

teacher can attain to any full performance of the task of American education. For lack of this no learning, no skill in method, no brilliance of personality will compensate: nay in some cases these may render the actual results positively injurious to the cause of fostering the genuine American spirit. It matters little what branch of the curriculum that German schoolmaster was teaching: his "Now listen to me!" was the real lesson. Regardless of the branch under consideration, the American teacher who says "Now think clearly, honestly, fairly, resolutely, modestly, and do not fear to stand by your conclusions"—is cultivating American intelligence.

But how shall we educate for politics in America? How did we make war? We mobilized the whole country, and first of all, the country's brains and hearts. So we shall educate for politics and for the America that is in the making. Of course the mobilization is well under way: this great convention is part and parcel of it; so is the honest and earnest work of every teacher in every schoolroom, and the sincere and devoted services of every school trustee, and every citizen who contributes to educational progress, by voice or act. A democracy must educate all its citizens, and the job is big enough to task the energies of all. Just as we pooled the brains of the country to win the war, we must pool the brains of the country to educate for democracy.

Education is everybody's job, just as

is health, or religion, or government: yet the teacher is the critical point, quite as much as the physician and minister and statesman are in their field. What are we going to do about mobilizing brains at the critical point? The worst feature in the present situation is not the injustice and hardship inflicted upon those in the profession: it is the hopeless inability of the schools to bid for the first-class brains. As things are the big-brained and high-powered individuals in the teaching profession are kept in it only by a spiritual force of love for the work and devotion to the cause. In financial rewards the "business man" looks down from a dizzy height on the teacher: in prestige the teacher is far behind the lawyer, the engineer, the physician, the politician.

Financially the demands of the teacher are modest, and will probably always be so: he asks for a compensation which will maintain him and his family in decency and reasonable comfort and enable him to provide against sickness and incapacity, and to accumulate a reasonable competence for his own old age and the support of his wife and children after his death. How long, oh how long shall it be, before the Republic awakes to the tragic folly of defaulting on this demand of modest necessity? How long before the nation awakes to its own intolerable loss through its own blind ineptitude? Not the teacher's welfare or comfort or happiness, pri-

marily, form the justification for higher compensation; but the very life of the Republic and the perpetuity and perfection of that freedom of which America is the supreme champion.

Financially our demands are modest: we do not wish to give up the joy of laboring mainly for spiritual rewards, but for the dignity of the profession we demand everything. Our business is the most important: we are through forever, I trust, with ducking and deprecating; we are forever done with excuses or apologies or evasions about being teachers. We will stand up and look the world in the eye: we will say to the lawyer, the physician, the engineer, the "business man"—too long America's "little tin god"—"Our job is more important than yours!" And if he hesitates to admit it, we shall simply point to his children committed to our care, upon whose very souls and destinies we are supposed to work. But we ourselves: we shall be very humble in the presence of these children, who represent, said the Great Teacher, the very Kingdom of Heaven.

Incidentally, and aside, for ourselves as teachers, it is up to us to master our job better if we expect the same prestige as the engineer, the physician, the lawyer, even the business man now enjoy. The sugar maker determines the chemical composition of every single car of limestone that comes to the factory, because nothing less than this

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A Conservative Custodian for 30 years

A WORD OF APPRECIATION

This month the Hibernia Commercial and Savings Bank enters upon its thirty-first year of business in Portland. The year just ended was the greatest in our history in volume of business done. The same has been true of nearly every year in the past.

The outstanding feature of this bank's career is this steady, unremitting, year-by-year growth. Even for the three-year period ending December, 1921—a period when shrinkage of bank deposits was general throughout the country—our deposits increased 22 per cent.

Thirty years ago a small office at Third and Stark Streets served us. Deposits amounted to \$14,900. The Hibernia Commercial and Savings Bank of today is a modern financial institution doing a general banking business under five distinct departments. Deposits at the last call, September 15th, amounted to \$5,313,761.00. We now have over 18,500 commercial and savings accounts.

The bank's healthy and steady growth, in view of the conservative policy that guides it in all its affairs, is very gratifying to the officers and directors.

They wish at this time to express their appreciation of the confidence shown in this bank and to assure their friends and patrons of their determination to justify in the future as in the past, this bank's reputation as a conservative custodian.

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