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EDITORIAL

Roosevelt's Washingtonian tableau.

"Ten miles from any human habitation, amid the silent towering trees of the great forest," and in "full-rounded tones," ringing "in their low intensity through the woods," while "above in the trees the shrill call of the wood bird to his mate was hushed, and it seemed as if the air had ceased to move," Theodore Roosevelt "on his bended knees prayed for the spiritual welfare of John Hay," as "around him were grouped the members of his cabinet"—together with an eloquent representative of the Associated Press, it would seem, for the above description of the tableau

has been telegraphed to an applauding world. We have here an instance either of a repulsive pose, advertised by request for pious effect, or of a disgusting invasion of President Roosevelt's privacy.

The National Educational Association.

Of the merits of the controversy in the National Educational Association, which came to the surface at the meeting of the National Council of that association at Asbury Park last week, outsiders may not be able to fairly judge. But it is certain that there is considerable bitterness on one side, and on the other a great deal of complacent cynicism—usually a pretty sure sign of good reason for the bitterness.

Margaret A. Haley led the opposition to certain peculiar plans of organization proposed by the university faction. If these plans are adopted, she said, the government of the association will be reposed "in perpetuity in a self-perpetuating dynasty, whose power to rule can be amended only by special act of Congress," and "the most important educational body in America will be withdrawn entirely from the control and influence of the teachers of our country, and vested in a ring which may have only selfish objects in view." If this indictment is true, the danger to democratic education is serious. Should a self-perpetuating ring of plutocracy promoters be allowed to fix themselves in position to speak in the name and with the authority of the great teaching fraternity of the United States, the result would be disastrous to educational progress. It is not college presidents, backed by dependent professors and leagued on the one hand with plutocratic school trustees and superintendents and on the other with "tainted money" distributors, (few among them knowing or caring much for the mental difference between a school child and an educated jack-daw)—it is not such as these

whose educational ideas are most valuable in developing education in a democratic country like ours. It is the intelligent teachers, who come into personal contact with the children of the schools. If the voice of this body is to be suppressed by a scholastic ring, as Miss Haley predicts, the scheme cannot be thwarted too soon. Possibly this suppression of the voice of the teachers is not designed. But Miss Haley, who has a keen and pretty exact scent for plutocratic combines of the respectable sort, is corroborated by a good many circumstances.

Inequalities in wealth.

When Prof. Laughlin insists, as he is reported, that "there will be inequalities of wealth just as long as there are differing industrial capacities in men," and attributes the growing bitterness toward wealthy persons to envy, he mistakes the signs of the times and misses the vital point. Though much of the bitterness to which he alludes doubtless does originate in envy, that counts for little. Neither the envy that would rob, nor the sordidness that would conserve the proceeds of robbery, is an important element in any great controversy; and it does not comport with the dignity of a scholar to refer to envy as the cause of the growing revolt against our plutocracy. Every revolution in the world's history, whether political or otherwise, was promoted by some men who were actuated by envy of those in power; and those in power often confused, sometimes unfortunately for themselves, the envy of the envious with the cause they espoused. Prof. Laughlin does the same thing when he attributes to the envious the rising tide of opposition to present day inequalities in wealth. These inequalities have given us living tableaux of the few revelling in luxury on little oases of wealth maintained by the many, while the many fight for a precarious livelihood in surrounding deserts of poverty. Such