem not to have been taught that human desire is not a safe basis for a plan of life. It is estimated that thirty per cent of the people of our country now are animated by mere desire and not impelled forward by any clear thinking. These thirty per cent of our people become a menace when they can not achieve the object of their desires. So, it would seem necessary for us to inculcate in our seniors something deeper as a plan of life than mere desire. They should win some concept of duty, and duty can not be defined in terms of pleasure or pain.

In fact, duty often accepts pain as a part of the contract as in the case of the young woman who lived in luxury on the boulevard but who none the less went to France and did menial tasks. She scrubbed and cooked and washed garments that dripped blood and bandaged ghastly, gaping wounds and sought to allay the sufferings of strange men from strange nations. Then she came home and said little or nothing of her experiences to the curious. She was actuated and animated by a sense of duty. She saw a bit of work that needed doing, so she dropped her playthings and went. She felt that she was working for a cause, and if we can but have our young people gain the concept of teaching as a cause the young women will go into our schools as gladly as this young woman went to the hospital in France. And this must be emphasized, that **teaching is a cause to be served and not a task to be done**, a fact that our high school seniors have not yet learned. This is largely due to the fact that we have not idealized the work of teaching as we might and should have done. We have idealized football and, therefore, every college chap is eager to become a member of the team. If we had idealized teaching equally with football, we should not lack recruits at this time.

A young American lieutenant whose life had been all ease and comfort wrote these words from the trenches: "It has rained and rained and rained. I am as much at home in a mud puddle as any frog in France and I have clean forgotten what a dry bed is like; but I am as fit as a fiddle and as hard as nails. I can eat scrap iron and sleep standing. Aren't there things called umbrellas which you pampered civilians carry about in showers?" The explanation of this young soldier is not far to seek. He was serving the cause of humanity and so could laugh at hardships and danger, besides he had will-power. He was not governed by impulse but was capable of thinking his way thru to his objective.

Then, again, our seniors seem to lack a sense of real values as distinguished from fictitious values. They seem to put the emphasis upon wants rather than needs and to be thinking of their rights rather than their privileges. In a little book called "The Kingdom of Light" the author, who is a lawyer, tells us that the little village of Concord has rendered a greater service to our country than New York and Chicago combined. This statement would bewilder these seniors

of ours and they would probably be reluctant to choose Concord if they could for New York and Chicago. They have never been asked to decide between Emerson and the multi-millionaire. They have not placed Lincoln's Gettysburg speech over against the greatest battleship and been asked to determine which has given the greater luster to the name of our country. Many of our senior girls will sew early and late for Belgian and Armenian children but will decline to teach American children.

When we can get these young people to think of teaching as a cause, when we can get them to thinking seriously of real values, when we have idealized the work of teaching and have shown it to be on a par with Red Cross work and other services for humanity, we shall not lack for volunteers.

—*Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.*

Mr. Magill has been received with enthusiasm by the public as well as by educators in his addresses before large audiences on the necessity of increased salaries for teachers and on the need of a national interest in education. Mr. Magill is an able speaker whose whole heart is in the cause which he represents.

DOLLAR EDUCATION

William Mather Lewis, Director Savings Division, Washington, D. C.

Out of the experience of war has come the realization that financial problems are to become an increasingly important factor in American life. The economic conditions worrying the world in the period of reconstruction can only be righted by the universal understanding of the principles of finance. That these principles are not generally understood or applied is demonstrated by the period of extravagance and waste and decreased production thru which we are now passing. A further demonstration lies in the ignorance of the majority of people who purchase Liberty Bonds as to the conditions effecting them and as to their present and ultimate value.

All these things expressly emphasize the fact that education in the value of a dollar, in the principles of finance, and in constructive thrift must find a place in the curriculum of the American school if our coming citizens are to be equipped to cope with the mighty problems of the future.

With these facts before it, the Treasury Department, as a most important branch of its Savings Movement, is urging the educational leaders of the country to incorporate the teaching of practical, constructive thrift in the curricula, in such a manner as their expert knowledge dictates. The Treasury Department is asking that this teaching be connected with practice in the purchase by the students of Thrift Stamps and War Savings Stamps. Thru these agencies our youth will learn the cumulative value of regular savings, the rules of interest, the A B C of Government finance, and loyalty to the Government in which he is a stockholder.

—*Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.*

Once a member always a member.

THE READING HABIT

F. B. Pearson, Department of Public Instruction of the State of Ohio,
Columbus, Ohio

A man who has been teaching for nineteen years says that he reads six or seven books a year. Six or seven! Dr. Eliot's five-foot shelf of books would last him a long, long time. A lady teacher writes that she reads at least two books a week every week of the year. The difference is very marked. The man is teaching in a one-room school and certainly has no more to do than the lady teacher. This man certainly has no more regular work than Theodore Roosevelt had and yet Mr. Roosevelt was an omnivorous reader. He read books on science, history, economics, literature, exploration, law, and theology, as well as poetry and fiction. Twenty minutes after he had shot an elephant in Africa he was leaning against a tree reading his copy of Balzac.

A teacher was overheard to remark, "Our superintendent is not a reader of books. I have never heard him express an intelligent opinion of any book." Possibly he is too busy. A superintendent forty-four years of age says he has not yet read Victor Hugo's "Les Misérables." When a certain teacher said "I haven't time to read," her companion remarked "You have time to eat, haven't you?"

Reading is the antidote for a disagreeable old age and there is no more important work in the school today than the work of inculcating the reading habit. There is a feeling abroad that many of our teachers are not readers of books and this seems inexplicable. Just how people live who do not read books is a marvel. Certainly the teachers who do not read books must go around and around and around in their work and thus become stagnant.

It would be an interesting fact to know how many and what books each teacher in every city or county district has read so far this school year.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

EDUCATIONAL OPPORTUNITY AS RELATED TO SCHOOL REVENUE

John A. H. Keith, President State Normal School, Indiana, Pa.

School revenue is directly related to educational opportunity. Given other conditions equal, the school district with the greater amount of revenue can provide the better educational opportunities.

But school revenue is dependent upon wealth. Wealth is unequal between and among school units within a state and between and among the states themselves.

We began with the neighborhood conception of education and finally that grew to the state conception. We need now to see education in its national aspects. This does not mean that we shall not still see and appreciate its values to the state, its values to the community, its values to the family and to the individual. It simply means that we shall extend our idea of education and see in the remotest country school house a meaning and worth that is symbolized by the American flag that floats over it.

We have temporized with this matter by making school revenue reasonably proportional to the educational opportunity needed. There are three necessary factors of a successful school system—educational ideals, skill in teaching, and

sufficient school revenue. Of these three, school revenue has been and is the largest, and we are facing today a world of inflated currency and prices; the schools depending largely upon real estate for taxation have not had an increase in taxable wealth at all proportional to the increase of operating schools. Therefore, tax rates for the support of public education must be higher. In some remote districts where practically all of the property assessable for school purposes is real estate, the pinch is bound to be serious. The state must aid these districts, and in this crisis the nation should also aid the states.

The real crisis which the public schools of America face today is the school revenue crisis. The old system has broken down; it is totally inadequate. Nearly everybody seems anxious for temporary expedients that will tide us over the crisis. We have had enough of temporary expedients and should go to the root of the matter which has been expressed above as state aid to districts only on the basis of equal effort and as national aid to the states on the same basis.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

ARC LIGHTING THE CROSS ROADS OF KNOWLEDGE

M. L. Williams, National Geographic Society, Washington, D. C.

Humanized geography is the cross roads of knowledge, the clearing house of otherwise unrelated ideas and sciences. Every vital factor in man's progressive adjustment to his environment involves geographic factors. Geographic knowledge fills with popular significance seemingly insignificant factors. Geography arranges the jumbled jig-saw puzzles of world knowledge into a meaningful composite and then floods it with the white light of popular understanding.

Geography is the daily balance between man and nature, revealing on a terrestrial scale the eternal verities toward which specialists in a hundred lines of endeavor are groping.

As the largest and most influential scientific society in the world, the National Geographic Society has done its full share to encourage world-wide exploration. But the vastly more important and distinctive service it is rendering is the inspiring of millions of amateurs to do in their small corner what Peary and Shackleton have done in the remote places, combining enchanting discovery with enthusiastic interpretation.

For the present, it matters not so much whether we can understand a message from Mars as whether we can understand and adapt ourselves to world movements which vitally affect our daily lives.

Modern invention has not freed mankind from natural forces but has manacled us more closely to our environment. The Phoenician sailboat was a free lance compared with the modern ocean greyhounds, dependent for its safety upon coal supplies, harbors, and its own mechanism, from boiler to sextant. Man, thru increasing knowledge and skill has hurled challenge after challenge against the titanic forces of nature. But nature's laws are relentless and modern society lives more by sufrance than did the cave man with his awkward club.

Geography is putting the Q. E. D. sign on the ethical teachings of the ages. But world morality can only come thru world brotherhood brought about thru face to face introductions to our potential friends. "Love thy neighbor" is good ethics. But "know thy neighbor" is the categorical imperative of cosmopolitan existence.

World neighborliness and sympathetic understanding are twentieth century ideals. To achieve them is impossible without geographic information, not lookt in dusty archives, but disseminated among the old and young from sea to sea. This is the service which the National Geographic Society is rendering thru its monthly magazine, its news service, its school bulletins, which any school teacher may have for the asking, and its pictorial geography which is revolutionizing the study of the mutual relations of man and the contemporary world. Thru its diverse activities the Society is setting the old lines "From Greenland's icy mountains to India's coral strand" to the tune of "Home, Sweet Home" for the isolation of the provincial is the most discordant note in a troubled world.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

The public has taken up the battle for increast salaries for teachers. The teacher still needs to get the facts before the people but the people will do the necessary fighting because the cause has its foundation in justice.

AMERICANIZATION

Edwin R. Snyder, Commissioner of Vocational Education, Sacramento, Calif.

Éducation for citizenship in America is education for Americanization, and all public education in this country is, or should be education for Americanization.

All education that is desirable for citizenship purposes in this Republic is equally desirable for individual purposes, and all education that is really desirable for individual purposes is also equally desirable for citizen purposes, because the interests of the individual in society are in the long run the same as the interests of the society to which he belongs.

The eradication of illiteracy and recreational study are essentials in a comprehensive program for Americanization, but they are not real education for citizenship. Illiteracy is merely a detriment to the rapid acquiring of a knowledge of the duties of citizenship.

An individual may be socially destructive, socially passive, or socially constructive. It is the first responsibility of the institution of public education to destroy the socially destructive instincts of the individual. It is its second, and not its first duty to educate for constructive citizenship.

It is a principal of public education that the school shall become responsible for rounding out the education of the individual in all matters not adequately provided for by the family, by other institutions, or by social and economic contacts.

The principal duties of the citizen are:

1. To be obedient to social law and custom.
2. To develop and preserve a clean, strong body.
3. To contribute to the welfare of society by performing some useful work.
4. To stand ready at all times to defend his country from its foes, visible and invisible.
5. To be considerate of the privileges of others and tolerant of their harmless variations.

6. To be a real democrat in ideal, in thought, and in action.
7. To intelligently exercise the franchise.
8. To be willing to accept public office if offered the same and if competent to perform the service as well as, or better than some other person.

All must obey social law and custom; all must have clean, strong bodies in order that they may be able to become successful workers or competent defenders of society; all must be real democrats if we are to preserve a democratic society and a democratic form of government; and all must be considerate of the privileges of others and tolerant of differences of opinion if we are to have the cooperation necessary for the establishment and maintenance of democratic institutions. All must know their duties; all must establish, as far as possible, right habits of action in their performance; all must have right ideals to control their actions; and all that are capable must be taught to comprehend the meaning of these duties and the ideals and achievements of democratic government.

A powerful and determined movement is on foot to destroy all existing government. The enemies of democratic government direct the attention of the prospective convert to its failures to protect in all instances and at all times the interests of the weak.

A sound and comprehensive program of instruction in Americanization should give to the Republic citizens who know and completely and joyfully perform all of the objective duties of citizenship; citizens who understand and appreciate the ideals of democracy; citizens who are clear-headed enough to recognize the failures as well as the successes of democratic government; citizens who have the insight, wisdom, and courage to fight special interests and other natural and artificial conditions that cause life to weigh too heavily upon the weak; citizens who will dedicate their lives to the problem of making the practice of democracy and democratic government square up with democratic ideals.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

THE TEACHING OF PATRIOTISM

Theda Gildemeister, Department of Education, State Normal School
Winona, Minn.

The teaching of patriotism is quite essential in America, since the constant influx of people from other lands, and our individual neglect of neighborliness and consequent effort to help these people learn our language, understand our beliefs, and so catch the spirit of Americanism, result in the isolation and segregation of foreigners, rather than in their "melting." (Needed by all, not foreigners alone.)

Before we can successfully teach Patriotism, we must hold in mind, (1) the rich meaning of it; (2), we must understand the stages of growth in both individuals and in nations, so that the proper steps in Patriotism can be economically mastered; (3), we must consider the means at hand, or to be secured, for effective results to accrue; and (4), we must know the best methods obtainable for administering the instruction.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

FIVE DECADES OF EDUCATIONAL PROGRESS

A. E. Winship, Editor "Journal of Education," Boston, Mass.

Fifty years ago there was not a high school, city school, normal school, academy, seminary, college and few universities with a laboratory. Now there are 10,000 laboratories in the schools and institutions of the United States.

Then there was not a bench, hand tool, or machine in any school or institution in the United States, now there are 10,000 schools with mechanical equipment.

Then there was but one school or college in the United States that had any respect for educational agriculture or school gardening, now there are thousands of schools giving attention thereto.

Then there were few cities that had drawing, now there is no city that does not have it.

Then there were few cities that had music taught, now there are few that do not. Then there was not a school gymnasium in the United States, now there are thousands.

Then there was not a piece of play apparatus in any school ground in the United States, now there are 100,000.

Then there was not a college graduate in any normal school faculty unless by accident, now there is no member of a normal school faculty who is not a college graduate unless by inheritance.

Then there was not a college or university with any thought of professional work for teachers, now there is not one without it.

Then there was not a school that did not require all learning to come from books, now there is not a city school, a high school, a normal school, and scarcely a college or university that limits its education to book work.

Then there was no psychology that was not built on "intellect, sensibility and will," words no longer heard except in the pulpit and by ancient and honorable professors.

Then the subject was the only subject of thought and the child was the subject for applied physical action. Now the child is of interest mentally, aesthetically and ethically, and physically he is subject for improvement rather than re-provement.

In 1870 there was no studying of anything by doing anything. The school was a book affair. Book-minded children and youth learned a good deal while those who were not book-minded learned little. The student who actually visualized the experiment he was describing had fine mental discipline and appreciated science.

There was no compulsory school law dreamed of, so that only those stayed in school who could learn from books, and as they were never hindered by non-bookish students they made great strides. As there was no show down required and as estimates were impressionistic in their nature scholarship rankt high. That was the condition when the American school entered the decade 1870 to 1880.

How did we come from the then to the now, from there to here?

Nothing in human nature comes without some push by human nature. Some human thought has been the carrying power over every sticking point which the gravitation of human nature has always created.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

THE FEDERATION OF STATE EDUCATIONAL ASSOCIATIONS

Charles S. Foos, Superintendent of Public Schools, Reading, Pa.

The work of the Federation of State Educational Associations must be to help restore confidence in the public schools. Our message to the State Associations must be: "Get your poise." We must stop exploitation and grandstand talk; we must cease proclaiming that the war has broken down our school systems and changed our methods of instruction. True, the war has changed much and will broaden education but in our primary and elementary schools the work remains practically the same.

To this end the great majority of teachers must know that the purpose of the primary schools is still to train our children in those things that all must know in common and transmit to them the common ideals that must prevail in a democracy so that all citizens may have a point of contact. In the Junior High School teachers must impress the lesson that this school is a clearing house for pupils where they may find themselves, and where teachers may explore the individual pupil's interest and capacity.

We must be less long in talk, and more short in action. We must restore confidence by adjusting compensation so that teachers will have their time to devote to school work and not have to dodge creditors or calculate on the percentage of meat and drink on which they must subsist. It seems clear to me that we may be helpful in creating and giving to our teachers the proper poise. If we do, we will go a long way toward advancing our schools. Let us work together. Let us bury the hammer and toot the horn.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

PROJECTS IN GRADES FOUR TO SIX TO AFFORD TRAINING IN SCHOOL SKILLS

T. J. Kelly, Dean School of Education, State University, Lawrence, Kans.

Educators are pretty generally agreed that a school course of study made out on the basis of projects affords an opportunity which other types of courses of study do not in the development of character. The things that make project teaching develop as slowly as it is developing in this country are two: (1) the natural difficulty of making over the materials of instruction from a form in which they have so long been into a new form, and (2) the difficulty of securing adequate skill in the tool subjects when projects are used.

The purpose of the study being made in a number of cities around about the University of Kansas is to determine whether projects may not be devised which have as genuine interest for children as any other projects, but which at the same time afford adequate drill in the tool subjects. On the blank form on which the materials for these projects are being assembled is a place to check the amount of use which the procedure proposed makes of each of the tool subjects of reading, writing, spelling, number work, language, music, manual training, and the like.

By a proper classification of these projects, it is believed that schools can be checked up on progress in the tool subjects when making use of this project course of study quite as effectively as they can under the commonly used courses of study.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

THE FUNCTIONS AND ORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION CONSIDERED IN THE LIGHT OF PRESENT NEEDS AND PLANS

L. N. Hines, State Superintendent of Public Instruction, Indianapolis, Ind.

There should be in every state a thoroly equipt Department of Public Instruction to guide the state system of public schools in all the great work that it must do. There should be thoro inspection of all the activities of the public schools, and there should be ready help to school people at all times to do the work they have in hand. The State Department in practically every state has not enough departments and not enough employees to do the work it ought to do.

There should be fullest inspection by experts of the schools, and there should be a separate set of experts for inspection and guidance of the grade schools. A teacher training department should attend to the work of those schools preparing teachers for positions in the public schools. There should be in every State Department one or more experts giving all their time to investigations and publication of the results of various procedures and school practices. Vocational education should be administered by a special corps of persons capable of doing this kind of work. In fact, we can go clear along the line of all the various phases of school activity and efficiency and assign to the State Department its part in guiding and helping the schools to do their work in the best way possible.

The State Department should be the ideal in efficiency and speed. In fact every State Department should have a better chance to do the work that society is asking of it and the schools under its direction.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

Let every member do all he can during March, April and May to increase the active membership of the Association. Let all make an effort to add 30,000 new members during these months to the 30,000 members who have already enrolled during the present year.

THE SOCIALIZED RECITATION

Charles S. Pendleton, Assistant Professor of English, University of Wisconsin, Madison, Wis.

The socialized recitation is not a panacea for all classroom evils. It has suffered much from lack of careful criticism and from the overstatements of its friends. Even its name is a misnomer. It is not a modified recitation, or any recitation at all, in the conventional sense, but a substitute for the "Recitation" as a classroom procedure. It is as yet unrefined and without exact and adequate definition. At present, it is rather a class name than a specific term. It does not necessarily mean this or that particular procedure—for instance, instruction conducted by the pupils themselves. But it always does mean the prevalence in the classroom of five conditions: (1), a group of pupils with a teacher as leader, not as dictator; (2), much activity in this group, rather than general passivity—the educative process distinctly as behavioristic; (3) initiative in pupils, not merely the following of leadership; (4), the individual boy or girl, not the group, as the unit of instruction; and (5), both objectives and habits of work in the schoolroom which are of proved validity in the real world beyond—education for the actual life into which the pupils will go. To a certain extent it means also the utilization in school, (1), of the play spirit as well as the work spirit of children and, (2), of the experimental education which all boys and girls receive from their environment, quite apart from their schooling.

—Department of Superintendence, Cleveland, Ohio, February 23 to 23, 1920.

THE STATE OF MAINE PLAN

Augustus O. Thomas, State Superintendent of Public Instruction, Augusta, Me.

Centralization, consolidation and standardization bring many advantages especially in a division of labor for teachers in classification of pupils, in the rural junior high school and a properly diversified program, but after all the vital part in school is the teacher. If you have a good teacher you will have a good school, if you have a poor teacher you will have a poor school no matter what the other factors are.

Few teachers prepare for rural teaching expecting to make it a profession. Many teachers are willing to go into the country school for apprenticeship but hope to be rescued at the end of the term or the year either by some enterprising superintendent of a city school system who has discovered them or by matrimony. They are not content to put up with lack of conveniences, with long walks to and from school in the winter season, without sidewalks, without special social advantages and those things which centers of population afford. A teacher who is interested in rural life problems is in sympathy with rural life and who is willing to stay by the job is needed. Even with consolidation and the centralized school the work is still rural.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

Once a member always a member.

RECENT INNOVATIONS IN PUBLIC EDUCATION

Earnest A. Smith, Superintendent of Schools Salt Lake City, Utah

John Galsworthy in the current "Atlantic" writes, "For the future of civilization, states must reorganize education spiritually." The world war and its aftermath have brought a flood of educational plans and laws in Europe and America. A disposition to attempt large things has been dominant. One state in 1919 blazed the way in its program of character education. Utah requires that all boys and girls up to eighteen years of age be either at school or at work. They register once a year for a twelve-months' enrolment and are supervised the entire time. The aims are all round education—mental, physical and moral, and training for efficient citizenship. Records are kept of progress in studies, health habits and civic, patriotic service. Acquaintance with the traits of a pupil is held to be as essential as analysis of his talents. The teaching and the practice of civics enters as a potent instrumentality. In this character education provision is made for cooperation with the home and with leaders in social, industrial, civic and religious organizations. The schools of Utah have assumed responsibility for the patriotic and moral instruction of its youth, mindful of the maxim that what one wishes to see appear in the life of a nation must be first introduced into its schools.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

This number of the N. E. A. Bulletin presents abstracts of a number of the very strong addresses delivered at the Semi-Centennial meeting of the Department of Superintendence.

National Education Association

OF THE UNITED STATES

New Active Membership Enrolment

J. W. CRABTREE, Secretary N. E. A., 1400 Mass. Ave., Washington, D. C.

Dear Sir:—I hereby enrol as an active Member of the NATIONAL EDUCATION ASSOCIATION and agree to pay annual dues before September 1 of each year, reserving the right to discontinue such membership by giving notice to the Secretary before September 1 of any year.

I wish my membership to run for the year { 1919-20
1920-21 Cancel line which
does not apply

Name (plainly written) _____

Titles or Degrees (if any), with date and source of each _____

Present Educational Position, with date of appointment _____

Post office address: Street and No. _____

Post office _____ State _____

(Cancel line which does not apply)

Enclosed find remittance by check for _____ \$2.00

OR

Enclosed find remittance by check for _____ \$5.00

The payment of \$2.00 entitles an active member to attend all meetings of the Association and departments, to vote and hold office, and to receive the N. E. A. Bulletin and for full cooperation by the Association in the professional advancement of the cause of education. Each active member will receive a membership card.

The payment of \$5.00 instead of \$2.00 entitles an active member to receive, in addition to the above, the complete volume of proceedings and all committee reports and all other regular publications of the Association.

The N. E. A. Bulletin will give complete information concerning the work of the Association. It will keep members definitely informed of the meetings of the Association, of the success of the campaign for increased salaries for teachers, of the progress of state and national educational legislation and of other important work of the Association. It will hereafter appear as a monthly bulletin, (10 months).

The By-Laws require the annual dues to be paid before November 1. Members agree to pay before September 1, in order not to miss receiving the September Bulletin, or other literature issued in September and October.

HOW ONE CITY MET THE EMERGENCY

The following is a copy of the official ballot in a city where the maximum levy for school purposes would not raise sufficient funds for paying teachers a living and saving wage:

OFFICIAL BALLOT

The Board of Education of the School District of the City of Lincoln, Nebraska, proposes the following measures to meet the emergency arising from a serious shortage of teachers in the Lincoln schools caused by inadequate salaries.

1. An increase of \$400 to each regular classroom teacher.
2. Reasonable increases to part-time teachers, kindergarten assistants, supervisors, and principals.
3. The establishment of a salary schedule providing:
 - a. A minimum salary of \$1,000 for regular teachers.
 - b. A maximum salary of \$1,600 for normal school graduates.
 - c. A maximum salary of \$2,000 for teachers holding the A. B. degree and of \$2,200 for a few holding the A. M. degree.
 - d. Annual increases of \$100 until maximums are reached.

To carry out this program will necessitate:

1. The creation of a deficit that will probably amount to \$310,000 June 30, 1921.
2. A request of the next legislature that the law under which the Lincoln schools are governed be amended to authorize a levy of 62 mills for general school purposes.

If these measures are carried out, they will result in a net increase of 20 mills in the school levy.

The Board of Education desires the approval of the community in these measures to meet a great emergency.

I vote Yes ☐

I vote No ☐

The referendum vote carried by a vote of 15 to 1. This will be true in other places where the superintendent, teachers and others who are interested in the success of the schools place before the people the actual situation and the dangers that threaten the efficiency of the schools.

Department officers are at work on their programs for the Salt Lake City meeting.

Railroad officials are considering the matter of reduced rates for the Salt Lake City meeting, July 4 to 10, which will include stop over privileges.



