

BUILDING A TEACHING PROFESSION

A CENTURY OF PROGRESS

1857 - 1957

THEODORE DAY MARTIN

Building a teaching profession

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Building A Teaching Profession



**A Century of Progress
1857 - 1957**



By

Theodore Day Martin, Ph. D.
Director, Membership Division,
National Education Association, 1925-50,
Washington, D. C.

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DEDICATED

To the teachers of America who, in their classrooms and thru their membership and participation in their local, state and national organizations, have contributed to the welfare of our nation and the world and to the building of a great profession.

PREFACE

The National Education Association is the largest professional organization in the world. Its membership of 659,190 on May 31, 1956, was more than three times as large as the combined membership of the American Bar Association and the American Medical Association.

It was organized on August 26, 1857, in Philadelphia, by forty-three forward looking educators gathered in response to a "call" signed by the Presidents of ten State Teachers Associations — Illinois, Indiana, Iowa, Massachusetts, Missouri, New Hampshire, New York, Pennsylvania, Vermont, and Wisconsin.

Opinions differ widely as to the purpose of the Association. The following official statement of purpose appears in the original constitution of the Association and in the charter granted in 1906 by the United States Congress:

To elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.

The following statement was carried for twenty years, 1935-55, on the bulletin board in the entrance of the original NEA Headquarters Building:

Dedicated to the up-building of democratic civilization and supported by the loyal cooperation of the teachers of the United States to advance the interests of the teaching profession, promote the welfare of children and foster the education of all the people.

Both of these statements are good, but they sometimes seem too vague, general, and abstract. A statement which I like better than either of them is that the purpose of the National Education Association is, like that of our local and state professional organizations:

To build a teaching profession for the sake of the boys and girls of our country, for the sake of our nation, and for the sake of the world.

Opinions differ widely not only as to the primary purpose of

the Association but also as to whether teaching is, in reality, a full-fledged profession. Personally, I doubt seriously if we have yet, a fully developed teaching profession and for that reason, I feel that the primary purpose of our local, state and national teachers' associations is to build teaching into a fully developed, universally recognized profession.

Every teacher may help to build the profession. Many do. Years ago Dr. James E. Russell, Dean of Teachers College, Columbia University, wrote: "Organized action is the only way to progress in a democracy." Dean Russell was usually right. This time he was wrong. There are two ways to get progress in a democracy — thru group action and thru dynamic, enthusiastic, individual action. Both are important.

For a quarter of a century, 1925-1950, I had the privilege of serving as Director of the Membership Division on the Headquarters Staff of the National Education Association in Washington, D. C. In this book I have tried to report the convictions and experiences which made that tour of duty thoroughly delightful. I have written it in order that I might share these convictions and experiences with all who may be interested, and in order that I might extend my personal appreciation to my associates on the NEA Headquarters Staff and to the thousands of leaders and teachers in every part of the country, who, by their cooperation, industry, and loyal support, have assisted in building the membership of the Association and in making it a potent factor in the important process of building a really powerful teaching profession.

THEODORE D. MARTIN
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Warwick, N. Y.

September 1, 1956

ACKNOWLEDGMENTS

The preliminary draft of this book was written under the title "The Confessions of a Walking Delegate." This title was changed since I have never been a member of a labor union and therefore never technically, a "walking delegate," altho during my twenty-five years of service on the NEA Headquarters Staff I visited practically every state in the Union. Besides, the original title did not seem quite in keeping with the major theme of the book.

When asked by a prospective publisher if the manuscript was "scholarly history" I replied promptly that it was not, since I am neither a scholar nor a historian! It is a personal, inside story of a great institution with which I had the good fortune to be intimately associated for more than a quarter of a century.

For assistance in the preparation of the manuscript I am greatly indebted to my wife, my secretaries and to numerous members of the NEA Headquarters Staff who have generously furnished statistics and other information of great value. I am also indebted to the National Education Association for permission to quote freely from its copyrighted publications, many of which are listed in the bibliography.

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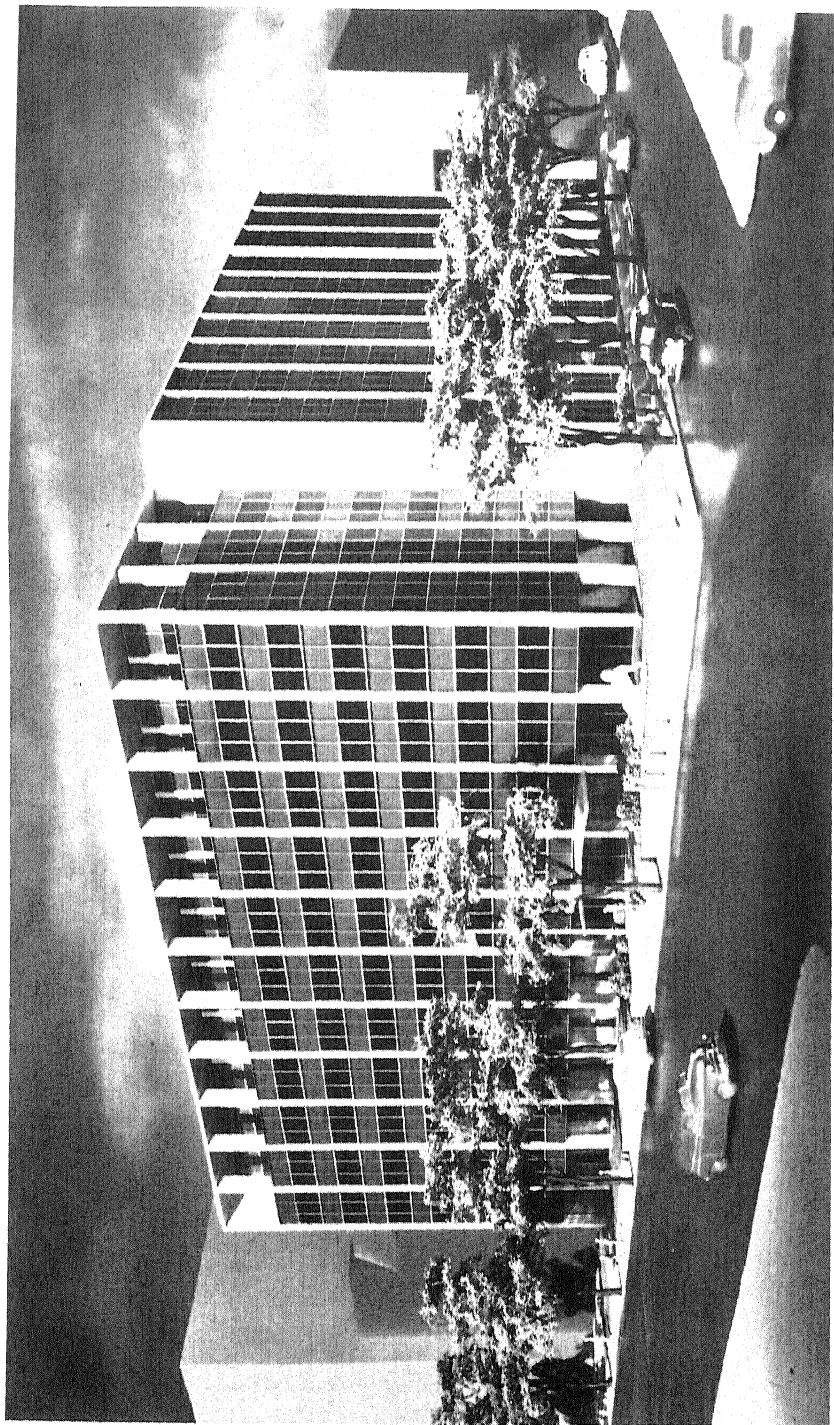
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BUILDING A TEACHING PROFESSION



The New NEA Education Center, erected as part of the 1957 Centennial Action Program

CHAPTER I

THE PURPOSE AND PROGRAM OF THE NATIONAL EDUCATION ASSOCIATION

Some years ago a couple of teachers from Baltimore came to my office to invite me to speak to the members of their association. I agreed to do so and inquired what subject they wished me to use. They replied, "The Purpose and Program of the NEA," and I assured them that I would be happy to use that subject since it was one of my favorites.

They hesitated a moment before leaving and I could see that they had something on their minds which they wanted to tell me but which they hardly dared to mention, so I inquired if they had further instructions regarding the proposed address and the leader replied, "Yes, we do. We do not want you to come over and tell us that the purpose of the NEA is the welfare of the child. Last year," she continued, "one of your co-workers came over and talked for nearly an hour to our group and all that he said was that the primary purpose of the NEA is the welfare of the children of the nation! We do not think that that is the primary purpose of the Association; and if it is, we do not think that it ought to be. We think that it ought to be the welfare of the teachers of our country." "Well," said I, "I will be happy to come over and tell your group about the splendid program of service which the NEA is carrying forward in behalf of the welfare of teachers." And I did.

I told them that the NEA believed in higher salaries for teachers and that it had been working on this problem ever since it was organized in Philadelphia in 1857. I explained that the resolutions passed at the annual NEA conventions frequently carry a paragraph urging "better salaries for better teachers."

I told them about Superintendent Frank Densberger in Kenmore, New York, who always reported a 100 per cent NEA enrolment each fall and who, when I visited him to find out the reason for this consistently perfect record, told me that he had attended the NEA

summer convention back in 1920 and that there he had been amazed to hear the resolutions committee include in its report a statement to the effect that the minimum salary for teachers in any state ought to be not less than \$1,000. That was in the days when \$1,000 was more nearly the maximum salary for teachers in most states. He said that he could not believe his ears so he checked up on the matter to be sure that he was right, and now every fall he tells his teachers that he is sure that they each owe the NEA not less than \$200 per year for its work in behalf of their salaries.

I also told them that since 1923 the Research Division of the NEA has made a biennial survey, collecting detailed facts regarding the salaries paid teachers throughout the nation. This information, distributed every two years, in the Research Bulletin and special salary tabulations, early in the spring when boards of education are preparing their budgets, has had a marked influence in the movement toward higher remuneration for teachers. I told them of a letter which we received some time ago from the president of a large city association in which he said:

Thank you for Research Service Circular No. 11. This information has been invaluable in aiding us to make a presentation to our board of education and city commissioners, which has resulted in the increasing of the teacher salary item in the budget by \$500,000.

I told them about the 1946 Chautauqua Conference out of which came the resolution that the minimum salary for professionally prepared teachers should be not less than \$2,400 and that modern salary schedules should make provision for superior teachers to receive \$6,000 or more each year. I confessed that our efforts in this field had not been as great as we would have liked, but I called their attention to the fact that considerable progress had been made, since the average annual salary for teachers has gone up from \$189 in 1870 to \$325 in 1900; to \$1,250 in 1925 and to \$3,010 in 1950. (It was \$3,932 in 1955.)

I did not tell them that the National Education Association had been responsible for all of this increase. To have done this would have been highly stupid since everyone knows that numerous factors have contributed to this progress — the general change in economic conditions and the splendid work of state and local associations.

However, I did suggest that the National Education Association was entitled to a good share of credit for the improvement since, during recent years, its public relations program has been largely responsible for the magnificent publicity program over the radio, in the newspapers and in the magazines of our nation. This has helped to awaken the public to the present plight of the schools and to the need for immediate, prompt and drastic action if our schools are to be able to function effectively.

I told them about the work of the NEA in the field of tenure for teachers. For more than three-quarters of a century the NEA has been fighting for tenure.

At the 1873 convention Dr. Charles W. Eliot, President of Harvard University, reported that "permanence of position of a teacher is necessary to make the position of a teacher one of dignity and independence" and the 1887 Volume of Addresses and Proceedings carries a committee report urging that the subject of tenure be given publicity in the belief that needed legislation would result. In 1915 the Association passed a resolution heartily favoring tenure for teachers and numerous subsequent conventions have passed similar resolutions. The 1953-54 edition of its platform includes the following statement:

Teachers, regardless of position or title, are professional workers in a common cause, and, as such have certain responsibilities and rights. The interests of the child and of the profession require . . . teachers who are protected from unjust discharge by effective tenure laws.

Ever since 1919 some committee within the Association has been working on tenure problems and publishing reports in this important field. In 1944 the functions of the Tenure Committee and the Committee on Academic Freedom, organized in 1935, were merged. The primary responsibilities of these committees has been expressed in the following statement:

- a. To provide protection to teachers in their relationships with employers,
- b. To aid in improvement and extension of tenure legislation thruout the states, and
- c. To foster a favorable climate in which teachers may safely teach the full truth without fear or favor.

During recent years the Association's Standing Committee on Tenure and Academic Freedom has worked in close cooperation with the Association's Defense Commission, making investigations in various communities where teachers have been reported to have been dismissed unfairly. The reports of these investigations, the Research Bulletins on tenure practices and the articles in the NEA Journal featuring tenure, have had a significant influence in promoting the enactment of tenure laws in the various states. In 1917 only three states had tenure laws. Now nearly three-quarters of the states have freed their teachers from the necessity of annual appointments and protect them against unfair dismissal, and practically all of the rest are working for modern tenure laws using the NEA reports as the basis of their legislative proposals.

I spoke of the work of the NEA in the field of retirement allowances for teachers. Leaders of the Association recognized years ago that efficiency in the schools demands not only effective tenure regulations to protect teachers against unfair dismissal but adequate retirement systems to protect the children against the incompetencies which frequently accompany old age. The NEA Council on Teacher Retirement has encouraged states to provide adequate and actuarially sound retirement systems for their public school teachers. In 1917 only five states had retirement systems for teachers. Now state wide retirement systems or pension systems have been established in all forty-eight states, Alaska, Hawaii and the District of Columbia. The NEA Research Bulletins on the subject of retirement allowances have been an invaluable source of authentic information for the state committees working for retirement legislation and have assisted greatly in the development of sound retirement systems.

I also told them about the work of the NEA in the fields of Sick Leave, Sabbatical Leave and Teacher Load. For years the National Education Association has been encouraging state and local associations to develop reasonable arrangements for cumulative sabbatical and sick leave. Sabbatical leave with at least part salary has, for years, been provided by many institutions of higher learning and progressive school systems. Why shouldn't elementary and secondary school teachers be given sabbatical leave? Most of them work much harder than college professors! Twenty-three states, the District of Columbia, Alaska, Hawaii and Puerto Rico now recognize sick leave by law or state board rule. Most city school

systems provide sick leave with some pay and more than three-fourths of them operate some kind of a cumulative sick leave plan.

Reasonable class size and equitable distribution of the teacher load is another problem which is receiving increased attention by the NEA. In 1955 the median class size in elementary schools in large cities was 32.9; in junior high schools, 31.8; and in senior high schools, 29.0. At that time the NEA Commission on Teacher Education and Professional Standards recommended the following standards: special classes for exceptional children—15; kindergarten and first grade—20; other classes in elementary and secondary schools—25; total pupil hours for a teacher in a departmentalized situation—100.

After having talked about 30 minutes regarding the NEA program of service in behalf of the welfare of teachers I stopped, hesitated a moment and then said:

I have always been taught that honesty is a primary virtue and if I were to stop my address at this point, I am sure that I would leave many of you under a misapprehension. You would think that I believed that the primary purpose of the NEA is the welfare of the teachers of this country and I do not. It is my own personal conviction that the primary purpose of the National Education Association is and must be the welfare of the children of this country! Must be? Yes, must be, for at least two reasons. In the first place, your National Association aspires to be a professional organization; and one of the fundamental distinctions between a professional group and a non-professional group is that the former is at least supposed to be dominated primarily by an altruistic rather than a selfish motive. In the second place, we want our national, professional organization to be as strong as possible and if we keep the child out in front it will be stronger, since the public will be more likely to cooperate with us if they realize that we are working primarily for the welfare of their children rather than for our own personal welfare.

Does that mean that the NEA is not interested in the welfare of teachers? Of course not. The NEA is greatly interested in the welfare of teachers, but its leaders believe in the slogan "Children

First" and they know that they can serve the children of this country best by building a profession of teaching so attractive that there will come into its ranks the finest and best young people of each generation, the kind of individuals required if the boys and girls of this country are to receive the kind of education which they need and which they deserve.

If we do not make teaching attractive what will happen to the children of our country? They will be taught by leftovers! Back in 1926 I read this statement in the *Atlantic Monthly*: "Nobody but prospective failures goes into academic work these days!" That statement made me angry when I first read it and it makes me angry every time I think of it. Because it is true? No, but because in some communities it comes so near being true and we, the citizens of the leading nation of the world, cannot afford to have our children taught by leftovers. We want them to be taught by the finest and best of each generation!

While I admit that the statement of purpose which is carried in the Charter of the National Education Association — "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States" — is good, the interpretation of this statement which I like best is that the purpose of the Association is *to build a teaching profession for the sake of the boys and girls of this country.*

Teachers, like other citizens, may be divided into three groups regarding the question as to whether or not teaching is a profession — those who believe that teaching is already a full-fledged profession, those who believe that teaching is not now and never will be a real profession, and those who believe that teaching is a profession in the making.

Dr. Crabtree, Secretary of the NEA for nearly eighteen years, 1917-1935, used to feel that it was almost heresy for anyone to suggest that teaching is not a full-fledged profession. He maintained that it was one of the oldest professions, one of the most worthy professions, and one of the most fully-developed professions.

On the other hand, I have some very intelligent friends who smile cynically at my enthusiasm about the possibility of teaching becoming a profession. They say, "You not only do not have a teaching profession now but you never will have one. Instead of a profession of teaching all you have is a procession of teachers," for

they are mindful of the large annual turnover among the teachers of our country. Sometimes they add, "You know perfectly well that teaching is, for women, primarily a way-station to a wedding — a mobile mob of maidens awaiting matrimony! — and for men a vestibule to a career or a stepping-stone to something better." When I hear teaching called a stepping-stone, I like to recall the statement which another good friend of mine used to make whenever teaching was mentioned as a stepping-stone: "Yes," he would say, "whenever teaching is used as a stepping-stone, it is the boys and girls that get stepped on!" Probably neither of these extreme points of view is correct; at least it seems to me that Dr. James E. Russell, for many years Dean of Teachers College, Columbia University, was more nearly correct when years ago he said:

"Teaching is by tradition a trade; we hope to make it a profession."

When I hear pessimists discussing the improbability of there ever being a profession of teaching, I like to recall the story of the little five-year-old boy who was sitting on the floor drawing pictures. His mother, after silently watching him for some time, inquired, "Son, what are you trying to draw?" He replied, "I'm drawing a picture of God." Greatly shocked, his mother said, "Why, my boy, you can't draw a picture of God. Nobody knows what God looks like." With the limitless confidence of youth, the boy replied, "Well, Mother, they will when I get through drawing this picture!"

The primary purpose of the NEA, as I see it, is to build a teaching profession for the sake of the boys and the girls of the nation. In its efforts to do this it must make teaching both more attractive and more effective. Its program of teacher welfare already described is designed to make it so attractive that we can bring into the schoolrooms of our country the finest and best young people of each on-coming generation, but if we are to make teaching a full-fledged profession, we must also make it more effective.

The Association's efforts to make teaching more effective are carried on largely by its departments and commissions. Each of these is industriously engaged in improving the technics and tools of education in the various fields of administration and subject matter with which they are concerned. For example, the Departments of Superintendents, Supervisors and Principals are constantly study-

ing the problems in their particular areas, seeking to improve the efficiency of the work involved. Likewise, the American Association of Health, Physical Education and Recreation, the Department of Audio-Visual Instruction, the Department of Business Education, the Department of Rural Education, the Department of Social Studies and other subject-matter groups are all seeking to increase the efficiency of their members.

During recent years the NEA's Department of Higher Education, its Department of Colleges for Teacher Education and its Commission on Teacher Education and Professional Standards have been emphasizing the need for raising the standards for entrance to the profession and of upgrading the work of those who have entered it on substandard certificates. The proposal that the NEA should advocate a minimum salary of \$2,400, made by the NEA Commission at Chautauqua in 1946 shocked a great many people because it seemed so fantastic at that time, but it has had a tremendous influence, helping to raise the salaries of teachers throughout the country, and the leaders in the Association have been among the first to recognize that the response of the public to this challenge puts our profession under a special obligation to render a higher quality of professional service. The Commission on Teacher Education and Professional Standards is, therefore, waging a vigorous campaign of teacher recruitment, advocating an early discontinuance of emergency certificates and encouraging a prompt raising of certification requirements. In addition to its annual national conferences, the Commission has staged numerous regional conferences to which lay leaders as well as educational leaders have been invited. These have contributed greatly toward increasing the awareness of the public regarding the current crisis with which our schools are confronted, and the importance of securing for the boys and girls of our nation outstanding teachers of exceptional ability and full professional preparation.

Somewhere in a large city a magnificent cathedral was being built. A stranger passing stopped to speak to the workmen. "What are you doing?" he inquired of the stone-cutter. "I'm chipping stone," was the reply. "What are you doing?" he inquired of the mason. "I'm laying stone," was the reply. "And what are you doing?" he inquired of the hod-carrier who had just emptied his hod full of mortar onto the mason's tray. Straightening up, throwing

back his shoulders and looking his questioner straight in the eye, this man of heavy burdens and menial tasks replied, "I'm building a Cathedral, sir!"

So it is with you and me — we who are in the teaching business. Although our daily tasks may often seem monotonous and irksome, although some of the committee meetings which we are called upon to attend may be dry and boring, yet these menial tasks when viewed in their relationship to the great work in which we are engaged, take on a new meaning, a higher significance. We are engaged not only in teaching subjects, not only in supervising study periods, or "looking for 'nits' in dirty heads," as a friend recently wrote, we are building a profession!

In this task of building a profession of teaching, we do not need to work as isolated individuals. The building of a real profession of teaching is, in the final analysis, the ultimate objective of all of our professional organizations — local, state and national. On this task the National Education Association has been working for a century and to this task it invites the cooperation of every teacher in the nation.

The Hope of Tomorrow

Somewhere in a schoolroom today under the care of an unknown teacher is a child who in his own time, grown to maturity, will lead the world away from war and toward peace. This faith of the teacher — your faith and mine, as we look into the eager faces of youth — is the hope of tomorrow, a hope that cannot fail. It is bigger than all the fears and partisanships of our time. Let us renew and deepen our faith.

—JOY ELMER MORGAN

CHAPTER II

THE MOST IMPORTANT PROFESSION

When, on a field trip in Iowa some years ago with Lee Campbell, the Field Secretary of the Iowa Education Association, we were invited to speak at a Rotary luncheon. Lee spoke first and expressed great enthusiasm for the importance of the teaching profession. He said that in his judgment, it was the most important profession in the world, barring that of the ministry. When my turn came I said that I was glad that my friend, Lee, was enthusiastic about the importance of the teaching profession because I was, and I added that I would go even farther than Lee since I believed that teaching was the most important profession in the world barring none, not even the ministry, and I said that as the son of a preacher, because I knew that we teachers had to teach the preachers!

Although I doubt whether we have today a full-fledged teaching profession, I find myself constantly using the phrase "a teaching profession." This is largely for purposes of brevity and convenience. It also reflects my normal tendency toward "wishful thinking" and the philosophy of a "will to believe" advocated by William James and suggested by Shakespeare when he said, "Assume a virtue, if you have it not."

While teaching may not yet have achieved universal recognition as a full-fledged profession, its right to this classification was assumed by the leaders who, in 1857 organized the National Education Association. They included the following significant clause in the official statement regarding the purpose of the Association:

To elevate the character and advance the interests of the profession of teaching.

The leaders who organized the California Teachers Association in 1863, however, were somewhat more cautious and included the following statement in their bylaws:

It is the purpose of the Association to achieve for teaching its true place among the professions.

In his excellent book "The Teacher and Professional Organizations" Dr. T. M. Stinnett takes the following realistic position:

In the minds of many people, including many teachers, teaching cannot yet be considered a full-fledged profession.

However, he adds:

This book takes the view that teaching is a profession. But the evidence is mixed and the answer to the question "Is teaching a profession?" can hardly be categorical. In most respects teaching does exhibit the characteristics of a profession. In some, it does not. Again in some teaching areas and in some places teaching exhibits all the earmarks of a profession. In others, there are conditions which still mark it as semi-professional or even as a trade.

The 1956 NEA Handbook carries the following statements —

Education is a major profession comprising classroom teachers, administrators, and specialists — (Platform)

Education is a major profession. It should be recognized as such by the general public and by all institutions of higher learning. (Resolutions)

Teachers are professional workers whose preparation must be superior in general education, in their specialized teaching fields and in specific professional education. (Resolutions)

The argument as to whether or not teaching is a profession depends largely on one's definition of the term "profession" and the criteria which one accepts as being essential for a vocation if it is to be classified as a profession. These will be considered in the chapter, "Progress Toward Professional Status, 1857 — 1957."

The Professional Standards Movement

Ever since it was organized in 1857, the National Education Association has urged improvement in the standards of the profession. Prior to 1946, its work in this field was carried on largely by its Department, the American Association of Teachers Colleges, established in 1917, and its predecessor, the American Normal School Association, founded in 1858.

13. Scholarships, Fellowships and Student Aid Programs for Students Planning to Become Public School Teachers (1954)
14. Suggested Adjustments to Alleviate Teacher Shortages (1954)
15. Teacher Education, The Decade Ahead (1955)
16. Teacher Selective Recruitment Programs (1953)
17. Teacher Supply and Demand (Eight Reports, 1948-1956)
18. The Teacher and Professional Organizations (1956)
19. The Teaching Profession Grows in Services (1949)
20. The High Standards Approach to Teacher Supply (1956)
21. The Professional Standards Movement in Teaching: Progress and Projection (1956)

It has also issued a series of "Policy Statements" concerning the following fields, which have had and are having a helpful influence in every state of the union —

1. Selection of Prospective Teachers
2. Certification of Teachers
3. Accreditation of Teacher Education Institutions
4. In-Service Growth
5. Salaries of Teachers
6. Teacher Load
7. Professional Working Conditions

Because of conditions following World War II, the Korean War and the Cold War, the decade 1946-56 has been full of great difficulties for all parties interested in raising the standards of the teaching profession. Nevertheless marked progress has been made. While the NEA Commission on Teacher Education and Professional Standards has not been wholly responsible for all of this progress, its dynamic program of regional and national conferences, its startling resolutions regarding higher salaries and higher certification standards and its specialized publications in these fields, have played a significant part in the remarkable progress made.

Under the inspiration of the Commission's leadership, fifty State Commissions on Teacher Education and Professional Standards paralleling the National Commission, have been organized by State Teachers Associations. Similar committees and commissions have

been established by hundreds of local associations and in thirty states Advisory Councils on Teacher Education have been set up to assist in mobilizing the resources of the profession for improving the preparation of teachers and to serve as expert advisors to the state legal authorities.

Future Teachers of America

The Future Teacher movement grew out of the Horace Mann Centennial Celebration and in 1937 was approved by the NEA Representative Assembly as a cooperative project of the NEA and its affiliated state and local associations. Dr. Joy Elmer Morgan, Editor of the NEA Journal, was its principal sponsor until his retirement in 1954. In the 1955 general reorganization of the NEA, the responsibility for FTA was assigned to the National Commission on Teacher Education and Professional Standards with Mrs. Wilda F. Faust, Assistant Secretary of the Commission, in charge.

The primary purposes of the FTA movement are to assist in the recruiting of promising young people for the teaching profession and to give them practical experience in working on the problems of the profession thru participation in local student clubs and chapters, in state and national student groups and in local, state and national education associations.

FTA Clubs are largely exploratory. They seek to provide highschool students with information regarding our public schools, their contributions to our democratic society and the vocational opportunities which they offer; to aid the students in self-evaluation and to offer participation in prevocational activities which will assist them in developing the qualities and aptitudes basic to successful teaching. These Clubs pay a \$3 charter and service fee the first year and a \$2 annual service fee. They receive joint NEA-State Association charters, manuals, the State and NEA journals, newsletters, posters, songs and other program materials and the right for their members to purchase and wear the FTA pins.

The College Chapters will, after June, 1957, be called "Student Education Associations." Their purposes are to interest capable students in teaching as a career; to encourage the careful selection and guidance of persons admitted to teacher education programs; and to provide the members with opportunities for developing personal growth and professional competences. They are also designed

to give students an understanding of the history, ethics and program of the organized teaching profession and to let them participate in cooperative work on the problems of the profession.

These Chapters, like the Highschool Clubs, receive joint NEA-State Association charters, renewable annually, and one copy of the FTA Handbook, the NEA Handbook and "The Teacher and Professional Organizations." They also receive posters, folders and other suggestive program helps. Members of the College Chapters pay annual dues of \$2 which entitle them to student membership in the NEA and the State Association, and the receipt of the NEA Journal and the official magazine of the State Association. They also receive "teacher placement service" in the states which provide this service to their members and the right to purchase and wear the FTA pin.

The following table indicates the inspiring membership growth of FTA Clubs and Chapters —

FTA in High Schools			FTA in Colleges		
Year	Number of Clubs	Number of Members	Year	Number of Chapters	Number of Members
1936	1	72	1936	0	0
1941	131	2,601	1941	110	3,001
1946	139	2,716	1946	150	4,438
1951	926	19,829	1951	413	20,948
1956	3,000	76,400	1956	602	35,062

I Am A Teacher!

The material entrusted to my care is more plastic than the potter's clay, more valuable than the miser's gold, and more powerful than the scientist's atomic bomb: that is, the body, mind, heart, and soul of a child. Since my task is such a sacred one, it behooves me to do everything within my power to keep myself worthy of my profession . . . I am a member of the most challenging, most responsible, most stimulating, and most satisfying profession in the world, for I am a school teacher.

—ARLINE C. SMITH

CHAPTER III

PROGRESS TOWARD PROFESSIONAL STATUS

1857 — 1957

The progress which teaching has made toward becoming a full-fledged profession varies considerably in the different states and in areas within the states. However, the following cursory survey shows that real progress has been made.

While thousands of individuals and hundreds of other groups have worked consistently and vigorously to elevate the status of teaching and to help it achieve standards which would approximate those of other recognized professions, the work of the National Education Association in this field has been outstanding.

The criteria usually employed for determining whether a given vocation is eligible to be classified as a profession are:

1. Specialized preparation
2. Official certification
3. Emphasis on service rather than on personal gain
4. Prestige — public and personal
5. Reasonable financial rewards
6. Large individual responsibility
7. Special code of conduct

The Educational Qualifications of Teachers

Until recently, the educational requirements of teachers have been embarrassingly low. In some communities they are still distinctly substandard. Two antithetical theories have been at least partially responsible for this. In the good old days, as now, some people honestly believed that just anyone could teach and on the other hand, some insisted, with even greater conviction that teachers are "born" not "made." Even such a distinguished citizen as Dr. Melancthon Woolsey Stryker, President of Hamilton College, 1892-1917, belonged to this latter school of thought. He was a well educated, excellent preacher and money-raiser, an inspiring personality, but a miserable teacher and many of us who were fortunate

enough to have him as a teacher in required courses of "Bible" and "Christian Evidences" often wished that he had been either "born" better or "made" better. He thrilled us with his aristocratic bearing, his showmanship, and his ability to express his ideas in vivid language but he knew nothing of the science of education and was proud of that fact! To him teaching was an art, a gift, and pedagogy a pettifogging, cramping handicap! The controversy as to whether teaching is a science or an art has not yet been resolved. However, the conviction is growing among all leaders in our nation that the teachers of our children must be better prepared for the vital and highly technical work with which they are entrusted.

For generations most religious groups have expected their ministers to be educated beyond that of the average citizen. Three years of specialized, theological training, beyond a four year college course has frequently been the accepted minimum standard.

In pioneer days lawyers and doctors were not required to attend professional schools but those who desired to enter these professions were expected to study under the supervision of regular practitioners. Gradually professional schools were developed with prerequisite entrance requirements of one to four years of college work.

The program of professional education of teachers in this country, has been evolving ever since prerevolutionary days when Christopher Dock, a Mennonite teacher in Pennsylvania, wrote a book on how to teach.

The first definitely professional schools for teachers, established in the United States, were the private normal school opened by Samuel Read Hall at Concord, Vermont in 1823, and the state normal school opened at Lexington, Massachusetts, by Cyrus Peirce in 1839. These and other early normal schools, while designed to prepare teachers, were in reality, secondary schools, not collegiate or graduate professional schools.

In 1826 Amherst College planned to offer courses in education but this effort like a similar attempt at New York University in 1831, failed because of lack of finances. Indiana University opened its normal department in 1852, Iowa in 1855, and Wisconsin in 1863. These and other early normal departments, designed primarily to prepare elementary teachers, frequently admitted non-high school graduates and sometimes enrolled more students than

the collegiate departments of the Universities in which they were located. In 1895, New York State celebrated the enactment of a law requiring at least three years of high school education as a minimum requirement for eligibility to teach in the elementary schools of the cities of the state! The NEA resolutions of that year include a paragraph congratulating His Excellency, Governor Morton, on the fact that he had "risen to his high privilege" of signing a bill which stipulated that:

No person shall be employed or licensed to teach in the primary and grammar schools of any city of the state who has not had successful experience in teaching for at least three years, or, in lieu thereof, has not completed a three years' course in and graduated from a high school or academy having a course of study of not less than three years.

By 1920 the conviction that a four year course of professional preparation was necessary, had gained wide approval. That year the NEA Resolutions included the following paragraph:

We believe that the ends which we seek demand, above all else, an immediate and thoroughgoing improvement of the agencies for the preparation of teachers. We commend and indorse the conviction, now so rapidly gaining favor in our profession and in the public mind, that those who enter the public school service, whether they are to teach in rural schools or in urban schools, in elementary or in high schools, should have a minimum of four years' carefully planned preparation, following upon graduation from a four year high school.

During the last quarter of the nineteenth century specific attention began to be given by colleges and universities to the professional preparation of secondary school teachers and by 1890 teachers' colleges and university schools or colleges of education began to open their doors.

While considerable progress has been made in the development of programs for the professional preparation of teachers during the twentieth century, most of this advance has been on the collegiate level and to date, comparatively few of the teachers in our nation have taken much professional work beyond the bachelor's

degree. The median preparation of elementary teachers in 1954-55 was estimated at 4.3 college years and 5.1 for high school teachers. In 1955-56 sixty-nine per cent of the elementary teachers in our public schools were college graduates but 5.7 per cent had less than two years of college work.

The Certification of Teachers

Official certification is a second credential traditionally required of a vocation which aspires to be classified as a profession. Prior to the twentieth century local or county officials in the United States usually prescribed the conditions under which persons were licensed to teach. In 1898 only three states had conferred this authority and responsibility on the State Department of Education. However, by 1937 state certification was in use in forty-one states. The movement toward state certification came largely from teachers who were interested in having higher standards adopted. Local school authorities were often laymen or low-salaried officials who sometimes permitted social, political, or religious considerations to influence their judgements of candidates for certification.

The basis for certification has gradually shifted largely from personal interviews and oral or written examinations to credentials from colleges or other teacher training institutions. Most state departments of education collaborate with the colleges and universities within their boundaries in developing their certification standards. More than twelve hundred institutions of higher learning in the United States have been approved by state boards or departments of education for teacher-certification purposes. In 1937 the minimum scholastic requirement for certification was, on the average, two years of preparation beyond high school graduation for elementary teachers and four years for secondary school teachers. By 1946 fifteen states required the bachelor's degree for their lowest regular certificate for elementary teachers and by 1955 thirty-one states were enforcing this standard and three more had announced legal deadlines for it to become operative. During the decade 1946-55 fourteen states increased their minimum requirements for high school teachers; thirty-two for elementary school principals, and twenty-nine for high school principals. In 1955 efforts were made in at least five state legislatures to pass laws cutting back minimum certification requirements under the guise of increasing teacher supply.

All of these efforts were defeated largely thru the activities of the organized profession and other leaders who recognized the importance of maintaining high standards.

The "Statement of Policy" published in 1955 by the NEA Commission on Teacher Education and Professional Standards includes the following significant paragraphs regarding certification:

Broad legal powers for the formulation and application of certification requirements should be vested in the chief state education agency and its appropriate professional staff or division.

Certificates representing different levels of professional preparation should be issued upon completion of programs in institutions accredited specifically for teacher education, as follows:

- a. The baccalaureate degree with four years of preparation for teaching for initial or probationary certification at all levels.
- b. Five years of college preparation, together with appropriate teaching experience, for continuing teacher certification.
- c. Five years of college preparation, together with appropriate teaching experience, for initial certification of administrative, consultative or supervisory, and special school service personnel.
- d. Six years of college preparation, together with appropriate experience, for continuing certification of administrative, consultative or supervisory, and special school service personnel.

The Accreditation of Teacher Education Institutions

Closely related to the problems of the certification of teachers is that of the accreditation of institutions which prepare teachers for their professional work. Prior to 1910 medical education in the United States was in a deplorable state. The country was full of medical schools many of which were run for profit and were little less than diploma mills. Then came the Flexner Report, made jointly by the American Medical Association and the Carnegie Foundation. It exposed the existing conditions and led to an ef-

fective program of accreditation which, in the course of forty years, closed the doors of the substandard medical schools and enhanced materially the standing of the whole medical profession. As early as 1907 the American Medical Association had established a "Council on Medical Education and Hospitals" but it had not functioned effectively until after the Flexner Report. Following that report, medical schools were inspected, evaluated and classified A, B, and C, and by 1950 all of the B and C schools had disappeared and the minimum preparation required of physicians which in 1910 was one year of collegiate training had become seven or eight years.

Leaders in the teaching profession have been working for years toward the establishment of an effective agency, similar to the Council on Medical Education and Hospitals, to assist in upgrading the professional preparation of teachers. As early as 1923 the American Association of Teachers Colleges, a Department of the NEA, began operations in this field thru its committee on accreditation. For several years this committee's primary function was to implement the work and policies of the Association's Committee on Studies and Standards but in 1951 it launched a program of visitation to lead toward an effective evaluation program. In 1954 the Association completed its intervisitation program and made arrangements to transfer its accreditation work to the National Council for Accreditation of Teacher Education.

The National Council for Accreditation of Teacher Education is an independent agency established in 1952 by the following organizations:

1. The National Council of Chief State School Officers
2. The National Association of State Directors of Teacher Education and Certification
3. The American Association of Colleges of Teacher Education
4. The National Education Association
5. The National School Boards Association

The Council consists of nineteen members selected by these groups. It is subsidized by the five constituent organizations responsible for its creation. The NEA pays sixty-seven per cent of

its budget. It began operations July 1, 1954 and issued its first list of accredited institutions that fall. Its second list, numbering two hundred and eighty-eight colleges and universities, was issued in September, 1955.

Service vs Salary

The third credential traditionally employed to differentiate a profession from other vocations is emphasis on service. While physicians, lawyers and ministers have seldom been expected to serve wholly without financial compensation, they have always been expected to put service above self and to be willing to render service, at times, even though fees or salary were low, if available at all. From this point of view, teachers have generally been able to qualify as professional workers in the mind of the public. In fact, this attitude on the part of the public, has been one of the handicaps which has made it difficult to get teachers' salaries raised to a reasonable standard.

When our oldest daughter was at home for Christmas vacation during her senior year in college, she reproved me sharply for deploring the low salaries of teachers by saying, "But, Dad, aren't you forgetting the psychic income?" Of course I defended my position promptly with the comment that, while I recognized the importance of psychic income, I still believed that teachers should receive reasonable salaries so that they may be able to pay, in the coin of the realm, their bills for food, clothing, housing and other necessities of life. As a matter of fact while I believe that the joy of service is an essential element for any profession, I have never been able to see why the public should expect professional workers to accept "psychic income" as any considerable part of their wages while it insists on cold cash in payment for its wares! Nevertheless one of the criteria traditionally employed to distinguish a profession from a trade is superior devotion to public service.

Prestige — Public and Personal

While manual labor and other non-professional vocations should never be disparaged, the fact remains that the professions of law, medicine and the ministry have historically been held in higher esteem by the public and by the members of these professions. In institutions of higher learning teachers have usually been

granted professional status. However, teachers in elementary and secondary schools in the United States, seldom have been accorded the distinction and esteem to which they are entitled. The word *pedagogue* is frequently used as a term of disdain. It harks back to the days when, in Greece, the teacher was often a slave. The following items indicate that a low concept of teaching prevailed in some areas of our country during the early days:

Dr. Edgar Knight says that the rector of a church at Annapolis, Maryland, reported in the last of the seventeenth century that upon the arrival of every ship with either redemptioners or convicts, schoolmasters were regularly advertised for sale, just as were weavers, tailors or those who followed other trades. He noted little difference except that schoolmasters do not usually fetch as good a price as the latter.

The NEA Research Bulletin Vol. 6, No. 4 reports that:

In the Ship, *Paca*, arrived at Baltimore in five weeks from Belfast and Cork are imported and advertised for sale in the Maryland Journal, various Irish commodities, among which are schoolmasters, beef, pork and potatoes.

Perhaps teaching and teachers are still handicapped by their social ancestry!

Some years ago when driving to the office one morning I offered a ride to a young man and his wife who were walking toward the bus station. I did not know until they got into the car that they were foreigners. They worked at the Czechoslovakian Embassy and when I mentioned that I worked at the headquarters office of the National Education Association they asked this embarrassing question: "Why is it that in this country teachers are not held in as high esteem as they are in our country?" That question, for the most part, still remains unanswered in my mind. It suggests one of the greatest challenges with which our profession is faced.

The custom frequently followed in some communities of allowing men and women with substandard training to staff the schools is *prima facie* evidence of the fact that people in many sections of our country do not yet regard the professional competence of teachers as being on the same level as that of physicians. Does an intelligent modern parent take his sick child to a doctor

who is known to be practicing with an emergency certificate? Teaching will not be entitled to full-fledged professional rating until parents insist that the teachers of their children shall be fully prepared for the specialized service which they are expected to render.

Some teachers are responsible, to a certain extent, for the low esteem in which teaching is held. They are not always proud of their profession and they sometimes speak disparagingly of it both in public and in private. "I am just a teacher" is an altogether too common apologetic statement which does no good to either the person who makes it or to the profession. To help counteract this down grading tendency, the National Education Association adopted "Proud to Teach" as the theme of its 1956 Convention. No one who feels apologetic for being a teacher should be allowed to teach. Humility is a virtue but chronic insistence that teaching is a vocation for which one should apologize leads to an inferiority complex, which impairs the efficiency of the teacher and the prestige of the profession. Teaching will never gain professional recognition until teachers themselves have a professional concept of their work. It is not enough for them to insist upon being treated as professional by the public. They must have a deep and abiding respect for their work and present a united front on matters relating to its improvement.

Another evidence that teaching has not yet achieved full professional rating is the fact that parents frequently are unhappy when their children choose teaching as their vocation. The wise-crack that "Those who can, do, and those who can't, teach" is a slander which must be lived down by teachers who have courage enough to enter the profession and by the authorities who are responsible for fixing the standards for entrance to it.

While we may still doubt whether teaching is as yet a full-fledged profession, we may well be glad that during recent years it has made marked progress in that direction. Although not all parents are happy when their children choose teaching as their life work, the social esteem in which teachers are held is considerably higher today than it was a century ago.

The Financial Rewards of Teaching

The traditionally low salaries paid to teachers reflect the

somewhat general low esteem in which teaching and teachers have been held and they make it difficult to prove that teaching is a fully recognized profession.

Good teachers have always been and always will be underpaid. A few, because of the poor quality of their work, are overpaid. If the present trend toward raising the standards for entrance to the profession continues, teachers in general may soon receive an annual income which will approach a professional rating.

In colonial days teachers often "boarded around" in the different families of the communities in which they taught. Sometimes, male teachers who were married, like ministers, accepted local produce — eggs, chickens, meat, flour and vegetables as part of their income. Often the schools were not free and the teachers depended on tuition fees.

The development of our nationwide system of free public schools in which the state and local communities carry the major responsibility for providing equal educational opportunity for every child has eliminated, to a large extent, the primitive conditions of the pioneer days and today the salaries of qualified teachers are on the way toward becoming respectable, professionally.

In 1870 the average salary of the teachers of this country, was \$189; in 1900, \$325; in 1925, \$1,250; in 1950, \$3,010; and in 1955, \$3,932. The increases suggested by these figures should not be taken at face value since, in their calculation, the increase in the cost of living has not been taken into account.

In 1920, the Resolutions Committee of the National Education Association surprised the members of the Association and the public in general by suggesting that the minimum salary for teachers in any state should not be less than \$1,000. Twenty-six years later the NEA Department of Classroom Teachers and its Commission on Teacher Education and Professional Standards, advocated a minimum salary of \$2,400.

In February, 1955, the NEA Commission on Teacher Education and Professional Standards suggested the following schedule of minimum salaries for teachers having the full professional preparation required for certification in the particular field of instruction in which they plan to be engaged.

Suggested Minimum Professional Salary Schedule for Teachers

<i>Minimum Professional Preparation</i>	<i>Salary first year of service</i>	<i>Increments 2nd thru 14th year of service</i>	<i>Salary 15th year of service</i>	<i>Increments for years of service beyond 15th</i>
1	2	3	4	5
Bachelor's degree	\$4,000	Annual increments to total \$4,000	\$8,000	Further increases for advanced education and proved usefulness.
Master's degree	\$4,300	Annual increments to total \$4,300	\$8,600	
Year beyond master's	\$4,600	Annual increments to total \$4,600	\$9,200	
Doctor's degree	\$4,900	Annual increments to total \$4,900	\$9,800	

In July 1955 the NEA Representative Assembly adopted a resolution calling for minimum salaries for teachers with a bachelor's degree of \$4,200, and a maximum of \$9,200, and in July, 1956, the Association official resolutions called for salary schedules beginning at \$4,500 and going to at least \$10,000.

Individual Personal Responsibility

Most lawyers, doctors and ministers enjoy a high degree of independence in their professional work. While they are often employed by corporations, boards of trustees or boards of directors, they are seldom under the supervision of autocratic administrators who presume to dictate how they shall perform their work.

In the past, when few teachers had adequate professional preparation, it was necessary and natural for supervisors and ad-

ministrators to specify numerous rules and regulations and to exercise close supervision over the activities of the staff. Under modern conditions, where most teachers have had considerable professional preparation for their work, they are frequently given a high degree of freedom and responsibility which facilitates and encourages a feeling of professional status.

Of course rules and regulations will always be necessary in large and important undertakings such as modern school systems but in a democracy and in a profession these can be secured most satisfactorily by group conferences where the professional individual has an opportunity to be heard and to share in the development of the program. The recent trend toward democracy in school administration is helping materially toward the building of a teaching profession. The NEA Departments of Classroom Teachers, Principals, Supervisors and Superintendents have been particularly helpful in furthering this movement.

A Special Code of Conduct

Most vocational groups which desire to be recognized as a profession, recognize the importance of having an officially adopted special code of conduct to which their members are supposed to conform. The oldest and most distinguished code of this type is the Hippocratic Oath which dates back to the fourth century B.C. It has been supplemented by the Principles of Medical Ethics adopted in 1912 by the American Medical Association.

The first state code of ethics for teachers was adopted by the Georgia Education Association in 1896. Since then forty-six other state associations have adopted similar documents. Hundreds of codes have also been prepared by individuals, local associations and other groups within the profession.

In 1924 the NEA appointed a committee which, after five years of careful study, prepared a national code which was adopted in 1929. This was thoroughly revised in 1941, and in 1952, and has been adopted by many states in place of their previously developed codes.

Since none of the existing Codes of Ethics for Teachers is divinely inspired or humanly perfect, the NEA has suggested that an excellent project for prospective teachers or in-service groups is to write a code which expresses their ideals and standards of

professional conduct. For such projects the following publications have been found helpful:

- A. NEA Research Bulletin Vol. IX, No. 1, January 1931, "Professional Ethics for Teachers." (Out of print but available in many college libraries)
- B. 1947 Report of the NEA Committee on Professional Ethics. This includes the NEA Code and the following codes prepared for and by special groups:
 - 1. A Principal's Code
 - 2. A Code of Ethics for Private Preparatory School Principals
 - 3. A Bill of Rights for Teachers
 - 4. A Code of Ethics for Counselors
 - 5. The Athlete's Creed
 - 6. Codes for Supervisors and Teachers
 - 7. An Athletic Code
 - 8. A College Teacher's Creed
 - 9. A Tentative Code of Ethics for Schoolboards and Superintendents
 - 10. A Code of Ethics for the Board of Education
 - 11. A Code of Ethics for California School Trustees
 - 12. A Code of Sportsmanship for Fans
 - 13. A Code of Ethics for Minnesota Schoolboard Members
 - 14. A Parent-Teacher Code of Ethics
 - 15. A Code of Sportsmanship
 - 16. The Code of Ethics of the National Association of Teacher Agencies
 - 17. Codes of Ethical Procedures for Placement Bureaus, Applicants, and Employers
 - 18. A Professional Code of Ethics for the Selection of Textbooks
 - 19. The Rotary Code of Ethics
 - 20. The Hippocratic Oath
 - 21. Principles of Medical Ethics of the American Medical Association

22. Canons of Professional Ethics of the American Bar Association
 23. Codes of Ethics for Ministers
 24. The Code of the Sportsmanship Brotherhood
- C. 1948 Report of the NEA Committee on Professional Ethics. This includes the NEA Code and twenty-five State Association Codes.
- D. 1955 Report of the NEA Committee on Professional Ethics. This includes the 1952 edition of the NEA Code and thirty-two "opinions" rendered by the NEA Committee on Professional Ethics, 1952-1955.
- E. "Ethics for Teachers" Discussion Pamphlet No. 5 of the NEA Department of Classroom Teachers.
- F. "Action Study Guide" published by the NEA Committee on Professional Ethics.

While teaching has not yet achieved universal recognition as a full-fledged profession it has, during the past century, made considerable progress toward the realization of that goal. The National Education Association, in cooperation with its departments, its state and local affiliated units, and other organizations, has contributed materially toward this progress.

The Teacher of Tomorrow

The teacher of tomorrow will be carefully selected, broadly trained, and adequately paid. He will be the powerful force by which this nation will achieve the maturity of mind and the serenity of spirit that are the hallmarks of true greatness. A new awareness of destiny and a new sense of calling will undergird him as he encourages young and old in their quest for timeless truth. He will fix his eyes upon horizons which lie far beyond geographical boundaries and which promise a new dawn of brotherhood. Most of all, he will be recognized and honored among men as one to whom God has given a priceless opportunity to serve.

—SAMUEL B. GOULD

CHAPTER IV

TEACHERS AS A SOCIAL FORCE

Teachers are potentially the strongest professional group in America. I make this claim deliberately and emphatically although I realize that there may be some who will challenge it. Many of my friends do. Some of them even go so far as to intimate that if I honestly believe that teachers are potentially the strongest professional group in our country, I am little less than crazy. Of course, I don't mind this accusation because I am used to it. My wife sometimes hints at it and so do my children, occasionally; but when they do I just smile indulgently and recall the reply of Gracie Allen when, one night, George Burns asked her if her family suffered from insanity. Without a moment's hesitation she replied, "No, George, we enjoy it thoroughly!"

My conviction that teachers are potentially the most powerful profession in this country is based on six facts: (1) there are more of them; (2) they are educated; (3) they have an altruistic philosophy of life; (4) they have almost daily contact with one of the best advertising mediums in the world; (5) they have a chance to participate in community activities, including politics; and (6) they have an opportunity to work as an organized profession through local, state and national associations.

There are more than a million teachers in this country. Contrasted with this veritable army of teachers there are only 94,000 dentists, 215,000 physicians, 225,000 lawyers and 375,000 nurses. Teachers are potentially a strong social force because they are numerically the largest professional group in the world — nearly three times as large as any other profession — and numbers count, particularly with legislators. Sometimes we get the impression that politicians are stupid. Some of them are, but they can all count and they do!

The teachers of this country are all educated, more or less, and according to an ancient saying, "Knowledge is Power." Of

course, I realize that not all teachers are fully educated. Some of them have not completed a four-year high school course. A good many have had only one year of advanced education. Most of the teachers of this country are better educated than the majority of the citizens in the communities in which they work and what is more important, this situation is improving. When, in 1905, I began teaching, I had graduated from highschool and attended a six-weeks Summer Session at the Normal School of the State University. You cannot do that in my native state, Utah, today. For more than a decade the minimum requirement for a standard teaching certificate in Utah has been four years of preparation beyond the highschool.

A few years ago comparatively few people chose teaching deliberately as their life work. Certification requirements were low and the public generally believed that "just anybody could teach." The prevailing schools for teachers were normal schools with one or two year courses, and frequently teachers were hired who had no real professional preparation at all. But those days are gone. Most of the normal schools have become teachers colleges. Thirty-one states, Hawaii and the District of Columbia have established four years of college work as their minimum standard of preparation for elementary-school teachers. Forty-five require at least four years of preparation for their regular secondary-school certificate, and four require five years. Teachers are potentially a strong social force because they are educated.

Teachers are, for the most part, altruistic in their philosophy of life, and this adds to their strength as a social force. Few people who are fundamentally selfish choose teaching as their vocation. Teaching is too hard work, and its financial rewards are too small to make much of an appeal to those who seek their own personal welfare first, last and always. Teaching appeals to those who are eager to serve others, and those who serve others have greater strength than those who serve themselves. The profit motive is strong with most of us, but not as strong as mother love. It was not the profit motive which led Michelangelo to work four years on the ceiling of the Sistine Chapel or Beethoven to compose his symphonies! Teachers are a strong social influence, because they are largely altruistic in their philosophy of life.

Teachers are potentially a strong social force because every school day during the year they have immediate, personal contact

with one of the best advertising mediums in the world, more than thirty million boys and girls, and advertising pays! How eagerly the commercial firms in this country covet the opportunity to reach the children of the nation! They spend millions of dollars every year to develop serial radio programs which attract the children, because they know that the boys and girls have a tremendous influence on the family budget. How much would the managers of the moving picture theaters give if they could get the teachers of their communities to approve and recommend their programs each week! The commercial world knows that the teachers of this country are potentially a powerful force. That is the reason they are constantly trying to devise ways and means for getting the advertisements of their products into the schools. The public generally knows that teachers have strong potential power. That is the reason that they are deeply concerned for fear some of our teachers may be Communists. The teachers of this country are potentially a tremendous social force because for five days of the week for nine or ten months of the year they have close, intimate contact with practically all of the boys and girls of our nation.

Teachers can wield a strong social influence through participation in local community activities. In the "good old days" of bygone generations, teachers were not expected to be practical enough to take an active part in the affairs of everyday life. Education was largely theoretical, separate and apart from the practical problems of the world. The typical college teacher has often been caricatured as an absent-minded professor or as a theoretical idealist, but with the coming of the scientific age and the development of a realistic philosophy of education, that situation has changed. During past years newspaper editors, radio commentators and professional politicians have enjoyed poking fun at "Braintrusters" but today most of our national leaders have learned that it is worthwhile to "trust brains" and many communities are learning the same lesson! They are looking for leadership and they welcome the leadership which teachers and college professors can give.

Teachers are potentially powerful because they have an opportunity to make themselves felt as a strong social force through their professional organizations as well as through individual participation in community affairs. Most teachers are members of their local associations; more than a million are members of their state

associations and more than 650,000 are members of the National Education Association.

The possibilities of these professional organizations as potent factors in modern life have not yet been fully realized. As individuals, teachers have often been "timid souls." As professional groups, they have frequently failed to express themselves frankly or vigorously. Sometimes this has been because they have been divided among themselves as to the wisdom of certain political, social or economic policies. Sometimes it has been because they have feared that the public might resent their presumption in having definite ideas or plans regarding practical affairs. Sometimes it has been because they have feared reprisals from influential politicians or wealthy citizens. But the time has come when, if teachers are to live up to the possibilities of their profession, they must act more courageously and more aggressively in civic, social, economic and even political affairs. The practice of the profession of teaching should never be a bar to the practice of the privileges of citizenship. I have never been able to understand why people who were intelligent enough or courageous enough to go into teaching were stupid enough to believe that they surrendered their rights as free American citizens when they entered the profession.

Teachers are potentially the strongest professional group in America, because there are more of them; because they are educated; because they have immediate contact with more than 30 million boys and girls; because they are usually altruistic; because they are, or may be, leaders in their community and because they have the opportunity to work in cooperation with their associates as a strong professional group organized effectively in aggressive local, state and national associations.

An Irresistible Force

If teachers are ever to achieve the goals for which they are working, they must learn the art of organized cooperation. There are approximately a million teachers in this nation. What an irresistible force for the welfare of the nation this great army of a million, picked people might exert if they enrolled one hundred per cent in vigorous local, state, and national associations.

—JOHN W. STUDEBAKER

CHAPTER V

THREE BLACK EYES

While I honestly believe that the teaching profession is potentially the most powerful profession in the world, I am not stupid enough to believe that it is anywhere near as strong actually as it might be. For years I have been trying to discover a satisfactory answer to the question, "Why are we teachers actually so impotent when we are potentially so powerful?" and I have finally come to the conclusion that Shakespeare gave a pretty good answer to this question when he put into the mouth of Cassius these words: "The fault, dear Brutus, is not in our stars, but in ourselves, that we are underlings!" And are we underlings? Of course not. Down in our hearts we know that we are among the most important citizens of our communities. The politicians and other civic leaders love to stand on public platforms and laud us for our important services, but when we compare our salary checks with those of our neighbors who are not nearly as well educated as we and whose work is not nearly as important as ours, we know that we are underlings!

The more I have thought about this problem, the more strongly have I become convinced that three characteristics of teachers are largely responsible for the failure of our profession to become as strong actually as it is potentially — ignorance, indifference, and individualism.

Ignorance — Of course, teachers, in general, are not ignorant. In fact, we are becoming one of the best educated of the professions. However, in one field we are woefully ignorant. In the field of organized action we are practically illiterate. Almost every other important social, economic and professional group has learned the important technics of organized action better than we teachers. Commercial and industrial leaders learned long ago that if they were to achieve their desires they must organize trusts, holding companies and chain stores, and they have been getting what they wanted. Years ago laborers discovered that if they were to receive

a square deal, they too must act through organized units. Even the farmers have learned that if they are to have a place in the sun they must organize effectively and cooperate for the achievement of their goals. In the field of group action and organized cooperation we teachers are woefully ignorant and illiterate.

Indifference — Most teachers are enthusiastic about their work in the classroom but many of them are indifferent about the problems with which our profession is confronted outside the classroom. One of the most common complaints which I received from the presidents of local associations was that they could not get their members to attend meetings or to carry responsibilities in developing the program of the Association. Some insisted that they could not even have a successful professional meeting unless they had the superintendent call the meeting and then call the roll! Most teachers are eager to do a good job with their students, in the classroom, but they often fail to realize that they have any responsibility for advancing the interests of the profession or promoting the cause of education through their professional organizations — local, state and national. The following epitaph suggests this attitude which is altogether too prevalent among teachers:

Don't Bother Me Now
Don't Bother Me Ever
I Want To Be Dead Forever and Ever!

Individualism — Individualism has always been an outstanding characteristic of teachers. It is probably even more characteristic than socio-economic illiteracy and professional indifference. We teachers pride ourselves on our independence of thought and spirit and fail to realize that our extreme individualism is frequently responsible for our failure to achieve the ideals and goals of our profession.

Why are teachers so very individualistic? I have asked myself this question many times and am not sure that even now I know the answer. However, two possibilities have occurred to me. Is it because we are so accustomed to dealing with little children who do not know as much as we do and so we get into the habit of telling them what is what? Sometimes, in fact too often, we teachers suffer from a "Jehovah Complex" and adopt the technics of the dictators! We "tell 'em," not only the children, but our associates,

in fact anyone with whom we come in contact. Or is it because we have been taught, and we teach, that only that person is a strong character who has strong convictions? Many of us are in the habit of believing that a man without strong convictions is like a jellyfish, a spineless individual, a "Casper Milquetoast." We admire the person who has strong convictions. We despise the person who is willing to compromise. Down in our hearts there is a sincere belief that the old proverb is true which says, "They enslave their children's children who make compromise with sin." I hate the word "compromise" as much as anyone and yet, if the founding fathers of our country had each insisted on having his own way, would we ever have had a United States of America? Is not the Constitution of the United States, which we all admire, a series of compromises? Someone has suggested that the word "democracy" may well be defined as intelligent compromise! It was Lord Chesterton, I believe, who once called attention to the fact that the terrible word "compromise" includes the happy word "promise."

Out in the western part of our country a story is current which illustrates the significant results of this characteristic tendency of teachers to be rabidly individualistic. I do not vouch for the accuracy of the story. Theodore Roosevelt would probably have characterized it as a "nature-faking" story, but it illustrates the point which we are now discussing. Out in the Great American Desert there are a great many wild burros. It is said that in the early days when these animals sensed danger they rushed into a circle, put their young in the center and, standing with their heads in and their tails out, waited for the attack of the enemy. When the mountain lion, or cougar, or whatever it was that threatened them, attacked, they kicked it to death. But now, under the debilitating influences of modern civilization, these burros have lost their sense of direction. When they sense danger they still rush into a circle but they stand with their heads out and their tails in, and when the lion or cougar attacks, they kick each other to death! Did you ever see teachers behave that way?

Several months ago, as I walked away from a meeting at which I had discussed some of these ideas, a friend said, "Well, Ted, you certainly gave us three black eyes today." I am not giving the teaching profession or any of its members any "black eyes" but deep down in my heart I am convinced that these three character-

istics of teachers — ignorance of organized technics, indifference to the problems of our profession, and individualism run rampant — are largely responsible for our actual impotence when we might be so powerful. I am convinced that we teachers can become actually as strong a social force as we are potentially if we will learn the importance of organized cooperation and the technics of group action, if we will attack enthusiastically the problems with which our profession is confronted, and if we will learn to compromise, at least on minor matters, when compromise is necessary, in order to achieve progress. We are living in a day of organized action and organized cooperation is at least one of the essential technics for securing progress in a democracy. In this connection we may well remember this advertisement which I once saw in a fruit store window out in Peoria, Illinois:

Remember the lowly banana
Every one which leaves the bunch
Gets skinned!

More than a generation ago Dr. James E. Russell, then Dean of Teachers College, Columbia University, wrote: "Group action is the only technic for securing progress in a democracy." For years I have quoted this statement with great enthusiasm, but during recent months I have decided that Dean Russell was wrong. There are two technics essential for securing progress in a democracy, group action and individual participation. That is the reason that I am so enthusiastic about our professional organizations, local, state and national. They offer opportunity for both group action and individual participation! In our efforts to make teaching actually as powerful a profession as it is potentially, let us not only "Remember the lowly banana," but let us also remember that we each have a personal responsibility for our personal participation. This idea has been well expressed in the following statement:

I am only one;
But, I am one.
I cannot do everything
But I can do something.
What I can do, I ought to do;
And what I ought to do
By the grace of God
I will do.

CHAPTER VI

THE BEST JOB IN THE WORLD

Several years ago, when I was on a field trip with Ray Webster, Field Secretary of the Pennsylvania Education Association, he turned to me and said, "Ted, don't you sometimes have ambition to get into some other work which carries with it more dignity and prestige than membership promotion; for example, editorial or research work?" Without a moment's hesitation I said, "No, Ray, I have never had any such degenerate ambition, for, while I would not for a minute disparage the important work done by the men and women in our Research and Publications Divisions, I know that my work is more important than theirs; because if my work is not successful, the NEA would not have money enough to hire the important people who work in the fields of research and publications!"

I have frequently told my friends that I would not trade my job for any other job in the world. Several factors have contributed to this situation. In the first place, I believe so sincerely in the vital importance of education. Education is fundamental for individual welfare. The shelves of our libraries are full of statistical studies which show that education is a valuable investment for individual, economic welfare. Individuals with an education almost always make more money than those who are uneducated. One study in this field indicates that up to the age of 60 the average college graduate earns \$112,000 more than a high school graduate or \$28,000 for each of the four college years. Of course there are exceptions. Some individuals who have not been fortunate enough to have a high school or college education have been great financial successes, but imagine how much more successful they might have been if they had had more education!

In 1954 the United States Chamber of Commerce published a pamphlet "Education An Investment in People" in which the following paragraph was presented as evidence of the direct relationship between education, earning power and buying power in the total American economy.

Income and Education

For All Males 25 years of Age and Over

Those with college or high school education had . . .

73% of the \$ 5,000 to \$ 6,000 incomes

77% of the \$ 6,000 to \$ 7,000 incomes

79% of the \$ 7,000 to \$10,000 incomes

82% of the \$10,000 or more incomes

Those with an eighth grade education or less had . . .

77% of the incomes below \$500

73% of the \$500 to \$1,000 incomes

65% of the \$1,000 to \$1,500 incomes

61% of the \$1,500 to \$2,000 incomes

Of course, I can hear some of you saying that we ought not to calculate the value of an education in such menial terms as dollars and cents. I agree with you. An education has great psychological, social, and moral value as well as financial and economic worth. Those who say that we ought to educate men to live as well as to make a living are correct and emphasize an important point of view which should never be lost from sight. However, whether you believe that we ought to stress the financial, the moral, or the social value of education, you will, I am sure, agree with me that education is fundamental for individual welfare.

Education is fundamental for national welfare. This was demonstrated significantly during World War II. Promptly after Pearl Harbor the productive potential of our country was stepped up to an almost miraculous figure and today we find our country the leading nation of the world. Was this because we were potentially better than all other nations? No! But because our citizenry was better educated and, therefore, better able to mobilize and utilize its resources, both human and natural.

Prior to World War II many of our industrial and commercial leaders were not enthusiastic about hiring educated men and women. Frequently, they claimed that educated young people were too difficult to train. That attitude has largely disappeared today. This radical change was well illustrated in a magazine article which appeared during World War II. A roving reporter wrote up his visit to a large boatbuilding plant in New Orleans, and in his report were

two significant items. One was a prediction by the owner to the effect that "The day will come when people will be paid to get an education, and that," he said, "will be a good investment!" That prediction was made several years before the "G. I. Bill of Rights" was passed by Congress. The other item was a statement which appeared on a poster in one of the plants which ran something like this:

When God created man,
He made him with two ends,
One on which to sit and
One with which to think;
In connection with this war
Whether we win or whether we lose,
Depends on which end we use;
Heads we win and tails we lose!

Several years ago the United States Chamber of Commerce had its Research Division make several studies regarding the relationship of education to social and economic conditions in the various states of our country and different nations of the world. Its conservative, critical and unbiased conclusion was that "Education Pays Big Dividends!" Its remarkable publication, "Education an Investment in People," shows that those states and those nations which have invested most in education stand at the top of the list when economic prosperity and standards of living are used as the basis of calculation. Education is fundamental for national welfare.

Education is fundamental for international welfare. Several months before General Dwight D. Eisenhower became President of Columbia University he said: "This world cannot survive another global war and the only thing which will prevent it, is education!" National leaders are now engaged in the important task of building a United Nations of the World which we all hope will bring lasting peace. If it does not, the atomic bomb will probably blast us all, together with the vaunted civilization which we have developed, from the face of the earth. Education is fundamental for world welfare.

The second reason why I was so enthusiastic about my work as Director of the Membership Division of the National Education Association was that I felt certain that organized action is essential for educational progress. We are living in an age of organized

action. Every other important social and economic group in modern life has discovered this fact and is employing the technics of cooperative group action for achieving the welfare of their members and the success of the causes which they represent. Today it is difficult to be sure which group is the strongest — capital, labor or the farmer bloc. But we teachers, although we are potentially the most powerful profession, are actually woefully weak, and I feel morally certain that education will never get the attention and support which it merits until the teaching profession becomes more effectively organized.

A third reason why I would not have traded my job for any other position in the United States was because I enjoyed so greatly the privilege of working with the members of the NEA Headquarters Staff. They were a grand lot; many of them top-notch specialists, drawn from every section of our country, yet delightful, common folk, whom it was a privilege to have as associates and intimate friends.

In the fourth place, my work took me out into the field approximately a third of the time. If I had never gotten out into the field, I would probably have gone stale; and if I had been in the field all of the time, I would have been run ragged. Besides, when I was out on field trips, I had the privilege of meeting with some of the finest people in the communities which I visited — the school people!

In the fifth place, my job was unusually delightful because it enabled me to live near and to work in the nation's capital. It is a great privilege to live in Washington, provided you do not work for the government! In making that statement I do not mean to disparage our government, for I think that we have the best government in the world, but working for it has certain hazards and handicaps. In spite of Civil Service regulations, government employees are frequently harassed by the fear that they may lose their positions through no fault of their own, merely a change of administration, a governmental economy drive, or some political maneuvering.

Furthermore, the very atmosphere of the District of Columbia is full of the germs of two malignant diseases: "governmentitis" and "bureaucritis." By "governmentitis" I mean the disease which a person frequently contracts unwittingly due to the fact that the United States government is such a mammoth organization that routine and red tape are everywhere prevalent, and the poor human

beings involved frequently get bogged down with mountains of red tape or hopelessly entangled in yards upon yards of it, and they succumb to the tendency to follow a regular routine. The result is that they coast along on a plateau, surrendering all personal initiative, drive, and ambition.

In Washington the germs of "governmentitis" are in constant rivalry with the germs of "bureaucritis." If you don't catch the former, the latter are almost sure to get you. "Bureaucritis" is the disease acquired by many citizens of the nation's capital who have secured positions in the federal government. They feel that because they have achieved this exalted position they know it all and are called of God to tell the rest of the nation, if not the rest of the world, how they ought to live and love and do their work. It is a kind of "Jehovah Complex." They think that they know the final answer to all important questions and that they have divine responsibility for imposing their ideas upon all of God's children who have not yet been blessed with intelligence enough to secure a position with the federal government!

If one can keep immune from these two diseases, life in Washington is both a privilege and an opportunity. This was particularly true during the years when our nation's capital was becoming the capital of the world.

A sixth reason why working on the Headquarters Staff of the NEA was a distinct pleasure and privilege was because, while the NEA has grown into a large institution, its regulations have remained few and flexible. Freedom of speech and individual initiative were encouraged and the sky was the recognized limit for personal growth and achievement. Membership promotion was my principal responsibility and while the increase in membership was not as great as I wanted, I nearly always had the feeling that the fault was largely my own. Of course, I did not always get the green light for all of my promotion proposals; but when I failed to get the "O.K." for them, I felt that the reason was either lack of money to finance the plan or because I was not big enough to sell my ideas to my "Chiefs."

For more than a quarter of a century it was my privilege to live in or near the nation's capital and to work with a choice group of delightful people at a task of fundamental importance which was thoroughly to my liking. Could anyone ask for more?

"The Old Guard"



Heads of Divisions and Assistants, NEA Headquarters Staff — September, 1926

Front Row, Left, Joy Elmer Morgan, Editor, NEA Journal; Charl O. Williams, Director, Legislation; James W. Crabtree, Secretary; Harriett M. Chase, Assistant to the Secretary; Agnes Winn, Director, Classroom Service.

Back Row, Left, Harold A. Allan, Director, Business; John K. Norton, Director, Research; Theodore D. Martin, Director, Membership; S. D. Shankland, Secretary, Department of Superintendence; Margaret Alltucker, Assistant Director, Research; Helen T. Hixson, Assistant Treasurer.

CHAPTER VII

EARLY IMPRESSIONS

I joined the NEA Headquarters Staff as Director of the Division of Membership and Records in May of 1925. Three months later I prepared a statement of first impressions for distribution to the Secretaries of State Education Associations, for I knew that the success of my work in building NEA membership would depend largely on their cooperation, and I wanted them to know more fully about the splendid work which the NEA was doing. The following paragraphs are taken from that statement.

" Someone has said that a child learns more during the first year of its life than in any other equal period of time. That is probably true. When we older people change our environment and tackle a new job, we often pass thru a somewhat similar experience. That has been my experience the past three months. I came to the Headquarters of the NEA the latter part of May with but slight acquaintance with its home, its staff or its work, and for the benefit of others similarly situated I want to record my first impressions while they are still vividly in mind.

" I visited Headquarters when attending the Washington Convention of the NEA in the summer of 1924, but that visit was so hurried and so hectic that I gained no lasting impression of the splendid building which serves as the home and business center of our national organization. The building, acquired by the Association in 1920, while not one of the largest or most elaborate in this magnificent city, is located in one of the most desirable sections of the city and is splendidly adapted to the needs of the Association and, manned by an efficient staff, it serves as a veritable central dynamo for generating the professional spirit so essential for the advancement of our profession.

" At first I could hardly believe the statement that in 1917, when Dr. Crabtree first became Secretary of the organization, the NEA had a membership of only 8,466 while today it has nearly

140,000 names on its membership rolls. Who said that the days of miracles are past? One might almost believe that the NEA had reached its full growth were he not reminded of the fact that there are more than 750,000 teachers in our country, each of whom ought to be a member of our national professional organization.

“ In order to serve adequately the expanding needs of its growing membership, the Association has gradually developed its headquarters staff. The Journal, improved both in character and quality, over the bulletins which preceded it, is a witness which those who run may read of the work of its Editor, Joy E. Morgan. Under his direction, it is continually broadcasting the programs of the Association and stimulating the spirit of professionalism among the teachers of the nation.

“ That scientific investigation is, to date, the outstanding feature of twentieth century education, no one will deny. Under the efficient direction of John K. Norton and Miss Margaret M. Alltucker, the NEA is developing a division which will enable the National Association to cooperate with the numerous agencies throughout the nation, which are engaged in this important phase of educational procedure, as well as to furnish to the profession at large salient facts regarding existent conditions and practices. The 1924-25 Salary Bulletin prepared by the Research Division has already proved of inestimable value everywhere to the teachers of the nation.

“ When, in the very near future, we hope, the Education Bill has been enacted into law and a Department of Education shall have been established in the President's Cabinet, Miss Charl O. Williams who, during the past three years has directed the legislative program of the Association, will be ready to tackle the next greatest legislative need, whatever that may be. At the present time and for three years past, Miss Williams has devoted her whole strength and energy to the Education Bill.

“ But little if any less phenomenal than the growth of the NEA has been the growth of the Department of Superintendence during the last three years. While claiming no personal credit for the growth of the Department, the Secretary, S. D. Shankland, has directed its affairs so efficiently that in spite of its remarkable growth it has suffered from no ‘growing pains,’ and at the present time it is the ‘huskiest’ child of the parent organization.

“ There was a time when churches, charities and other social welfare institutions were conducted in a manner which led one to suspect that those who supported them had a well-nigh unquestioning confidence that Providence would care for the needy. Twentieth century realism, however, has revealed the absolute necessity for the adoption of efficient business methods by any institution which is to render effective service and maintain public confidence. In 1923 H. A. Allan joined the staff of the NEA and his valuable services have made possible an efficient administration of the business affairs of the Association.

“ For a period reaching not quite to that ‘whereunto the memory of man runneth not to the contrary,’ Mrs. Helen T. Hixson has directed the Division of Records and Accounts, and the accuracy and completeness of these records are her pride and the joy of all who investigate them.

“ As the strength of a regiment depends upon the strength of the companies of which it is composed, so the strength of the NEA depends upon the strength of the local units of which it is composed. For three years, Miss Agnes Winn has devoted herself definitely to the task of assisting local units in effecting active organizations and in developing effective programs. The programs for locals suggested by her last year and her report of the activities of various locals were of marked service to the officers of local organizations throughout the country.

“ The NEA Headquarters, located in the heart of the nation’s capital, belongs to the teachers of the nation, is their national home and from it radiate the twin spirits of aspiration and of service.”

Pride and Cooperation

The National Education Association urges the continuance of the evolving spirit of unity, solidarity and pride in the profession and values the hearty cooperation which characterizes the work of its divisions and departments.

CHAPTER VIII

THE OLD CHIEF

The teachers of this country will never know what a debt they owe to Dr. J. W. Crabtree, Secretary of the National Education Association from 1917 to 1935. The Association was sixty years old before Dr. Crabtree became Secretary; but during that period its membership was never more than 10,000. It varied from the original 43 Charter Members to 10,000, depending on the vigor and vision of the President and the location of the annual convention.

Prior to 1917, the NEA was an aristocratic, tramp organization; aristocratic because its membership was made up primarily of leaders, those who had been leaders, those who hoped to be leaders, those who thought that they were leaders, or people who lived in the vicinity of the annual convention. It was a tramp organization because it had no permanent headquarters office. For five years before Dr. Crabtree moved the headquarters to Washington, it was located at Ann Arbor, Michigan. Why? Because Secretary Springer happened to live there, and it was easier for him to take the office to his home than to move it somewhere else! For nearly 20 years prior to that it was in Winona, Minnesota, for a similar reason — Dr. Irwin Shepard, for many years part-time secretary and the first full-time secretary of the Association, was Principal of the State Normal School at Winona.

Instead of moving the headquarters of the Association to River Falls, Wisconsin, where he was Principal of the Normal School, Dr. Crabtree, when elected Secretary, went home, packed up his goods and chattels, his wife and three daughters and, with Mrs. Helen T. Hixson, the chief assistant of his predecessor, moved it to Washington, D. C., for, said he, "The only place where the headquarters of the national association of the teachers of this country ought to be, is the nation's capital." Upon arrival in Washington, Dr. Crabtree rented two rooms on the east side of 14th street, just south of Thomas Circle, for which he paid the munificent sum of



James W. Crabtree, Secretary
National Education Association, 1917-1934

\$25 a month rent and began to develop a vigorous program of action and an expanding, democratic philosophy of membership. Instead of limiting the Association to a small group of intellectual aristocrats, he envisioned it as a large over-all organization serving as the great national professional organization for the teachers of this country, corresponding to the American Bar Association for lawyers and the American Medical Association for physicians and he adopted as his slogan: "Every Teacher a Member, at Work on the Problems of the Profession."

In 1917, as in all war periods, the schools were suffering. Teachers' salaries averaged \$640 a year and war industries were offering tempting wages. Thousands of schools were closed for lack of teachers and others were staffed by teachers with little or no professional preparation. The NEA under Dr. Crabtree's leadership and in cooperation with the Department of Superintendence appointed a commission on the Emergency in Education with Dr. George D. Strayer of Columbia University as chairman, which awakened the public and stimulated local action.

This battle for the schools increased the work of the headquarters office and made increased space necessary. It also attracted more members who in turn demanded and made possible more services. The office was soon moved to the "Battleship Building" at 1400 Massachusetts Ave., where the Crabtrees were living and in 1920 to the Guggenheim Mansion at 1201 Sixteenth Street.

The Guggenheim Mansion was not a particularly elaborate building but compared to the offices previously occupied by the Association it was quite pretentious. It had been built by the Guggenheim family as their Washington residence and was a four-story, red brick structure with beautiful chandeliers, numerous fire places and an unusual arrangement of rooms. The entrance lobby was rather large with a beautiful winding stairway at the further end leading to the second floor. At the right of the entrance was a first floor reception room with a beautiful fire place and at the left was the entrance to two butlers' pantries which led into the kitchen! On the second floor was another reception room with another fire place; a sun parlor, and the dining room with still another fire place. The family bedrooms, also equipped with fire places, were on the third floor and the servants quarters were on the fourth floor. The purchase of the Guggenheim home was authorized by the Board of

Directors with serious misgivings on the part of some members, since, down in their hearts, they feared that the Association was expanding too rapidly but they were beginning to trust Dr. Crabtree's judgement and, encouraged by his confident enthusiasm, they decided that possibly the time had arrived for the Association to buy a building which would meet its needs for several generations.

In 1917 the Division of Accounts and Records was established under the direction of Mrs. Hixson, to handle the growing financial and membership records and in 1919 the Business Division was set up to care for the other business affairs of the Association. In 1920, Dr. Joy Elmer Morgan, a former Nebraska pupil of Dr. Crabtree, was invited to join the staff as Editor of the new Journal and as Director of the Division of Publications. In 1922 Dr. John K. Norton was brought from California to develop the newly created Research Division. In five years, 1917-1922, the staff personnel was expanded from three to fifty, organized into five Divisions, and by 1934 there were one hundred and forty people and nine Divisions.

The policy of arranging for the Departments of the Association to have free office space in the NEA Headquarters Building, with heat and light furnished, was another evidence of Dr. Crabtree's shrewd foresight and outstanding ability as a diplomat and statesman. He inaugurated this policy in 1922 by inviting S. D. Shankland, the newly elected Secretary of the Department of Superintendence, to set up his office in the Guggenheim Mansion. This arrangement tended to reduce the administrator-vs-teacher friction which had been plaguing the profession and the Association for more than a decade and paved the way for more than a dozen and a half other important groups to make the national home of the profession in the nation's capital, the headquarters for their important work.

Dr. Crabtree's selection as secretary of the Association came as the result of his demonstrated ability as a leader and a builder. As principal at Peru Normal School in Nebraska and at River Falls Normal School in Wisconsin, he had taken weak institutions and built them into strong, vigorous, going concerns. He was an outstanding illustration of the validity of the sage advice, once given to me by an elderly friend - "Young man, if you would prosper, espouse a cause!" Early in life he had become impressed with the importance of teaching and, encouraged by such leaders as William T. Harris, Carroll G. Pearse, James H. Canfield and David

Starr Jordan, he became active in the Nebraska Teachers Association and in the NEA.

However, his rise to a position of leadership in the NEA was not easy. For nearly sixty years the Association had been controlled by recognized, national leaders, aristocratic administrators, college and university presidents, state commissioners of education and superintendents of large city school systems. While Dr. Crabtree had been a superintendent, a state superintendent and principal of two normal schools, he was no aristocrat. He had been born and reared in a small rural community in Scioto County, Ohio, and believed enthusiastically in democracy. He had great confidence in the common man and woman even though they were lowly classroom teachers, and much to the discomfiture of the aristocratic administrators, who, for years, had dominated the Association, he espoused the classroom teachers revolt which was disturbing the Association. Feuds are normal procedure in large organizations and small, in political parties, on college and university campuses, in the mountains of Kentucky and Tennessee, and in organizations like the NEA. For an organization of its age, size, and character, the NEA has had comparatively few. None of them have been seriously tragic, but some have been significant and interesting since they have risen from differences of philosophy rather than from personal animosities. One of the most interesting feuds, of which I know nothing except on hearsay, is said to have developed between Dr. Crabtree and Dr. Nicholas Murray Butler, President of Columbia University.

Dr. Butler was an aristocrat of aristocrats. He was one of the long line of educational leaders who dominated the affairs of the NEA for more than half of century. They believed in democracy, theoretically, and helped to give the NEA a basically democratic structure, but they also believed that God had endowed the intellectual and administrative aristocracy with infinite wisdom and expected them to rule the roost. They had little respect for the average classroom teacher and never thought of giving her extensive opportunity for participation in the affairs of the Association.

Dr. Crabtree, on the other hand, not only believed in democracy but believed in practicing it. He had great faith in mankind generally. He believed in the classroom teacher, the principal and the superintendent, as well as in the college professor and the university president. He conceived the NEA as a large over-all organization

including as active members all members of all levels of the profession. By faithful performance and persistent effort he had gradually worked his way up into the councils of the mighty, and one must leave to the imagination the numerous clashes of personalities and opinions which eventually resulted in the historic occasion when Dr. Butler is said to have referred disdainfully to him as "that young whippersnapper!" That remark becomes all the more significant when it is noted that shortly the "young whippersnapper" unhorsed the "big boys," took over the control of the Association and eventually made it the democratic, over-all, organization which he had envisioned.

While the "young whippersnapper" and his cohorts defeated the aristocrats and made possible the expansive program, inaugurated when Dr. Crabtree became Secretary in 1917 and which is still in progress, it was not accomplished without some loss to the Association, for its Department of Higher Education soon began to wither and remained completely dead and inactive for eighteen years, 1924 to 1942.

My first glimpse of Dr. Crabtree was during the 1916 convention of the NEA in Madison Square Garden in New York City. I was at that time a graduate student at Teachers College, Columbia University, and while I did not know much about the Association I decided that I would find out what was going on. At that meeting I became infected with the "conventionitis germ" which I have enjoyed for more than forty years. I do not remember what report Dr. Crabtree was delivering when I drifted into the meeting, but I do recall that I was not greatly impressed by his personality and was greatly amazed when someone assured me that he was one of the outstanding leaders in the Association. Little did I dream that in less than ten years he would be my "Chief!"

Although he did not look like a great leader, Dr. Crabtree was one of the shrewdest men that it has ever been my privilege to know. He could see further and around more corners than any man I have ever met. He had an uncanny ability to pick competent associates and to inspire them to vigorous, independent action. Modest, almost to a fault, his heart was as large as all outdoors. To some he looked like a farmer blown in from the hay fields of Nebraska, and by some he was called "Foxy Grandpa," but to those of us who were fortunate enough to know him intimately, he was one of the great

men of our generation and we count ourselves fortunate to have had the privilege of working with him.

For thirty-five years, 1920-1955, the NEA Headquarters Building at 1201 Sixteenth St., N. W., was a monument to his vision, courage and ability as a leader. That it has now been replaced by a larger and more modern structure is no discredit to either him or to his successors. By bringing the headquarters office of the Association to Washington, by his expansion of the services of the Association and by his development of an effective membership enrolment plan, he laid the solid and substantial foundation on which his successors have continued to build. When in 1917 he became Secretary, the Association was already sixty years old but it had no permanent office; its headquarters staff consisted of three members — the Secretary, one clerk and a stenographer; its services were limited largely to holding an annual convention, passing idealistic resolutions and publishing the proceedings. Its membership was 8,466 and had never been over 10,000. When he retired on December 31, 1935, the Association had a substantial headquarters building in the heart of the nation's capital, a staff of nearly two hundred members engaged in carrying forward a constantly expanding program of service to the profession and a membership of more than 190,000!

What Counts Most

No thoughtful man ever came to the end of his life, and had time and a little space of calm from which to look back upon it, who did not know and acknowledge that it was what he had done unselfishly and for others, and nothing else, that satisfied him in the retrospect and made him feel that he had played the man.

—WOODROW WILSON

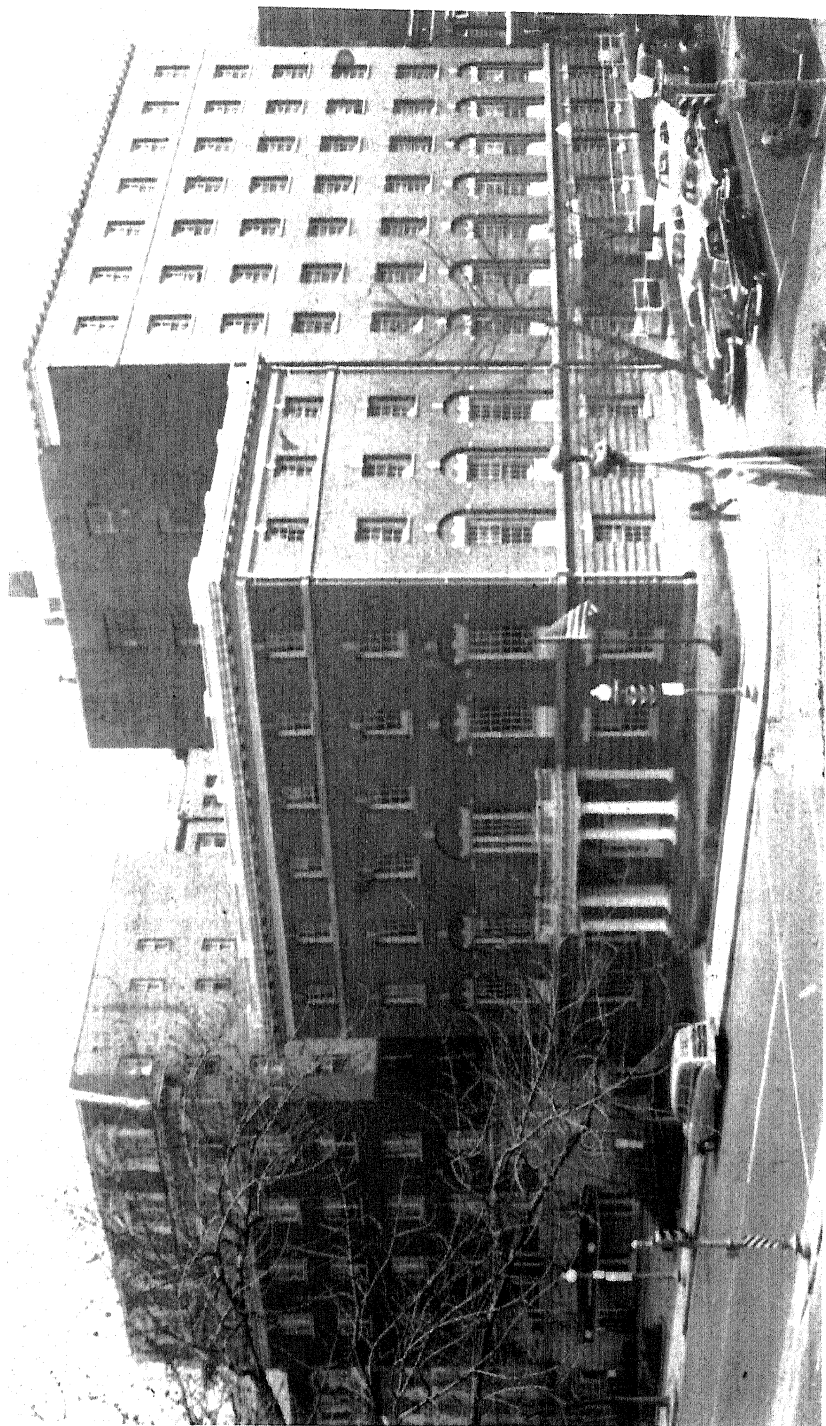
CHAPTER IX

A SIGNIFICANT SYMBOL

For members of the teaching profession, the NEA Headquarters Building at 1201 Sixteenth Street, N. W., is the most important building in Washington. It is neither the largest nor the most beautiful. The Pentagon is said to be the largest and the Supreme Court Building is rated by many as the most beautiful, but for teachers the NEA Building is the most significant since it symbolizes the progress which teaching has made since 1917 toward becoming a profession.

As already related, when Dr. Crabtree brought the Headquarters Office of the Association to Washington in 1917, the Association was a small organization of less than nine thousand members with no permanent home. For a few months he rented two rooms on Fourteenth Street near Thomas Circle and then moved the office to the brick Battleship Building on Thomas Circle in which he and his family were living.

Soon after reaching Washington, Dr. Crabtree met Dr. Gilbert Grosvenor, President of the National Geographic Society, and they became great friends. One day Dr. Grosvenor asked Dr. Crabtree why he did not buy the Guggenheim Mansion for the headquarters office of the Association. This building was located on the corner of Sixteenth and M Streets diagonally across from the office of the National Geographic Society. Dr. Crabtree inquired what the cost would be. Dr. Grosvenor replied that he did not know, but that he would find out. The next time the Board of Directors of the Association met, Dr. Crabtree proposed that they buy the Guggenheim home for \$98,000. Thereupon he almost precipitated a national catastrophe. The members of the Board were so shocked by the presumption of the suggestion that they nearly fell over backward in their chairs. Down in their hearts many of them mumbled, if they did not say it in so many words, "Man, you are crazy. In the first place, you will never need such a large building as that, and in the second place, you will never be able to pay for it!" By 1920,



The Guggenheim Mansion (center), purchased in 1920. The Annex (right), erected in 1930.
The Martinique Hotel (left), purchased in 1950.

Dr. Crabtree had purchased the building, with, of course, the permission of the officers. In the meantime, he had developed such service and membership programs that he had convinced them that what had seemed a ridiculously wild dream a few months before, was a wise move, and with the passing of time, their judgment and his have been confirmed.

The seven story Annex erected in 1930, a little more than twice as large as the original building, was likewise, a dream come true — the result of Dr. Crabtree's vision, enthusiasm, shrewd foresight and realistic ability as a leader. It was made possible by Life Membership fees.

When I arrived at the Headquarters Office in 1925, the Life Membership fee was \$100, payable in a single sum. I can still remember vividly the day when, in 1926, Dr. Crabtree stopped by my desk and asked what I would think of his asking the Board of Directors for permission to make Life Membership available on a deferred payment plan, ten dollars down and ten dollars a year for nine years. I replied that the plan appealed to me and the next time the Board of Directors met he proposed it to them. Some of them were terribly shocked. They suggested that Life Membership in the National Education Association was a significant, lofty symbol of high professional spirit and that it should never be put down on the menial plane of "a dollar down and a dollar a week!" Dr. Crabtree countered with the suggestion that many homes were purchased on the deferred payment plan and that he had even heard of some people buying automobiles on the installment plan! He won his point and soon had a home-made, high-pressure Life Membership campaign under way which eventually made possible the greatly needed new building. Dr. Morgan, Miss Chase and I all joined in the campaign, but Dr. Crabtree called the signals and carried the ball most of the time.

The Charter of the Association stipulates that all Life Membership fees shall go into the Permanent Fund. They may not be used for current expenses, but they are to be invested, and what investment is safer than real estate which the Association needs? Teachers and others in the profession were encouraged to realize their life ambition by becoming Life Members and at the same time make a lasting contribution to a worthy cause, the national home of their national professional association! The plan clicked and the seven

story building was put up in 1930 — a tribute to Dr. Crabtree's wisdom, an enthusiastic contribution on the part of thousands of devoted teachers and a symbol of progress toward a real profession of teaching.

The mortgage on the building was burned at the summer convention in Denver in 1942 and many members of the Association relaxed and thanked God that now the teachers of this country had a national office, free of debt, which would meet their needs for many generations. However, the more far-sighted knew better and even before the mortgage was paid, Dr. Givens persuaded the Association to purchase, in 1937, the large garage just east of the new building. For several years I predicted that another annex would be built on the new property in 1950 and that in 1960 we would buy the Martinique Hotel, just north of the Guggenheim home. However, while I was out of the city on a field trip in the spring of 1950, the Board of Trustees purchased the hotel and I found it necessary to change my story and suggest that the Association would probably erect a new addition on the garage property in 1960.

Once more my inability to predict future developments was demonstrated. Much to my delight and surprise, the 1952 Representative Assembly passed a resolution favoring a new building program. In October the Executive Committee, Board of Directors and Board of Trustees endorsed the building project unanimously and authorized a \$5,000,000 Building Fund Campaign. The contract for the first unit of the new building was signed in December of 1953 and by the spring of 1956 two units had been completed and occupied.

At the close of the 1956 meeting of the Representative Assembly, the Building Fund stood at \$4,900,000 in cash and pledges and the total authorized to meet the cost of furniture, equipment and additional land purchases was increased to \$6,500,000! It is hoped that the whole project will be completed in time for the 1957 Centennial Celebration.

This new Educational Center belongs to the teachers of America. It is a modern office building of which they may well be proud. Located in the heart of our nation's capital, it is a significant symbol of the progress which teaching has made toward becoming a profession and, like the Washington Monument and the Lincoln Memorial,

should be included on the schedule of every teacher who visits Washington.

The Teacher

THE TEACHER is a *prophet*;

He lays the foundations of tomorrow.

The teacher is an *artist*;

He works with the precious clay of unfolding personality.

The teacher is a *friend*;

His heart responds to the faith and devotion of his students.

The teacher is a *citizen*;

He is selected and licensed for the improvement of society.

The teacher is an *interpreter*;

Out of his maturer and wider life he seeks to guide the young.

The teacher is a *builder*;

He works with the higher and finer values of civilization.

The teacher is a *culture-bearer*;

He leads the way toward worthier tastes, saner attitudes, more gracious manners, higher intelligence.

The teacher is a *planner*;

He sees the young lives before him as a part of a great system which shall grow stronger in the light of truth.

The teacher is a *pioneer*;

He is always attempting the impossible and winning out.

The teacher is a *reformer*;

He seeks to remove the handicaps that weaken and destroy life.

The teacher is a *believer*;

He has abiding faith in the improvability of the race

—JOY ELMER MORGAN

CHAPTER X

THE NEW CHIEF

The 1934 summer convention, even though it was held in Washington, D. C., was the low-water mark of the modernized NEA. Many factors contributed to this. Membership had dropped for the second consecutive year. The economic depression, which resulted in widespread cutting of teachers' salaries, was largely responsible for this, but Secretary Crabtree was getting old. He was seventy and even some of his best friends were losing confidence in him. Others were trying to undermine him, hoping to become his successor. President Gray came to the convention weary and worn from too strenuous field work. Her nerves were frayed and several times during the convention she broke under the strain of tense situations. The physical facilities of the old Washington Auditorium at 19th Street and New York Avenue were far from satisfactory. The building was dingy and dirty. The accoustics were poor and the loud speaker wouldn't work.

Members of the Teachers Union were on hand to bore from within and they did. High government officials scheduled to appear on the programs didn't show up. Some sent poor substitutes, others just failed to appear. The campaign for the presidency of the Association was unusually vigorous and the expenditures indulged in by the supporters of the candidates were so lavish that it caused considerable concern for fear someone might demand an investigation of the sources and purposes of the slush funds. The weather was hot and sultry — terrible as summer weather in Washington can be. The result was that discussion both in the Representative Assembly and the meetings of the Board of Directors frequently fell to low levels, with vigorous arguments over minor matters and plenty of disparaging personal remarks thrown in. Many of us were very happy and greatly relieved when the convention adjourned.

Fortunately, Henry Lester Smith was elected President and battles never bothered him. He was a solid, substantial leader in



Willard E. Givens, Executive Secretary
National Education Association, 1935-1952

whom everyone had confidence. Two questions were in everyone's mind when the convention adjourned: "Who will be Secretary Crabtree's successor?" and "Can we find a leader who can build back the morale of the Association and give it a program which will enable us to rise above and forget the low estate of the 1934 convention?"

There was no lack of candidates for the secretaryship. Some were second-raters and others were top-notchers. Jim Richmond of Kentucky was probably the most openly avowed and vigorous. J. Herbert Kelley of Pennsylvania was available and some of us thought that the Board of Trustees, who by the Charter of the Association are charged with the responsibility of selecting the Secretary, might well choose John K. Norton, formerly Director of our Research Division, but at that time on the faculty of Teachers College, Columbia University.

Fortunately, not more than one member of the Headquarters Staff had any ambitions for the position. That saved us from internal rivalries. "Dame Rumor" had it that the second-raters who were hoping to be chosen, were so numerous and of such ordinary quality that no less than four of the five members of the Board of Trustees began to hope that they might be drafted for the position. That situation was probably what saved the day and led them to rise above petty, personal politics and go out for a really great leader. It is reported that they actually offered the position to Dr. Lotus Coffman, President of the University of Minnesota, at \$25,000 a year but that he refused on the grounds of age and family affairs.

Eventually, word leaked out that Willard E. Givens, Superintendent of Schools at Oakland, California, had been appointed Secretary as of January 1, 1935. He had not been a candidate for the position and the "grape vine" reported that the Board of Trustees had to go to him at least three times before they finally persuaded him to accept their invitation. We, at the Headquarters Office, were greatly relieved and very happy to learn of his appointment.

I had known Willard since 1913 when he entered Union Theological Seminary in New York City as a student. I had entered in 1912 and so we were fellow students for two years. I did not know him intimately and from 1916, when he graduated, to 1924 we did not see or hear from each other. The 1924 NEA summer convention was held in Washington, D. C. Registration and most of the

meetings were scheduled for Central High School and during one of the general sessions held in the stadium, whom should I meet in the rear aisle but Willard Givens. When I inquired what he was doing, he threw back his husky shoulders and replied, "I'm Superintendent of Public Instruction in Hawaii!" Whereupon I threw back my shoulders, drew my short self up to full height, and said, "And I am Executive Secretary of the Utah Education Association!" During the next ten years we saw each other frequently at NEA conventions and my admiration for him grew steadily, especially, since Oakland's NEA membership approached the 100 per cent mark each year while he was Superintendent there, and the NEA membership in California showed a wholesome increase while he was State NEA Director and President of the California Council of Education.

Dr. Crabtree had served the Association magnificently as its Secretary for nearly eighteen years, but the time for his retirement had come. The Association needed the leadership of a younger man, one with more vigor and more front, a man whose very bearing would inspire confidence. This Willard Givens could do and did. It was my privilege to work intimately with Dr. Crabtree for nearly a decade and with Dr. Givens for more than fifteen years, and what a privilege! Both were men of courage and vision. Down in my heart I believe that Dr. Crabtree could see farther ahead and around more corners than Dr. Givens, but he was not as bold, did not dare take as many chances in the adoption of new policies or programs of action. Both were great men, absolutely honest and dependable, straightforward, fearless fighters for, and devoutly consecrated to a great cause.

Dr. Crabtree hesitated to encourage state and local leaders to put on extensive and expansive enrolment campaigns. Two reasons were responsible for this. In the first place, during his term as Secretary, the Association's programs of service were always expanding faster than its revenues. Membership income increased every year from 1917 to 1934, except during two depression years 1931-33, but the demands for expanded services increased also, with the result that practically every summer the Association had to borrow to meet its payroll. In the second place Dr. Crabtree had had experience with several leaders whose expansive ideas and expensive plans for membership promotion had failed to be self-liquidating.

This had led him to be somewhat conservative and dependent on enrolment technics whose costs could be easily estimated and controlled and whose worth had been demonstrated.

During Dr. Givens' term of service, cash in the coffers of the Association was somewhat more plentiful and he was not as content to depend on the old-fashioned method of direct-mail solicitation. He believed in experimentation and had confidence that state and local leaders could be depended upon to keep their expenditures within reasonable limits. He was confident that increased services would increase income and he encouraged State Directors and other state and local leaders to step up their programs of action, including more dynamic and more expensive membership enrolment campaigns.

Dr. Givens was greatly interested in international as well as national affairs. His experience as teacher, principal and Superintendent of Public Instruction in Hawaii had broadened his horizon and acquainted him intimately with inter-racial problems. In 1945 he worked tirelessly with other national and international leaders to win for education a place in the United Nations setup and ever since the establishment of UNESCO, has given it enthusiastic support. For six years, 1950-56, he served as the NEA representative on the United States National Commission for UNESCO and this year is serving as chairman of this group of one hundred distinguished leaders. In 1946 he went to Japan as a member of the First United States Education Mission invited by General Douglas Mac Arthur to study and recommend improvements in the Japanese program of education and in September of 1950 he served as chairman of the Second Mission requested for further advice and counsel in this connection. In 1949 he represented public education and the organized teaching profession on the Round-the-World Town Meeting of the Air held in fourteen national capitals and in 1953 he was sent by the United States Mutual Security Agency on a three-months' tour of duty to assist the Public School Teachers Association of the Republic of the Philippines in the development of their program of reorganization and expansion.

In some ways it is unfortunate that because of its sixty-five year retirement rule, the NEA has been deprived of Dr. Givens' administrative services during recent years but the nation and the world have benefited by it. He, like other retired but not retiring

individuals, has demonstrated that senior citizens can frequently continue to render valuable and effective service.

The Unknown Teacher

I sing the praise of the unknown teacher. Famous educators plan new systems of pedagogy, but it is the unknown teacher who delivers and guides the young. He lives in obscurity and contends with hardship. He keeps the watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. He awakens sleeping spirits. He quickens the indolent, encourages the eager, and steadies the unstable. He communicates his own joy in learning and shares with boys and girls the best treasures of his mind. He lights many candles which, in later years, will shine back to cheer him. This is his reward. Knowledge may be gained from books; but the love of knowledge is transmitted only by personal contact. No one has deserved better of the republic than the unknown teacher.

—HENRY VAN DYKE

CHAPTER XI

THE NEA SETUP

Like Topsy, the National Education Association "just grewed." Its structure is therefore somewhat complicated and cumbersome but it has survived for a hundred years, with a few slight modifications and adjustments, and operates with a fairly high degree of success and efficiency. One of its strongest features is its thoroughly democratic character.

Two widely current misapprehensions regarding the Association need to be corrected. The National Education Association is not in Washington, D. C. True, its headquarters office is in Washington but its more than 650,000 members are distributed in every state and territory of the nation and they are in reality the Association. In the second place, the National Education Association is not dominated by male administrators or any other kind of administrators. It is true that it was organized by forty-three forward looking leaders who met in Philadelphia in 1857, at the "call" of the presidents of ten state teachers' associations. Forty-one of these were male administrators but that was at a time when men were the accepted leaders in most phases of civil life, including education. From 1857 to 1866 membership in the National Teachers Association, the predecessor of the NEA, was limited to men but in 1866 its constitution was amended to permit women to become members.

In 1910 Ella Flag Young was elected the first woman president and, since 1918, by custom, a lady has been elected president every second year. In 1927 Cornelia S. Adair was elected president, the first classroom teacher to be accorded this honor and, since then, seven other classroom teachers have served as presidents of the Association.

Prior to the establishment of the Representative Assembly in 1920, the Association was controlled largely by administrators since the average classroom teacher, in those days, was not greatly interested in the problems of the profession outside the classroom. Also

few of them received salaries large enough to permit them to attend national meetings far from home. However, conditions have changed. At present approximately eighty-five per cent of the members of the Association are classroom teachers and most of the delegates in the annual meetings of the Representative Assembly are classroom teachers.

In order to encourage and facilitate the participation of classroom teachers in the work of the Association, a Department of Classroom Teachers was established in 1913. It has its office in the NEA Headquarters Building in Washington and a budget which enables it to employ a full time executive secretary and other staff members to carry forward its program of service to classroom teachers and to the profession. This Department charges no special departmental dues. Any classroom teacher who is a member of the NEA is eligible to membership in it. During recent years its annual budget, contributed entirely by the "parent" association, has been approximately \$100,000.

Units of the National Education Association

The National Education Association is a national, independent, overall, voluntary organization of workers in the field of education. It is non-sectarian, non-governmental and non-political and corresponds, for those engaged in education, to the American Bar Association for lawyers and the American Medical Association for physicians. The chart on the following page shows the structure of the Association as it existed in the fall of 1956.

NEA Membership

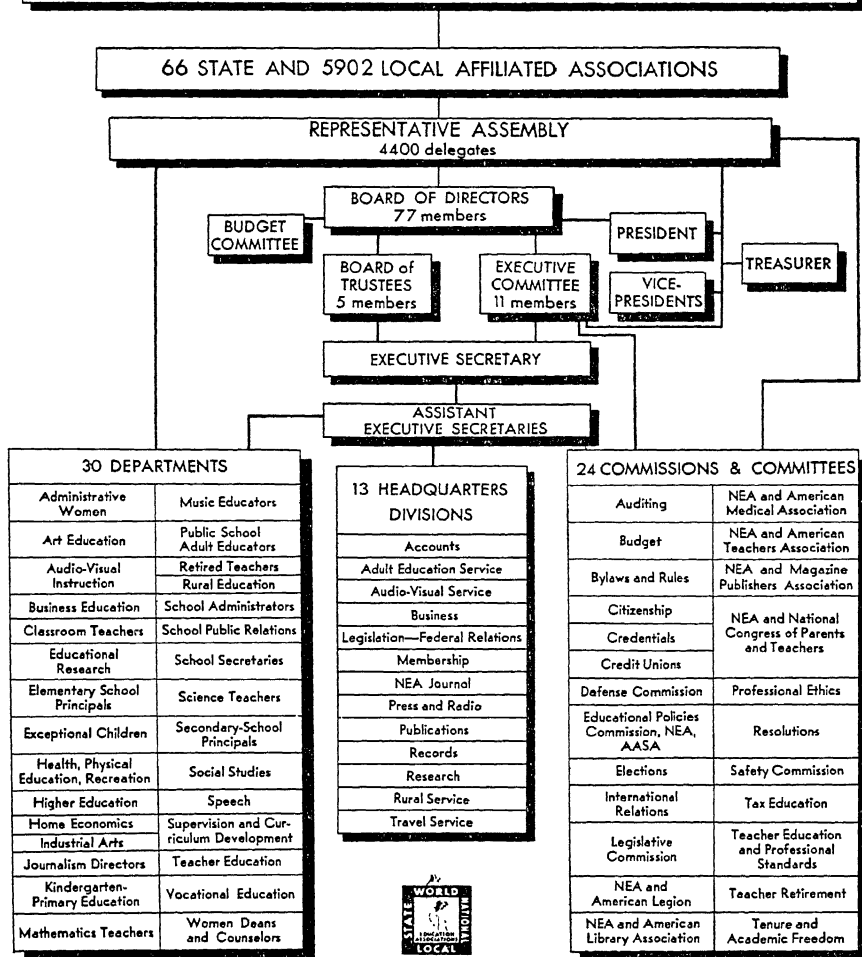
On May 31, 1956, the National Education Association had 659,190 members. The total membership of its affiliated state associations was more than a million. It is not only the largest teachers' organization in the world, it is the largest professional organization in the world. Its membership is made up of classroom teachers, elementary school principals, secondary school principals, supervisors, superintendents of schools, and college and university professors and presidents. During the first sixty years of the Association's history, its membership ranged from the original forty-three charter members, in 1857, to ten thousand in 1887. In

OUR UNITED PROFESSION AT WORK

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

CHARTERED BY ACT OF CONGRESS -- 1906

659,000 individual members—OUR UNITED PROFESSION—1,139,000 affiliated members



THE NATIONAL EDUCATION ASSOCIATION IS THE ONLY ORGANIZATION THAT REPRESENTS OR HAS THE POSSIBILITY OF REPRESENTING THE GREAT BODY OF TEACHERS IN THE UNITED STATES.

1917 when the headquarters office was moved to Washington, D. C. it was less than nine thousand. Since then it has increased every year except three — two depression years, 1933 and 1934, and 1949, the year following the raising of regular annual dues from three to five dollars.

The Representative Assembly

From 1857 to 1920 the members of the Association operated as an absolute democracy. Any one who came to the annual meeting and paid his dues was entitled to vote on all matters which came before the convention. This arrangement had two handicaps. When the attendance was large the transaction of business was difficult and when the convention was held in a large population center such as Chicago or New York, the local teachers were able to dominate the situation and dictate not only the policies but also the officers of the Association.

At the Salt Lake City meeting of the Association, in 1920, a Representative Assembly was provided. While all members of the Association are still eligible to attend the annual meetings of the Association, only official delegates are entitled to vote. The Representative Assembly, which meets annually, usually the first week in July, is the basic policy-making body of the Association. The official program of the Association is determined by the membership, acting thru their delegates. All recommendations and reports of the officers and committees of the Association and proposed amendments to the By-laws come before it. The permanent platform of the Association, adopted by the Representative Assembly in 1932 and revised from time to time, sets forth the continuing objectives of the Association. This is supplemented by the resolutions adopted annually by the Representative Assembly. The Representative Assembly elects the following officers — the president, twelve vice presidents, a treasurer, the elective members of the Board of Directors and four members of the Executive Committee.

The Representative Assembly consists chiefly of delegates from state and local associations affiliated with the NEA. Each local affiliated association is allowed one delegate for each one hundred of its NEA members or major fraction thereof. Each state or territorial, affiliated association, is allowed one delegate for each one hundred of its NEA members, or major fraction thereof, up to five,

and one for each five hundred of its NEA members, thereafter. The Representative Assembly has varied in size from 553 in 1921 to more than 5,000.

The Board of Directors

The Board of Directors has approximately seventy-five members; ten or a dozen ex-officio members, and the rest state directors, nominated by the state delegations at the annual summer convention and elected for three-year terms by the Representative Assembly. Each state and territory is entitled to at least one director. States having more than twenty thousand NEA members are entitled to two directors and those having more than forty thousand NEA members are entitled to three. The State Directors are the official representatives of the Association within their states and are depended on for leadership in the promotion of the Association's policies, activities and membership. Each year the Board of Directors elects the Budget Committee, one member of the Board of Trustees and one member of the Executive Committee. It also determines the time and place of the annual meetings and appropriates funds for carrying on the work of the Association.

The Board of Trustees

The Board of Trustees consists of five members. The President of the Association and four members, one elected each year for a four-year term, by the Board of Directors. Its duties are to serve as Trustees of the Permanent Fund of the Association and to elect the Executive Secretary of the Association.

The Executive Committee

The Executive Committee consists of eleven members — five officers of the Association who serve as ex officio members, four members, elected for two-year terms by the Representative Assembly, and two by the Board of Directors. The major duties of the Executive Committee are to serve as the interim policy-making body between sessions of the Representative Assembly and the Board of Directors; to receive and transmit with recommendations, official reports to the Board of Directors; to appoint members of NEA Committees and otherwise to assist in carrying out the policies of the Representative Assembly.

NEA Departments

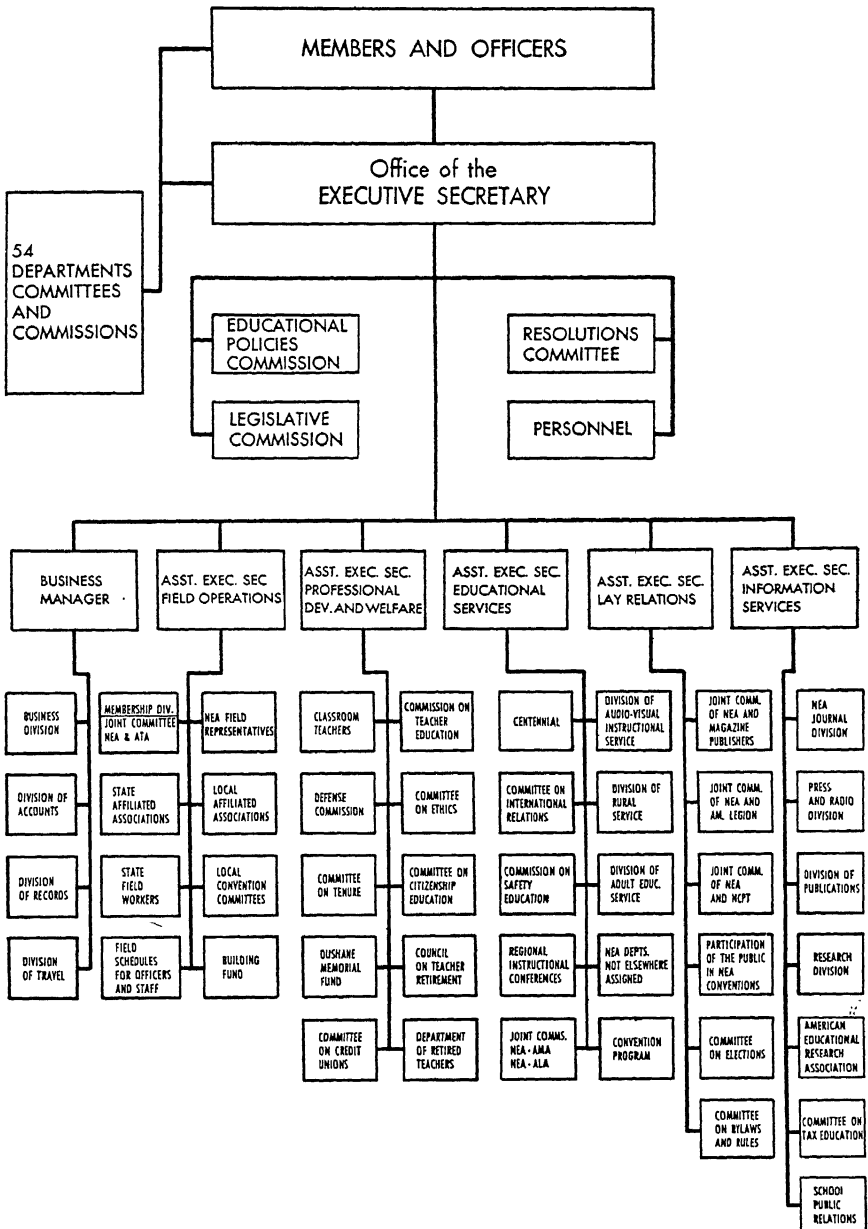
In 1870 the National Teachers Association, the National Association of School Superintendents and the American Normal School Association merged under the name National Educational Association and the Superintendents' and the Normal School units became departments of the "parent" organization. Over the years, twenty-eight other departments have been added so that now these thirty specialized units, together with the twenty-four commissions, committees and councils of the Association service practically every phase of the broad field of education from the Nursery School through the University. The relationship of the thirty departments of the "parent" organization is similar to that of children in a family. Membership in the "parent" association is prerequisite to membership in any department but the departments are given a high degree of independence and yet are an integral part of the Association. Many of them have their own dues, employ their own staffs, arrange their own conventions, and issue their own publications but the "parent" organization furnishes them free office space, light, and heat, cooperates with them in the development of their programs of service in their particular areas and is proud of their achievements. In the following list are included the names of the Departments, their dates of organization, their annual dues and their membership figures. Those marked with an asterisk have offices at the NEA Headquarters in Washington, D. C.

The Headquarters Staff

The Headquarters Staff of the Association includes the Executive Secretary, five Assistant Executive Secretaries, a Business Manager, thirteen Directors of Divisions, fourteen Secretaries of Departments, Committees and Commissions and more than five hundred other special assistants, clerks, stenographers and custodial employees.

In the list of Committees and Commissions which appears on page 69, the names indicate the special areas of service and the dates indicate the year of establishment. The asterisks indicate the Committees and Commissions which have full-time staffs at the NEA Headquarters.

NEA STAFF



Departments of the National Education Association

- *American Association for Health, Physical Education, and Recreation (1937); \$5; 21,000
- American Association of Colleges for Teacher Education (1948); \$100 to \$250; 314 (institutional)
- *American Association of School Administrators (1870); \$10; 10,448
- *American Educational Research Association (1930); \$8; 1,150
- American Industrial Arts Association (1939); \$3; 4,300
- *Association for Higher Education (1870 - 1924; 1942); dues included in NEA membership; 17,000
- *Association for Supervision and Curriculum Development (1929); \$8; 8,916
- *Audio-Visual Instruction (1923); \$5; 3,200
- *Classroom Teachers (1913); dues included in NEA membership; includes approximately eighty-five per cent of NEA membership
- *Elementary School Principals (1921); \$5; 14,366
- Home Economics (1930); \$1; 1,800
- *International Council for Exceptional Children (1922); \$6; 9,300
- Kindergarten-Primary Education (1884); dues included in NEA Membership; 1,728
- *Music Educators National Conference (1907); \$4; 29,136
- National Art Education Association (1933); \$3; plus regional association dues; 5,000
- *National Association of Women Deans and Counselors (1918); \$10; 1,630
- National Association of Educational Secretaries (1946); \$4; 2,000
- National Association of Journalism Directors of Secondary Schools (1939); \$1.50; 1,450
- *National Association of Public School Adult Educators (1955); \$1; 3,000
- *National Association of Secondary-School Principals (1886); \$8; 15,500
- *National Council for the Social Studies (1925); \$5; 6,407
- National Council of Administrative Women in Education (1915); \$2; 1,100
- *National Council of Teachers of Mathematics (1920); \$3; 10,100
- National Retired Teachers Association (1947); \$1; 30,000
- *National School Public Relations Association (1935); \$10; 1,640
- *National Science Teachers Association (1895); \$4; 6,700
- *Rural Education (1907); \$4; 2,000
- Speech Association of America (1939); \$4.50; 6,000
- *United Business Education Association (1892); \$5; 6,000
- Vocational Education (1875); no dues

Divisions of the NEA Headquarters Staff

Accounts (1917)
 Adult Education Service (1945)
 Audio-Visual Instructional Service (1945)
 Business (1919)
 Legislation and Federal Relations (1943)
 Membership (1925)
 NEA Journal (1954)
 Press and Radio Relations (1944)
 Publications (1920)
 Records (1917)
 Research (1922)
 Rural Service (1936)
 Travel Service (1945)

Committees and Commissions of the NEA

STANDING COMMITTEES

- *Citizenship (1944)
- Credit Unions (1940)
- *International Relations (1920)
- Professional Ethics (1924)
- Tax Education and School Finance (1941)
- Tenure and Academic Freedom (1944)

CONVENTION COMMITTEES

- Auditing
- Budget
- Bylaws and Rules
- Credentials
- Elections
- Resolutions

JOINT COMMITTEES

- NEA and American Legion (1921)
- NEA and American Library Association (1944)
- NEA and American Medical Association (1921)
- NEA and American Teachers Association (1928)
- NEA and Magazine Publishers Association (1954)
- NEA and National Congress of Parents and Teachers (1929)

COMMISSIONS

- *Educational Policies Commission (1935)
- *Legislative Commission (1920)
- *National Commission for the Defense of Democracy Through Education (1941)
- *National Commission on Safety Education (1943)
- *National Commission on Teacher Education and Professional Standards (1946)
- National Commission on Teacher Retirement (1936)
- NEA Centennial Celebration Commission (1954)

The New Educational Center

By 1952 the NEA Headquarters Staff of three in 1917 had grown to nearly five hundred. The Guggenheim Mansion which, when first occupied in 1920, had seemed palatial and adequate for generations, and the Annex which, when erected in 1930, nearly tripled the office space available, were bursting at the seams and portions of the staff were housed in various sections of the city — in a hotel, a converted residence, a converted garage and a converted warehouse.

To eliminate these unsatisfactory conditions, the 1952 Representative Assembly approved a new building program and that fall a \$5,000,000 Building Fund Campaign was launched as part of the Centennial Action Program. The 1956 Representative Assembly authorized expenditures for furniture, equipment and additional real estate which will probably bring the total cost of the project to \$6,500,000, a thrilling challenge to the teachers of the nation.

When completed, this Educational Center, located five blocks from the White House, will stand not only as a symbol of the progress which teaching has made toward becoming a profession but a witness to the vision, wisdom and sacrifice of all who have participated in its realization.

I Love to Teach

I do not know that I could make entirely clear to an outsider the pleasure I have in teaching. I had rather earn my living by teaching than in any other way. In my mind, teaching is not merely a life work, a profession, an occupation, a struggle; it is a passion. I love to teach.

I love to teach as a painter loves to paint, as a musician loves to play, as a singer loves to sing, as a strong man rejoices to run a race. Teaching is an art — an art so great and so difficult to master that a man or woman can spend a long life at it without realizing much more than his limitations and mistakes, and his distance from the ideal.

But the main aim of my happy days has been to become a good teacher, just as every architect wishes to be a good architect and every professional poet strives toward perfection.

—WILLIAM LYON PHELPS

CHAPTER XII

NEA STATE DIRECTORS

In February, 1931, the officers of the Michigan Education Association invited the Executive Secretaries of State Teachers Associations to be their overnight guests at Lansing following the Detroit meeting of the NEA Department of Superintendence. Ernest Cameron was at that time Secretary of the MEA and with justifiable pride he wanted to show the group the new Headquarters Building which the Association had recently erected. Therefore he chartered a couple of buses and took the Secretaries from Detroit to Lansing via Jackson where they insisted on the Democratic Secretaries from the South giving three cheers for the Republican Party while standing on the monument which marks the spot where that party held its first convention in 1854.

Although my work at the registration desk in Detroit prevented me from joining the overland tour, I caught a late afternoon train and arrived in Lansing just before the "gang" finished eating dinner. When the presiding officer inquired what special message I had on my heart for the "good of the order" I was glad to tell them about a problem which had been bothering me for several years — "How to strengthen the NEA Board of Directors."

Prior to 1937, the Bylaws of the Association fixed the term of the members of the Board of Directors at one year. This frequently led to one or the other of two extremes. Some State Directors coasted along year after year without doing anything to merit the honor and prestige which the office carried. In other states the state directorship was passed around as an honor each year to a new person with the result that those elected never learned what it was all about and consequently could not serve effectively. Fortunately, the leaders in some states had adopted the policy of keeping the same State Director for several years — long enough to learn the ropes and to render efficient service, yet with a change frequent enough to keep them from going stale.

Soon after joining the NEA Headquarters Staff in 1925 I became convinced that if the Board of Directors was ever to become as influential as it ought to be, and if the relationships between the NEA and the State Associations were to be as intimate and integrated as they should be for effective cooperation, the State Directorship must be magnified and the leaders in the State Associations must select their State Directors with care. Therefore, I was happy, at the Lansing meeting of the State Secretaries, to propose that the Secretaries give this problem careful consideration and I suggested that the following principles might be worth discussing:

- a. That the term of the State Directorship should be extended to a term of three or four years.
- b. That the State Director should be a recognized leader within the state.
- c. That the State Director should be officially tied into the set-up of the State Association.

The discussion which followed these proposals was both spirited and specific. Someone suggested that the situation might be improved if the Executive Secretary of the State Association were made ex-officio State Director. Frank Reynolds, Secretary of the Ohio Education Association, was vigorously opposed to this proposal and expressed himself somewhat as follows: "Nothing doing! In the first place, this plan would lead to too great concentration of power; in the second place, the 'gang' in my state would never elect me as State Director; and in the third place, I would never want them to!"

Someone else suggested that it might be well to have the immediate Past President of the Association serve as State NEA Director. This would almost certainly guarantee that the NEA Director would be a recognized leader in the state. It would not solve the problem of too frequent turnover, but, it was argued, this weakness might be overcome by the fact that the State Director could keep in close touch with the State Secretary. If this were done the State Secretary could keep the Director continually acquainted with the problems which were to come up for consideration.

This proposal appealed to Dr. J. Herbert Kelley, Secretary of the Pennsylvania Association, and he volunteered to experiment

with it in his state. Very shortly thereafter, the immediate Past President of the Pennsylvania Education Association, an outstanding leader in the state, was made State NEA Director for Pennsylvania. When he attended his first meeting as a member of the Board of Directors, he took the liberty of standing up and expressing himself rather forcefully regarding some moot question which was up for consideration. The "Old Guard" were shocked and amazed at the presumption of a new member of the Board having the nerve to stand on his feet and express himself at his first meeting. The discussion must have been rather warm, for when the meeting adjourned, the State Director from Pennsylvania was thoroughly disgusted and expressed himself somewhat as follows: "They were rude to me; they insulted me; they did everything but spit upon me. I am convinced that the State Directorship is no job for a gentleman, and I shall do all within my power to change the arrangements in our state so that in the future the Secretary of our State Association will be our State Director!" Dr. Kelley was not eager to be State NEA Director for Pennsylvania, but from that time on the State NEA Directorship has been one of the responsibilities for which the Pennsylvania State Education Association has paid its Secretary.

In 1937 the Bylaws of the National Association were amended making the term of the State Director three years instead of one and the states were divided into three groups so that the terms of one-third of the Directors expire each year. As a further means of enhancing the position, the following articles have been published in the *NEA Journal*: "The Importance of the NEA State Director," March 1937; "The NEA Director — A State and National Leader," May 1938; "The State Director an Important Integration Factor," May 1939; "Select Your State Director With Care," May 1940; "How Do You Select Your NEA State Director?," April 1941; "The State Director an Important Official," May 1942; "The NEA State Director is Important," May 1946; "How Do You Select Your NEA State Director?," April 1947; "Who Selects Your State NEA Director?," March 1948; and "Have You Selected Your NEA State Director?," May 1950.

A survey was made in the spring of 1947 to find out what practices were being used at that time. Twenty-five states reported that the State Director was selected by the State Association in advance of the summer convention. In nine of the twenty-five he was

selected by the Executive Committee of the State Association; in one by the President of the State Association; and in fifteen by the Delegate Assembly of the State Association. In the remaining twenty-three states he was selected by the delegates from the state and local associations affiliated with the NEA, at the annual meeting of the NEA Representative Assembly.

Three states reported that the State NEA Director usually served only one term of three years; nine states and the District of Columbia, that he usually served two terms; and three states, three terms. The other states reported no regulation or established custom in this connection.

In nearly half of the states the NEA State Director now meets with the Executive Committee or Board of Directors of the State Association. In these cases the State Director is usually selected at the annual meeting of the State Association and serves as an ex officio member of the Committee or Board. This arrangement is desirable since it tends to integrate the work of the state and national associations.

The major responsibilities of the NEA Board of Directors as specified in the Bylaws and developed through many years of experience may be summarized as follows:

1. To receive and consider with care the reports of the officers and committees of the Association.
2. To recommend policies to the Representative Assembly.
3. To elect annually one member of the NEA Board of Trustees and one member of the Executive Committee.
4. To elect members of the Budget Committee.
5. To approve all bills incurred by the Association and its officers.
6. To appropriate from current funds amounts of money ordered by the Representative Assembly for the work of special committees of research and investigations.
7. To approve the Bylaws of departments and to recommend the establishment or discontinuance of departments.
8. To determine the time and place of the annual meeting of the Association.

The State Director is the official representative of the National

Education Association within his own state and carries many additional responsibilities, some of which are:

1. To develop and carry through, in cooperation with the officers of the state association and other leaders, enthusiastic and effective enrolment campaigns.
2. To prepare publicity material each month regarding the work of the NEA for publication in the state association journal, in the publications of local associations, and in the public press.
3. To arrange for exhibits of services and publications of the NEA at state conventions and local meetings of teachers.
4. To represent the NEA officially at state association meetings.
5. To represent or arrange for speakers to represent the NEA at district and local teachers meetings and at teachers college assembly programs.

Each state association affiliated with the NEA is entitled to one elected State Director. Those having more than 20,000 NEA members are entitled to two and those having more than 40,000 NEA members are entitled to three. While State NEA Directors receive no salaries for their services, they receive full expenses for attendance at summer conventions, and the distinction which comes from being the official representatives of the NEA in their states, compensates, in part at least, for the hard work which they do and the sacrifices which they make.

Next to the State Secretaryship, the NEA State Directorship is the most strategic position in the educational set-up of any state, so far as the development of a strong, unified professional organization is concerned. The State Director of any state should, therefore, be selected always with greatest care by the members of the profession within the state.

Harvard College pays me for doing what I would gladly pay it for allowing me to do.

—GEORGE HERBERT PALMER

CHAPTER XIII

MEMBERSHIP PROMOTION

Whenever I get weary or discouraged, I like to sit down and look at the chart which shows the NEA membership growth. I wish that I could claim full credit for the achievement which it represents. Unfortunately I cannot. I know too much about the many factors which have been responsible for it.

As I look at that chart, I see, not statistics, thrilling as they are, but faces, faces of friends on the NEA staff and faces of friends out in the field. To me the membership chart represents a composite picture of two groups — the headquarters staff and the thousands of state and local leaders out on the firing line who have done the actual enrolling. If the members of the staff had not been rendering effective service in the fields of research, publications, public relations and other important phases of the Association's program, leaders out in the field would not have been able to enrol their associates; and if the leaders out in the field had not been enthusiastic and intelligent enough to capitalize on the work of the staff, the membership would not have grown as it has.

I have often told friends that during the twenty-five years while I was Director of the Membership Division, I probably had more people working for me for nothing and boarding themselves than any other man in the country. Wholesome membership records are invariably the result of the enthusiastic efforts of state and local leaders who are acquainted with the splendid program of service which our professional associations are rendering and who understand the imperative need for a more fully organized profession.

Much of the credit for the growth of membership belongs to Dr. J. W. Crabtree who started the ball rolling in 1917. For sixty years prior to his appointment as Secretary, the membership had ranged from the forty-three original members to ten thousand. In 1916 it was less than eight thousand. When I joined the staff in the spring of 1925, I was greatly impressed by the fact that the mem-

NEA Membership Growth 1857-1956

Total Members

675,000
650,000
625,000
600,000
575,000
550,000
525,000
500,000
475,000
450,000
425,000
400,000
375,000
350,000
325,000
300,000
275,000
250,000
225,000
200,000
175,000
150,000
125,000
100,000
75,000
50,000
25,000

Membership Growth

Membership in the NEA during the first sixty years of the Association's existence was never more than 10,000 and consisted mostly of administrators.

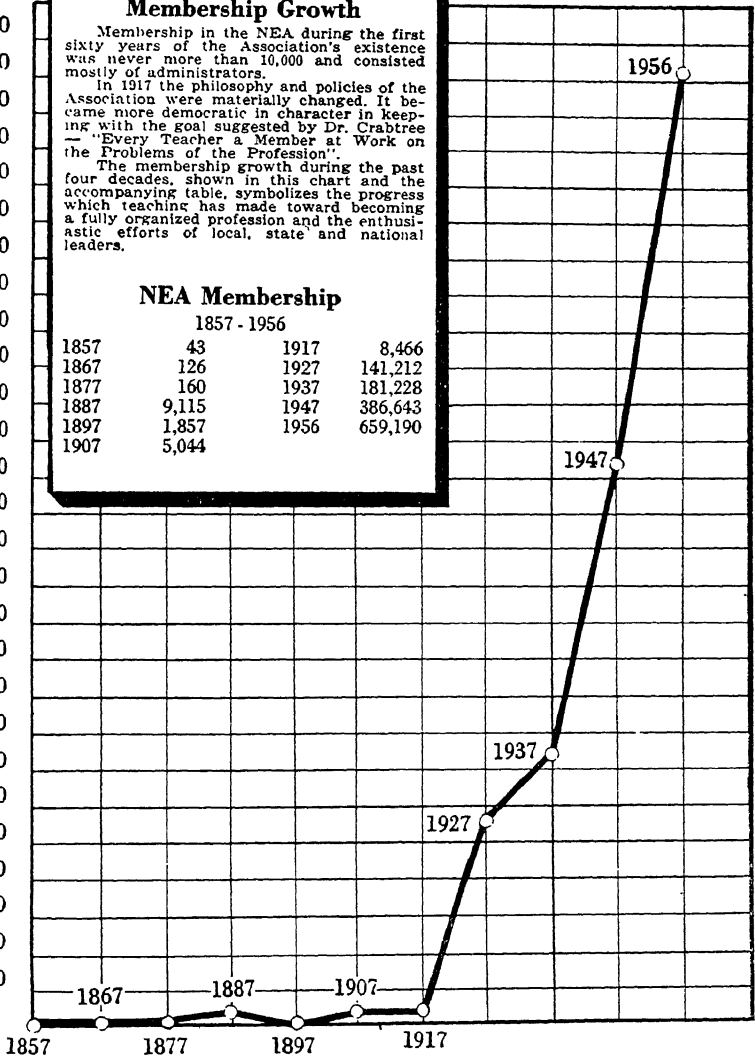
In 1917 the philosophy and policies of the Association were materially changed. It became more democratic in character in keeping with the goal suggested by Dr. Crabtree — "Every Teacher a Member at Work on the Problems of the Profession".

The membership growth during the past four decades, shown in this chart and the accompanying table, symbolizes the progress which teaching has made toward becoming a fully organized profession and the enthusiastic efforts of local, state and national leaders.

NEA Membership

1857 - 1956

1857	43	1917	8,466
1867	126	1927	141,212
1877	160	1937	181,228
1887	9,115	1947	386,643
1897	1,857	1956	659,190
1907	5,044		

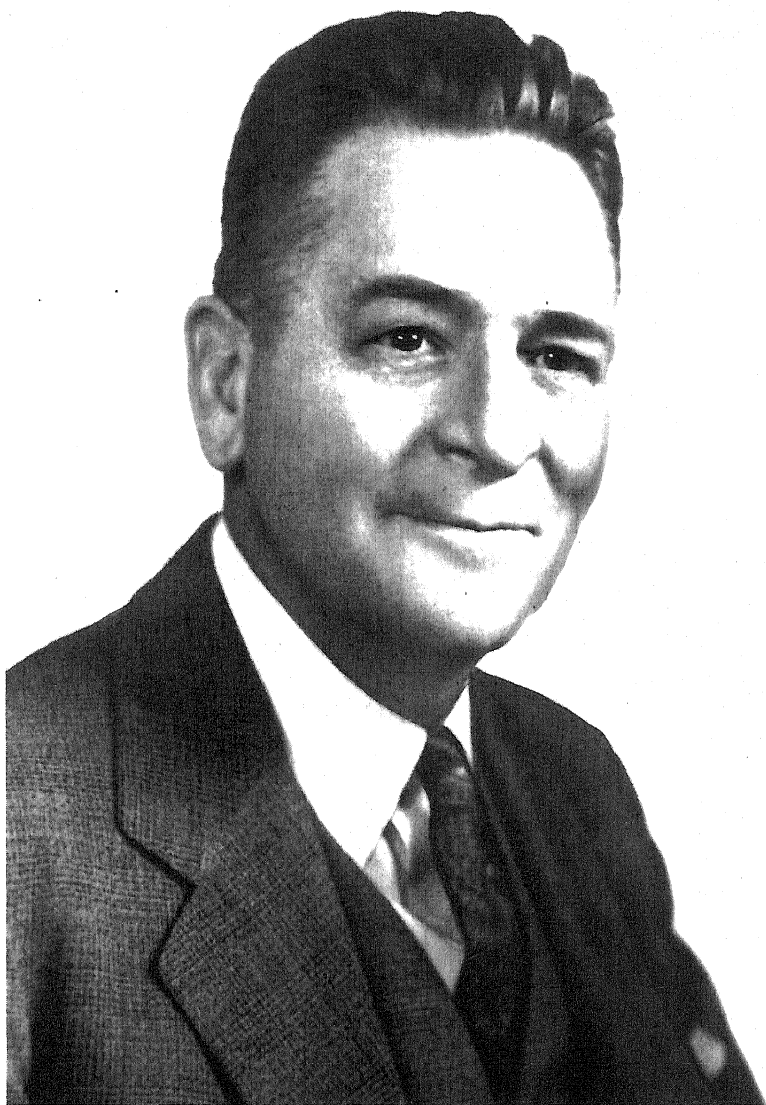


Growth in NEA Membership By States

	1857	1866	1877	1887	1897	1907	1917	1927	1937	1947	1956
Total	43	126	160	9,115	1,857	5,044	8,466	140,633	181,228	386,643	659,190
Ala.				16	15	55	64	990	1,571	12,351	19,001
Ariz.				1	2	20	37	1,690	1,839	3,178	6,831
Ark.		1	3	67	11	17	33	646	358	7,325	7,451
Calif.				18	32	249	432	14,698	16,218	24,862	51,750
Colo.				40	48	75	140	3,702	3,672	4,298	6,661
Conn.		1	1	36	16	58	102	1,527	1,295	4,198	5,834
Del.	4				4	9	13	628	777	969	1,618
D. C.	1	1	4	12	19	47	96	1,163	1,383	1,887	1,532
Fla.					4	16	33	1,780	1,285	4,098	10,235
Ga.	1			10	18	50	74	519	1,520	11,154	18,759
Idaho					3	21	48	714	836	1,614	4,826
Ill.		14	6	1,750	254	420	733	9,044	11,523	22,755	33,057
Ind.	1	41	32	418	73	128	207	4,421	6,032	14,457	18,288
Iowa	1	5	4	1,146	78	93	185	2,631	3,172	6,921	13,836
Kans.		3		960	60	84	195	2,109	3,221	10,342	18,621
Ky.		1	55	151	25	60	85	1,037	2,474	10,970	12,084
La.				11	9	42	54	682	3,907	4,998	9,452
Maine				25	4	32	51	1,335	1,183	2,636	3,376
Md.	1	4	5	8	10	55	94	864	1,071	4,456	10,403
Mass.	2	2	2	277	89	332	366	4,342	3,834	5,428	6,150
Mich.		6	1	273	62	139	251	8,278	11,273	7,726	17,548
Minn.		1	1	649	86	145	103	3,529	2,976	4,856	10,107
Miss.			2	7	6	16	38	204	866	3,916	4,516
Mo.	2	3	5	625	67	216	512	2,582	5,712	8,190	15,161
Mont.				9	15	21	60	250	598	3,287	5,274
Nebr.			1	634	49	71	114	2,082	2,012	3,726	5,658
Nev.				6	2	4	19	465	652	758	1,734
N.H.				23	30	38	35	351	420	1,145	1,874
N.J.		1	1	23	70	198	280	5,641	6,464	10,641	17,834
N.M.				2	7	13	33	241	592	2,265	6,730
N. Mex.				2	2	13	33	241	592	2,265	6,730
N.Y.	3	11	4	211	217	948	1,230	7,250	11,435	15,685	22,559
N.C.			1	2	4	23	62	580	758	10,970	25,621
N. Dak.				75	13	42	83	379	642	2,772	2,837
Ohio	4	15	14	581	137	349	534	12,452	16,722	24,474	37,333
Okla.					2	23	85	1,235	1,503	4,581	12,552
Oregon				11	7	19	154	2,128	3,406	6,735	12,937
Pa.	21	5	2	108	71	325	535	14,261	19,998	36,677	49,442
R. I.		1		29	15	32	47	251	206	274	262
S. C.	1			2	4	22	31	454	646	4,149	9,680
S. Dak.				74	10	40	51	911	720	1,279	2,530
Tenn.		3	8	62	9	31	60	956	1,665	12,343	23,551
Texas			4	55	14	48	138	4,568	3,060	10,898	25,924
Utah				4	10	30	66	1,722	2,604	4,757	6,810
Vt.		1		41	4	30	40	318	607	911	657
Va.			1	2	6	40	88	1,364	2,336	10,584	21,048
Wash.				3	7	68	144	4,977	4,292	11,624	16,923
W. Va.		1	1	8	12	24	114	2,002	1,724	10,620	14,142
Wis.		4	2	486	165	160	277	3,217	6,433	6,770	8,300
Wyo.				8	6	12	22	908	620	1,057	2,507
Alaska								120	263	321	895
Hawaii								1,978	2,546	3,127	4,602
Puerto Rico								64	44	138	13,848
Other possessions & Foreign		1		156	6	62	205	393	262	490	1,249

The figures for 1857 thru 1917, and for 1937 and 1947 are from the 1950 Volume of Proceedings pp. 365-371. The figures for 1867 are not available. Those for 1927 are from an original report in the Membership Division at NEA Headquarters. Those for 1956 are from the 1956 NEA Handbook p. 22.

bership had grown from less than 8,000 in 1916 to nearly 140,000 in 1924; and when I congratulated Dr. Crabtree enthusiastically about this remarkable achievement, he insisted, with his characteristic modesty, that he did not deserve the credit for it, "For," said he, "I have been largely an opportunist. I happened along just at the right time when the teachers of the country, along with the rest of the citizens of the nation, were learning to work together, as they had never worked before, in order to win the war." Of course he



Theodore D. Martin, Director, Membership Division
NEA Headquarters Staff, 1925-1950

was right, partly, yet even an opportunist deserves credit for being able to capitalize on the services of his associates.

The membership of the Association has increased every year since 1914 except three — two “depression” years, 1933 and 1934, and 1949, the year following the raising of regular annual dues from three to five dollars.

Prior to my joining the staff, Dr. Crabtree had carried the membership promotion work for eight years almost single-handed and while, in that time, he had built it most remarkably, some of the leaders felt that he was not moving fast enough and thought that his methods were crude and archaic. In a way, they were, but they worked. He had developed a comprehensive mailing list of more than 60,000 superintendents and principals and to these he sent four or five personalized form letters each year. The first drafts of these letters he wrote out in longhand with his little, two-inch stub pencil and into them he put his very life blood as well as his personality, his hopes and his ambitions for the profession and for the Association. These letters would probably not rate high if measured by the standards of modern, direct-mail advertisers. They were long, frequently awkward, and occasionally even ungrammatical, but they were effective. Into them he put a personal appeal, transmitting the gripping message of a man passionately enthusiastic about a great cause.

Some of the officers in the Association had little faith in these letters, and felt that a more dynamic and aggressive field service was needed to step up the enrolment campaign. So Dr. Hugh Magill, an orator of no mean ability, was added to the staff in 1918. His campaign schedules were worked out meticulously. He was feasted, feted and applauded but mystified and disappointed when the memberships did not roll in by the basketful after his public addresses. He also proposed an all-inclusive enrolment plan with a strip of four 3 x 5 enrolment cards for enrolling in local, state and national organizations at the same time, but of this experiment Dr. Crabtree wrote in 1924 to state secretaries and state directors:

A few years ago the National Education Association undertook to put membership on the budget basis for local, state, and national associations. A plan was carefully worked out; cards and report blanks were printed. The plan was explained and urged for adoption. The supplies

were sent out at considerable expense to the national Association. Not more than ten schools acted favorably on the recommendation. The movement fell flat. Why? Simply because the profession was not ready for it. We got at it in the wrong way. We tried to force the adoption before the need was felt down among the teachers. We are now getting the all-inclusive budget plan without putting out expensive forms and without urging. It is coming largely from groups of teachers themselves, and it is coming in democracy's way of doing things. That which comes out of the ground has a better flavor for the American teacher than that which comes from above. It is a development of the 100 per cent drives. When a school secures a 100 per cent enrolment in the local association, it wants to take the next step and then the next until it has 100 per cent in local, state, and national associations. The all-inclusive budget then becomes convenient and necessary.

Dr. J. O. Engleman who succeeded Dr. Magill as Field Secretary was not as dynamic a speaker and was even less effective as a membership promoter. Both gentlemen were so discouraged by their failures to step up the membership campaign by their public addresses that they were happy to find other positions where their talents were more appreciated.

When I arrived in 1925, I found that there had been a good deal of speculation behind the scenes by members of the staff as to how I would fit into the picture. Would I revolutionize the promotion procedures by trying to outstep Doctors Magill and Engleman or would I introduce a modern high-pressure salesman technic of pep talks and short snappy letters? I decided to do neither. My appointment had been so unexpected and sudden that I hadn't the least idea as to what I was supposed to do, and I was greatly relieved when I discovered that Dr. Crabtree had no intention of dumping the whole responsibility of membership promotion into my lap and that my responsibilities were to be divided between supervising the membership records work and promoting membership.

The membership records work had been handled, since the first year of Dr. Crabtree's secretaryship, by Suzanne Wright, a brilliant girl and an indefatigable worker. During her eight years of work with the Association she had learned to know most of the

leaders personally and she had a high sense of the importance of absolute accuracy in connection with their records. She even knew that my dues were delinquent when I was appointed! And it was with a good deal of internal glee that, after I had been on the job about a month, she stopped at my desk one day and said, "Mr. Martin, how would you like to pay up your back dues?"

Her two weaknesses were excessive zeal and lack of faith in others. Her over-work was, I am sure, at least a contributing cause to the severe attack of arthritis which necessitated her premature retirement, and her lack of faith in other people was responsible for the need for a new director for this work. She was so eager to have absolute accuracy with regard to the membership records that she had become a bottleneck which slowed up the acknowledgment of membership dues. No membership cards were allowed to go out of the office until she had checked them personally. This was easy enough as long as the membership was only a few thousand, but it was a handicap to progress when the membership had passed the hundred thousand mark.

Prior to joining the Headquarters Staff, I had had no technical preparation for either promotion or records work. My chief assets were a broad educational background, nine years' service as a teacher and principal, one year as the Executive Secretary of the Utah Education Association, a sincere enthusiasm for teaching becoming a profession and a deep-seated conviction that teaching and education would never receive the moral and financial support which they merited except through organized action.

Being conservative by nature, I decided not to attempt any revolutionary procedures in either promotion or records work until I had become thoroughly familiar with current practices. However, when in December I discovered that we were still sending out membership cards for dues received in October, I took the bit in my teeth, put on a night crew and authorized additional clerks to shoot the membership cards out without their being personally inspected by Miss Wright.

For two months I came down to the office at one o'clock in the afternoon and stayed on with the night shift who worked from four to eleven. I also studied the systems used by other organizations such as the National Geographic Society, The American Nature Association, the American Bar Association, and the American Medi-

cal Association, all of whom generously gave me free access to their offices and much valuable counsel and advice.

The next summer we simplified the records system by reducing the three-file set-up to a two-file system and putting the date of the payment of dues on the top of the addressograph plate. We also broke the membership files into separate units with a veteran clerk in charge of each two units with an assistant on each. During the rush period of the 1926-27 year, our night shift worked only from four to eight and the next year was eliminated entirely.

While reorganizing the records system I eased gradually into the promotion work. The preliminary tasks assigned me were to prepare leaflets which would answer the ever-recurring questions, "What good is the NEA?" "What arguments can I give teachers in order to get them to join?" and to suggest changes in the preliminary drafts of the letters which Dr. Crabtree would submit for improvement. I also set out to devise a supplementary master plan of recruitment which would work equally well in all states.

For this master plan I sought the advice and counsel of the Executive Secretaries of the State Teachers Associations. I had met with these men on two occasions, at the 1924 Summer Convention and at the 1925 Winter Convention, and had developed a high respect for their strategic importance within the boundaries of their respective states. Their replies to my letter requesting suggestions were not altogether disappointing, even though they were disillusioning. They showed beyond question that at that time no single plan, developed at the NEA Headquarters Office, would work in all states, since conditions varied so widely in the different states, and that the only effective plan in any state, for supplementing our general broadcasts from the NEA Headquarters Office, must be developed by leaders within that state.

The reply from Charlie Dyke, part-time Secretary of the New Jersey Education Association, stands out in my memory as particularly significant in this connection. He wrote:

Dear Ted: Win to your cause Powell G. Fithian, Chairman of the Membership Committee of the New Jersey Education Association and success will be yours. Failing in that I have no further advice!

Powell Fithian soon became a close personal friend and worked

valiantly for the NEA, but even he could not find the answer for New Jersey. New Jersey was not yet ripe for wholesale participation in national affairs. Her state problems were acute and paramount, and few of her leaders then recognized that further progress within the state was, in any large degree, dependent on progress within other states.

This "isolationistic" philosophy which prevailed in many states at that time was well illustrated by a conference which I had with Dr. William Bickett, Superintendent of Schools in Trenton, and a universally recognized leader in New Jersey. Upon Mr. Fithian's advice I hunted up Dr. Bickett and found him both cordial and sympathetic, but he said:

Here is my trouble, Martin. I have a hard time convincing my teachers that the NEA helps them; when the reports come out of the NEA Office regarding matters such as salaries they do us here in New Jersey more harm than good, since they show us up so near the top. As a matter of fact, I have to sit on those reports and keep them away from my Board of Education or I can't get raises for my teachers!

Take it from me, I did some fast thinking right then; but I believe that the answer which I gave him still holds good. "Yes," I said, "I can understand your difficulty. We are proud of the splendid leadership which New Jersey gives the nation in teachers' salaries, and we certainly do not want her to slip back. But isn't it true that nature abhors a vacuum and that if we do not help the states which are at the bottom of the list to improve their educational programs, the states which are at the top will not be able to maintain their position?" He admitted that this was true and promised to lend his influence to the NEA enrolment campaign in New Jersey.

The direct-mail-promotion technique has been basic and fundamental for the enlistment program. It was originally beamed primarily at principals and superintendents since, in the early days, there were few other educational leaders. During recent years, it has been expanded to include the officers of local associations. These letters and enclosed leaflets have served as correspondence courses for the solution of professional problems. They have carried information and inspiration, facts and figures regarding the needs

of the schools and the profession, reports regarding the services of the Association, and suggestions regarding the need for and the possibilities of organized action. Secretary Crabtree's early slogan, "Every teacher an active member at work on the problems of the profession," is still a valid and challenging goal.

During his last year as Secretary, Dr. Crabtree frequently insisted on my signing many of our promotion letters, since he felt that when he retired the responsibility for promotion would rest more fully on my shoulders and that my name ought to become more familiar to the leaders out in the field. While I admired Dr. Crabtree tremendously and usually agreed with him, I did not follow his suggestion when Secretary Givens was appointed. Instead, I insisted on our major promotion letters being signed by the Secretary, since I felt that the prestige of his position would carry greater weight, and I was more interested in getting members than in becoming widely known. However, the procedure involved in the preparation of our promotion letters was reversed. Originally, Dr. Crabtree had prepared the first drafts, and I had assisted in reworking them. With Dr. Givens, I usually prepared the original drafts, and he suggested the revisions. After a few years, we discovered that having the letters signed by both the President of the Association and the Secretary was good practice, since some presidents were sensitive and wanted to be featured. Besides, the presidents are the titular heads of the Association during their terms of office, and their names sometimes carry more weight in certain communities than that of the Secretary.

Soon after I joined the Headquarters Staff in 1925, Secretary Crabtree asked me to serve as staff consultant for the national Committee on Co-Inclusive Membership, of which Thomas J. Walker, Assistant Secretary of the Missouri State Teachers Association, was chairman. Each time the committee met, its members agreed that some kind of all-inclusive enrolment plan was imperative, and gradually local and state associations began to experiment with various simplified plans. By 1940 twelve states and the District of Columbia and Hawaii were using some form of all-inclusive enrolment plan and a special all-inclusive membership card printed by the NEA for use, where desired, had been approved by these as well as twenty-eight additional states.

Shortly after he became United States Commissioner of Education, in 1934, Dr. John W. Studebaker, former Superintendent of Schools in Des Moines, Iowa, in an article entitled "If Teachers Were Bricklayers," called attention to the fact that most teachers' associations still collected their professional dues according to an exceedingly archaic and stupid plan by which they staged three or more separate and frequently competing enrolment campaigns. He also called attention to the fact that practically all other civic, social, industrial, economic and professional organizations which operate on a local, state and national basis had made arrangements to have their dues collected in a single sum by the local unit. About this same time, Dr. J. Herbert Kelley, Executive Secretary of the Pennsylvania State Education Association, inaugurated the "All-Inclusive Enrolment Plan" for his state, with the significant announcement: "We, in Pennsylvania, have decided that each year our teachers shall suffer only once for all!"

The "Five-Year Program of Unification, Expansion and Development" adopted by the NEA in 1944, included as one of its goals the adoption of the "Unified Enrolment Plan" by which local, state and national dues are collected as a single sum by the local association and distributed to the state and national units. This plan was included also in the "Victory Action Program" adopted in 1946 and in the "Centennial Action Program" adopted in 1951. It has now been adopted "outright" by numerous state associations as well as by hundreds of local associations.

When a state association adopts the Unified Plan "outright" it enters into an arrangement with the local and national associations by which all three units agree to accept as members only those individuals who join all three organizations at a single fee, fixed, collected and distributed by the local association. When a state association adopts the Unified Enrolment Plan "in principle" its official policy-making body approves the Unified Plan and recommends that local associations adopt it "outright" as soon as arrangements can be made to do so. Practically all of the state associations which have not adopted the Unified Plan "outright" have adopted it "in principle."

Some of the most obvious arguments in favor of the "Unified Enrolment Plan" are:

1. It simplifies the enrolment procedure — the member does not have to wonder "Are my dues paid in this, that, or the other professional organization?" The whole matter has been cared for in a single transaction.
2. It saves time, energy and money for more important projects.
3. It relieves the irritations which come from frequent solicitations.
4. It adds strength and unity to our profession.
5. It is simple, economical, effective and professional.

While some of the complications in connection with the "Unified Enrolment Plan" have not yet been ironed out, none of the problems involved are impossible of solution. They are largely administrative and clerical, and can eventually be worked out to the mutual satisfaction and advantage of all parties involved.

While twenty-five years of work in the field of membership promotion ought perhaps to have qualified me to pose as an expert in the field, I have no ambitions to be considered such, especially in the light of the following current definitions of an expert:

- a. A very ordinary man a long way from home.
- b. A man who talks more and more about less and less.
- c. A man who blows in, blows off, and blows out!
- d. Ex is a "has been" and spurt is a "drip" under pressure.

However, I find myself now almost willing to give up my earlier conclusion that there is no single best enrolment plan and to support the thesis that the best enrolment plan is the "Unified Enrolment Plan," implemented by what C. O. Wright, Secretary of the Kansas Education Association, calls "a group mandate," a vote of the local association requesting the Board of Education to deduct the professional dues from the salary check. This plan, of course, will be successful only in those communities where professional maturity has developed to the degree that the members of the profession recognize the importance of a fully organized profession with every member at work upon its problems.

The "Unified Enrolment Plan" works best where the local professional organization is an over-all association which adopts

a budget covering all dues, local, state and national, including departmental dues, and asks the Board of Education to deduct from the salary a specified sum to cover these dues.

"But," someone may protest, "this is undemocratic and unprofessional because it involves pressure!" Is it undemocratic for a group to abide by a majority vote? Democracy does not imply absolute liberty or freedom; that is anarchy and leads to chaos. Democracy involves the right of the majority to rule, with due regard for the rights of the minority, particularly those of justice and freedom of speech. The founding fathers of our nation did not revolt against taxation. They protested against taxation without representation! The "Unified Enrolment Plan" does involve some pressure, but it is professional pressure, a group mandate, based on the imperative need for a fully organized profession, and the right of the profession to run its affairs democratically, even to eliminating "hitch-hikers" and "chiselers!"

Some leaders occasionally ask if our professional dues are not getting too high, proportionately too large. That stage may eventually be reached, but we have not reached it yet. Sometimes I am inclined to believe that perhaps one reason the public does not hold teachers in higher esteem is because they have discovered how little we think of ourselves as evidenced by the dues we have been paying in our professional organizations.

The following story is not as applicable today as it was some years ago when local dues were scandalously low, but it still suggests a point of view which we may well keep in mind. When a school teacher died he is said to have gone to the Pearly Gates, as all good school teachers do, and rapped on the door, confidently expecting prompt admission. When St. Peter opened the door and asked for his credentials, the teacher handed him a neatly typewritten list. One item, "Twenty-five cents, County Teachers Association," caught St. Peter's eye and he asked what it referred to. When the teacher explained that it was the annual dues in his local professional organization, St. Peter put his hand in his pocket, pulled out a quarter and handing it to him, said, "Here is your 'two bits.' Now you go down below!"

When, more than a decade ago, state teachers associations began experimenting with state association dues calculated on the basis of salary received, I was not enthusiastic about the proposal even

tho I had to admit that it was logically justifiable. Twenty state associations now have a sliding scale of dues, four of which are calculated on a percentage basis, one half of one percent of the salary received.

Now that many members of our profession have discovered how much better it is to have a unified fee for our local, state and national associations, requests are arriving asking for an arrangement by which departmental dues may also be included under a unified plan. The West Virginia State Education Association and a few local associations have already made provision for an arrangement of this kind. The proposal has its complications and will need to be studied carefully by leaders in our local, state and national organizations, but if I were a prognosticator like Drew Pearson, I would predict that some arrangement of this kind will soon become general practice with one per cent of the salary received as the prevailing fee. Many churches expect their members to tithe, paying ten per cent of their income for the support of the church. Is it unreasonable for us to suggest that teachers invest one per cent of their annual salary as dues for their professional organizations, local, state and national? Is the "Unified Enrolment Plan" with one per cent of the annual salary deducted from the salary check at the request of the local association, the enrolment plan for which we have been searching? I am not sure, but I am beginning to think that it may be.

While I cannot claim full credit for the growth in membership which the National Education Association has attained, I am happy to have had a share in it. Like Dr. Crabtree, I happened along at the right place at exactly the right time, and I enjoyed greatly the ride on the wave of progress, which my successor, R. B. Marston, has continued.

Mr. Marston joined the NEA Staff in 1944 as Director of the Legislative Division and, after serving for six years on the toughest assignment on the staff, was entitled to the best job on the staff. Under the inspiration of his leadership the membership of the Association has increased nearly fifty per cent in six years — from 453,797 in 1950 to 659,190 in 1956!

CHAPTER XIV

SPECIAL SERVICES

Membership promotion and the special services rendered by the NEA to its members and the profession are closely related and interdependent even though the latter do not always yield immediately the conspicuous results anticipated. These services are much more numerous and extensive than is usually realized. They include counsel and advice, inspirational addresses, the investigation of unfair treatment, important policy pronouncements, national legislation and publicity, publications of great value, important research reports and travel tours both in this country and abroad.

Field Services

The field services of the National Education Association date back to January 1, 1919 when Dr. Hugh Magill was appointed to the Headquarters Staff as Field Secretary. The "grapevine" reports that he was actually appointed to the Staff as a probable successor to Dr. Crabtree, since there were some officers of the Association at that time who lacked confidence in Dr. Crabtree and thought that he should be replaced by a more dynamic leader. Dr. Magill was an exceptionally good platform speaker and was greatly disappointed when memberships failed to arrive in wholesale quantities after he had made a rousing address. He would return from field trips, it is said, thoroughly enthusiastic about the prospects of membership growth due to his field work but finally, somewhat discouraged, he decided in 1922 to seek greener pastures, and became the General Secretary of the International Sunday School Council of Religious Education.

Dr. J. O. Engleman and Miss Charl Williams were appointed that fall in his place as field representatives. Dr. Engleman remained on the Staff until 1924 when he resigned to become Superintendent of Schools at Terre Haute, Indiana. Miss Williams continued on the Staff as Director of the Field Division until her retire-

ment in 1949, with various special assignments concerned with national legislation and the development of institutes of professional relations at teacher-preparation institutions.

The NEA Department of Classroom Teachers inaugurated a program of field services by its officers as early as 1923. These have been gradually expanded until now they include a comprehensive program of field services by the President of the Department who usually enjoys a year's leave of absence from her regular teaching position, special appointments by other officers of the Department, including its Executive Secretary, and Regional Conferences arranged by the regional directors of the Department.

Consultative field services have been available from specialists of the Headquarters Staff ever since the Divisions of Publications and Research were established in 1920 and 1922 respectively. During recent years these have been materially increased by various Divisions, Departments, Commissions, Committees and Councils. Regional and national conferences sponsored by these service agencies and featuring special projects such as rural education, the strengthening of local associations, recruiting teachers, and raising standards for entrance to the profession, constitute a specialized but tremendously important type of field service.

Shortly after John Rushing was elected State NEA Director for the state of Washington in 1940, he wrote an unusually loud wail complaining about the woeful ignorance regarding the NEA which he discovered among the teachers of his state. He suggested that if arrangements could be made to let him do some field work in cooperation with the State Association, he was sure that he could increase the NEA membership materially. We agreed to let him try. He was granted a leave of absence by the Board of Education in Seattle, and the NEA agreed to pay his travel expenses with the understanding that he was to work in close cooperation with the field representatives of the Washington Education Association. This was the beginning of a series of experiments with joint field service projects with state teachers associations many of which are still current. Conditions vary so widely in the different states that the arrangements differ considerably, but in general the following principles have been found advisable:

1. That the projects will be undertaken only in those states where the state director and the officers of the

state association make the request with the understanding that the state association will finance part, usually half, the cost of the project and that the state association, in cooperation with the State NEA Director, will select the field worker subject to the approval of the Executive Secretary of the NEA.

2. That while the development of strong local associations shall be the primary objective of the project, membership in the NEA will be one index of success.
3. That the potential NEA membership in the state shall be such as to give good grounds for believing that the project can be made self-liquidating.

The technics employed in New Jersey were described well in a brief article, "The Cooperative Way," published in the NEA Journal for April 1947.

In 1944 educational leaders in Kansas decided to strengthen their local associations through a series of "Zone Schools" for the officers of local associations. They requested the NEA to join them in this project by furnishing a couple of field workers for two or three weeks and a financial subsidy which would help pay the costs involved for travel expenses of official delegates to the schools. Several other states have experimented with similar plans.

On day in the spring of 1945, when I was sitting beside Dr. Ralph McDonald at the NEA Staff Men's Luncheon, he turned to me with this pertinent inquiry: "Ted, would you like to know how to get more than 600,000 NEA members next year?" Naturally, I replied in the affirmative, and without a moment's hesitation he began to outline in his characteristically rapid-fire fashion a plan which involved extensive field work by numerous part-time local representatives in each state. His plan included so many appealing suggestions that I asked him to reduce it to writing. He did and after re-working his statement, I submitted it to Dr. Givens whose principal comment was, "If this were focused on strengthening local associations rather than on the promotion of membership, it would be much stronger." I agreed promptly, revised the plan in the light of his suggestion, and ever since the NEA has been challenging the leaders in the various states to develop dynamic programs of action adapted to local conditions in which the National

Association could cooperate. In the spring of 1948 we distributed the following plan to the officers of state associations:

A PLAN FOR BUILDING A LARGER AND STRONGER
UNIFIED TEACHING PROFESSION

Suggestions for Local, State and National Leaders

1. Organize a vigorous drive and draft the best organizing geniuses in the state to assist with it.
2. Help them plan and prepare the most compelling and effective materials, slogans, and procedures for use in the drive. Tie these to the Victory Action Program with special emphasis on the development of more and stronger locals.
3. Aim the drive specifically toward the *building of dynamic, effective, working, local associations*. Where a good association exists, make it a top-notch one. Where a weak one exists, or none at all, build a good one.
4. Select enough organizers to make sure that every school system, college and university in the state will be covered during the period of the drive. These men and women should come right out of the schools, on leave of absence, and go right back into the schools after the special work is done. They must be the best the profession has to offer — “tops” professionally and personally. Each must be able to make the welkin ring in a speech, if need arises. In appreciable measure, they must have demonstrated ability as leaders and organizers.
5. Let the NEA and the State Association pay their regular salaries and expenses. Each can make his home his headquarters and his itinerary can be planned accordingly.
6. Arrange for state or regional meetings in the summer or early fall before the drive. Build the campaign inside and outside. Get the whole thing down from A to Z, just as the director of a commercial sales staff does.
7. Write school administrators and local association leaders in every community. Make preliminary arrangements for a visit of the organizer to each com-

- munity. Have a definite, planned itinerary for every day of the drive.
8. Pour out from every source the greatest amount of energy, zeal, and imagination to put over the drive. Gear every publication, every meeting, into it.
 9. Following a completely planned line of action, with flexibility as needed, let the organizer spend a day (longer in large systems) in the local unit. Special conferences with leaders and mass meetings of teachers.
 10. Plan an effective follow-up using the talents of the organizers during the remainder of the semester — second visits, regional leadership conferences to whip enthusiasm to the boiling point, correspondence, letters of praise, etc.
 11. Leave each local association with:
 - a. A definite, clear, practical, and compelling set of goals for the year.
 - b. A set of officers informed fully regarding their functions.
 - c. Committees as needed.
 - d. A definite plan with plenty of zeal for the year's program.
 12. Arrange to give appropriate recognition and praise to the organizers.
 13. Let each state association plan as it deems best the continuing program (leadership conferences, etc.) for keeping the locals in high gear.

During 1948-49 the following joint projects were conducted by the various state associations and the NEA for strengthening the organized teaching profession:

- A. *Full-time field workers* — the state association selected a full-time field worker subject to the approval of the State NEA Director and the Secretary of the NEA, and the NEA paid part of the salary and travel expenses. Illustrations: Arkansas, Colorado, Georgia, Illinois, Kentucky, Minnesota, Nebraska, New Jersey, New Mexico, South Carolina, Tennessee and Texas.

- B. *Part-time field workers* — The state association selected several part-time field workers, subject to the approval of the State NEA Director and the Secretary of the NEA, and the NEA paid part of the salaries and travel expenses. Illustration: Michigan.
- C. *State or regional conferences, zone schools or workshops of officers of local associations* — The state association organized the conferences, schools or workshops and the NEA sent the State NEA Director and one or more representatives from the NEA Headquarters Office and assisted in financing the project. Illustrations: Alabama, Iowa, Kansas, North Dakota, Oklahoma and Pennsylvania.
- D. *Unified Enrolment* — The state association adopted the Unified Enrolment Plan and channeled NEA enrolments through the state association office. The NEA paid part of the costs involved in handling the enrolments. Illustration: Arizona, California, Idaho, Montana, Oregon, Washington, and West Virginia.

Field services are among the most important rendered by the National Education Association to its individual members and its constituent parts. The appointment of Karl Berns in July, 1945 as Assistant Secretary of the NEA, in charge of Field Services, was a significant recognition of this important work and made possible its further development and expansion.

Dr. Berns was the first full-time field worker employed by any of the state education associations. Appointed by the Ohio Education Association in 1935, he is still enthusiastic about the importance of this work, as is indicated by the following paragraphs from letters recently received from him —

My contemporaries of those early days were Ray Webster of Pennsylvania and Wesley Thomas in Michigan. Since 1935, the program of field services by State Associations has expanded until there are now more than seventy-five persons employed by state education associations who spend the major portion of their time in the field. On the national level the field service program has been expanded so that approximately ten NEA staff members are in the field most of the time. Some conception of

the scope of this service can be estimated by air travel bills. Last year it cost us approximately \$100,000 for air travel alone.

Each year we refine a little more our services with the states. Thru joint planning by state leaders and NEA staff we have virtually eliminated the "hedgehopping" of earlier days. We have some form of cooperative project with every state. These vary from Leadership Conferences to part-time field workers and to subsidies for the handling and processing of NEA memberships.

Since 1951 Dr. Flora and I have been Co-chairmen of the NEA Building Fund Campaign which has been running at least a year ahead of schedule. With the money available and already voted to the Building Fund by the Board of Trustees, the total now stands at approximately \$6,500,000. As we have traveled over the country, we have been impressed with the good will that has been created through this campaign. It seems almost incredible that local communities would develop so many unique plans for fund raising.

Our "Field, Membership and Building Fund Committee" has just undertaken the enormous project of promoting the increased services proposal and the \$10 dues project. It looks now as though this will be an even bigger task than the Building Fund Campaign.

Defense

During his tour of duty as chairman of the NEA Tenure Committee, 1933-40, Dr. Donald DuShane became convinced that the Association should step up its public relations program and develop a program for the protection of the rights of teachers. At the 1941 convention over which he presided as President, the Commission for the Defense of Democracy was authorized and he was appointed its first Secretary. The purpose of the Commission was stated in the following paragraphs:

There is great need for a National Commission on the Defense of Democracy Through Education. The long-time vital function of education in our democracy must be maintained even in times of unusual expenditures for

military defense. The marked increase of taxes which accompanies national defense expenditures tends to create strong pressure to reduce school costs and will be used as an excuse by numerous local, state and national taxpayers' associations to reduce taxes without regard to results.

Various organizations have become active in recent months attempting to create a distrust of the efficiency of the public schools and of the loyalty of the teaching profession. This must be met¹

In 1945 Dr. Mildred Fenner wrote regarding the work of the Commission as follows —

The Defense Commission, with a secretary and office force at headquarters, has a twofold function — promotional and protective. It builds public understanding of schools and enlists the support of such important groups as the United States Chamber of Commerce, the National Association of Manufacturers, the CIO, the A F of L, and farmers' groups. Thru the Commission's efforts, more than three thousand educators and businessmen have met at conference tables over the country to discuss current issues and purposes of public education.

With the vigilance which is the price of educational freedom, the Commission defends the rights of teachers. When the Hatch Act prohibiting federal employees from certain political activity was interpreted to apply to teachers receiving money thru any federal fund, the Defense Commission led coordinated efforts of local, state, and national associations to secure revision of the Act. The Brown Amendment to the Hatch Act, signed October 24, 1942, restored civil rights and academic freedom to teachers.²

The investigation of the Chicago school system spearheaded by Dr. DuShane, in 1944, was largely responsible for the resignation of the Board of Education and the expulsion of the superintendent of schools from Life Membership in the NEA.

In 1951, the work of the commission was summarized in the following paragraphs —

¹ 1956 NEA Handbook, p. 143.

² Fenner, Mildred, NEA History, p. 62.

During its existence it has consistently advanced its original objectives: to arouse the public to a deeper realization of the dependence of democracy upon better education for all people; to assist in securing adequate financial support for public education, and to cooperate with state and local associations toward that end; to investigate charges against teachers, school systems, and education in general and to defend them against unjust attacks; and to work for those teaching conditions essential to the preservation of American democracy — —

The Commission has consistently urged that wherever possible local and state teacher groups should take the initiative in endeavoring to arrive at a solution of problems before appealing to the national organization.¹

During recent years the Commission, under the leadership of Dr. Richard B. Kennan, has developed a dynamic program including the following activities —

1. Exposing the motives and methods of individuals and organizations which attack the public schools.
2. Investigating cases of unfair and unprofessional treatment referred to it by local and state associations.
3. Encouraging local and state teacher groups to develop defense programs.
4. Cooperating with the U. S. Department of Justice in arrangements for the annual National Citizenship Conference.
5. Cooperating with the NEA Committees on Tenure and Academic Freedom and Professional Ethics.
6. Publishing the Defense Bulletin which keeps educational leaders informed regarding current trends in the fields of loyalty oaths, academic freedom and other attacks on the schools.²

Educational Policies

The Educational Policies Commission was created in 1935 by the NEA and its Department of Superintendence. Its function is to "prepare, publish, and disseminate, from time to time, statements of proposed policy regarding the conduct of education in the United

1 1951 NEA Handbook, p. 262.

2 1956 NEA Handbook, pp. 143-144.

States, and the international relationships of American education."

The Commission communicates its analyses, conclusions, and recommendations to the profession and to the public at large thru formal statements signed by all Commission members. The Commission has twenty members, sixteen of these are appointed for four year overlapping terms and four are ex officio. Of the sixteen appointed members, twelve are chosen at large by joint action of the executive committees of the NEA and AASA, and four are appointed, one each by the following NEA departments: Classroom Teachers, Higher Education, Elementary School Principals, and Secondary-School Principals. Ex officio members are the NEA and AASA presidents and executive secretaries.

This Commission of distinguished national leaders meets twice or three times a year to consider the studies prepared for it by its members and staff. Some of its most important pronouncements have been — *The Unique Function of Education in American democracy* (1937), *Education and Economic Well-Being* (1940), *The Education of Free Men* (1941), *Education for All American Youth* (1944), *The Purposes of Education in American Democracy* (1938), *Education for the Gifted* (1950), *Education and National Security* (1951), *Moral and Spiritual Values* (1951), *School Athletics: Problems and Policies* (1954), *Public Education and the Future of America* (1955), *Strengthening Community Life: Schools Can Help* (1956).

Legislation

During the first half of its existence the NEA attempted little in the field of legislation. Occasionally the resolutions passed at the annual conventions of the Association included suggestions regarding desirable educational legislation but at that time lobbying by teachers or other professional groups was generally frowned on. However, in 1920, the year its Representative Assembly was established, the NEA Legislative Commission was created to continue and expand the work which had been done by its Joint Commission on the Emergency in Education. This Commission is charged with a two-fold responsibility: recommending federal legislative policies for the Association, and working to achieve the legislative policies approved by the Association.

Significant changes in the educational activities of the federal

government have occurred during recent years. Many agencies have broadened their education programs. The Departments of State and Defense operate schools, hire teachers, and direct a variety of projects affecting education at all levels. Veterans' education has become a large-scale operation and since the Supreme Court decision on integration in the public schools, a whole new series of federal educational problems has arisen. One of the Legislative Commission's most essential services is to keep the profession aware of all these developments and, in turn, to represent education before Congress and the numerous Federal agencies. The Commission is an agency of the NEA Representative Assembly. Each year it reports to that body, and from its resolutions receives general directives. In the interval between conventions the Commission looks to the NEA Executive Committee for any further guidance it requires. The Commission serves as an advisory council for the NEA Headquarters' Division of Legislation and Federal Relations and delegates the direct responsibility for many of its activities to the staff of that Division.

The Division of Legislation and Federal Relations, created in 1944, represents the organized profession in federal legislative matters relating to education and establishes liaison between federal agencies and the NEA's divisions, departments, committees, and commissions. It also helps the Legislative Commission formulate the legislative policies which it recommends to the Representative Assembly and, in conformity with the policies adopted by the Assembly, works for the passage of certain legislation and against the enactment of other bills.

Another important phase of the Division's work is consultation with educational and Congressional leaders before important bills are introduced, so that their provisions will be in line with the principles and policies generally favored by the profession.

The Division maintains close liaison with the chairmen and members of state association committees on federal legislation, with a selected local contact in 409 of the 435 Congressional districts, and with 460 federal relations committee members appointed by state associations. During the fall of 1955, considerable strengthening of the federal relations organization was done thru state and regional conferences covering 27 states and involving some 500 leaders. A culminating conference of all state federal relations

leaders at Chicago in December helped evaluate the White House Conference and plan federal relations activities for 1956.

Publications

Thru its wide variety of publications the NEA renders invaluable service to the schools, the teaching profession and the public. The Association is the largest single publisher of educational materials and distributes annually more than 600,000,000 printed pages. Its List of Publications, which includes more than 1400 different titles issued by the Association and its departments, is available free upon request.

The *Journal*, published monthly during the school year since 1921, is the official house organ of the Association. It aims to interpret the activities of the NEA, its departments, committees, and commissions, and its affiliated state and local associations; to help teachers improve their classroom teaching; to help the profession raise standards; to keep school people informed of educational news and trends; and to give impetus to important educational developments. It is sent to all NEA members, to affiliated state and local associations, to Future Teachers of America chapters, and to thousands of libraries thruout the world. Its total circulation is nearly 700,000 — the largest of any professional periodical in the world.

The *NEA News*, a four-page publication, is distributed fortnightly to more than 40,000 school administrators and leaders in local, state and national associations thruout the country. Edited by the Journal staff, it provides a rapid service for getting into the field needed information about official NEA plans and activities.

The *NEA Handbook*, published annually since 1947, includes current records, officers and activities of the NEA and its affiliated state associations. More than 30,000 copies are distributed to local, state and national leaders.

The *Research Bulletin*, established in 1922 and issued quarterly, covers special aspects of educational research and is sent to all Life Members of the Association and to a considerable number of subscribers.

The *Volume of Addresses and Proceedings* published annually, with five exceptions, since the Association was founded in 1857, reports the addresses and proceedings of the NEA annual convention and includes also a summary of the activities and achievements of

the departments, committees, commissions and councils of the Association. Like the *Journal* and *The Research Bulletin* it is sent free to all Life Members.

In addition to these publications the departments, commissions, committees, councils and other units of the association issue numerous publications dealing with special problems — newsletters, pamphlets, reports, leaflets, magazines and yearbooks. In 1955 the Association and its various units put out thirty monthly magazines, 181 bulletins, 36 yearbooks and 1070 other publications. These publications provide teachers and administrators with specific suggestions for the improvement of their work and help them interpret the function of education in modern American life. They are rich sources of information by which school people and the public may keep abreast of educational developments.

The editor of the NEA Journal serves as Secretary-Treasurer of the Educational Press Association of America which has more than 300 members including the official magazines of the state teachers associations and other professional and commercial magazines in the field of education.

Public Relations

The constantly expanding program of Public Relations of the NEA has been a potent factor in alerting the public to the importance of education, to its needs and to the dangers which threaten its full development. During the dark days of the early 1920's and 1930's the Association's Commissions on the Emergency in Education, its Educational Policies Commission and its Divisions of Research and Publications rendered especially valiant service. American Education Week was established in 1921 as a joint project by the American Legion and the NEA and is now sponsored by these two organizations with the cooperation of the U. S. Office of Education and the National Congress of Parents and Teachers. It has become a vital institution which annually focuses public attention on the schools and, like the splendid publicity programs of the National Advertising Council, the National Citizens Council for Better Schools and the Educational Writers Association, keeps the public aware of its investment in and responsibility for the schools.

The National School Public Relations Association, founded in 1935, and now a Department of the NEA and the NEA Division

of Press and Radio Relations, created in 1944, work closely with the Association's departments, commissions, committees and divisions in their efforts to win the understanding cooperation of the public. The latter maintains a press and radio service for the NEA and departmental conventions and conferences; prepares releases regarding the Association's research studies, yearbooks, and policy statements; and arranges for the Association's radio and television programs. Washington newspaper correspondents, representatives of the various press services, and magazine writers are constantly in touch with this Division. In November, 1956, a new and important publication, "The School Bell," was launched by this Division and the National School Public Relations Association. It is designed to digest and make available to superintendents and other educational and lay leaders, articles regarding the schools appearing in current national newspapers and magazines and announcements about radio and television programs.

The Office of Assistant Executive Secretary for Lay Relations, created in 1950, facilitates contacts with more than half a hundred important national organizations interested in the welfare of the schools. Some of these are — All-American Conference to Combat Communism, American Association of University Women, American Bankers Association, American Farm Bureau Federation, AFL-CIO, American Legion, American Library Association, American Medical Association, American National Red Cross, Automotive Safety Foundation, Chamber of Commerce of the United States, Conference of National Organizations, General Federation of Women's Clubs, Magazine Publishers Association, National Association of Manufacturers, National Citizens Council for Better Schools, National Congress of Parents and Teachers, National Council of Chief State School Officers, National Farmers Union, National Federation of Business and Professional Women's Clubs, National Manpower Council, National Organizations Roundtable on Public Schools, National Probation and Parole Association, National School Boards Association, United States Office of Education and the Women's Joint Congressional Commission.

Research

The NEA inaugurated its research program on a volunteer basis. At the first meeting of the Association in 1857, T. W.

Valentine, President of the New York State Teachers Association, proposed that the new Association "gather up and arrange the educational statistics of our country so that people may know what is really being done for public education and what yet remains to be done." However, little was done in this field until the latter part of the century when the Association launched a thirty year program of "research by committees."

While the work of these committees would hardly measure up, in scientific accuracy, to the standards of modern research projects, their reports made a distinct impact on public opinion and were responsible for material changes. The report of the Committee of Ten, regarding the curriculum of secondary schools, submitted in 1894 by its chairman, Dr. Charles W. Eliot, President of Harvard, was characterized by Dr. William T. Harris, then U. S. Commissioner of Education, as "the most important educational document ever published in this country." Regarding the report of the Committee of Fifteen, made in 1895, about the curriculum of the elementary schools, Dr. Nicholas Murray Butler, President of Columbia University, wrote, "It may be that there have been other discussions of like or equal significance, but I venture to doubt it."

In 1912, at the request of the NEA Department of Secondary Education, the NEA Board of Directors authorized the appointment of a Commission on the Reorganization of Secondary Education which prepared for publication by the U. S. Bureau of Education fifteen reports which were immensely influential in the various subject matter fields. Its report on "The Seven Cardinal Principles of Education," published in 1918, was also exceedingly popular for more than a decade.

City school systems began to establish bureaus of research about 1912. The first World War increased interest in the use of intelligence tests and in 1915 research specialists in state and local school systems organized the National Association of Directors of Educational Research which, in 1930, became a Department of the NEA.

The need for research in the field of education, highlighted by the emergency in education which developed during the war, resulted in the establishment of the Research Division on the NEA Headquarters Staff in 1922. At that time Dr. Crabtree wrote —

We now have the beginnings of educational science and millions of children will have a better chance as the result of research at work in our school systems and teachers colleges. The Research Division has brought into the life of the Association a force of the utmost significance . . . It has put research on a professional basis.

Established in 1922 with two employees, the Research Division had nearly half a hundred members on its staff in 1956 and a budget of more than \$200,000. Its functions are twofold — to provide information required currently and to undertake long-time investigations in anticipation of future needs.

In performing these functions the Division has answered more than 200,000 letters of inquiry, prepared more than 150 issues of the *Research Bulletin*, assisted in the preparation of more than 70 yearbooks for the Departments of Classroom Teachers, Elementary-School Principals, Superintendents and other groups and made hundreds of surveys and studies regarding teachers' salaries, tenure, retirement, academic freedom, teaching technics and other commission and committee problems and projects. It has interpreted these findings thru its bulletins, news releases, magazine articles and leaflets and thru consultation services both at the headquarters office and in the field.

State teachers associations which, in 1925, were little concerned with research, are rapidly expanding their work in this field, as are local teachers' associations, the U. S. Office of Education, teachers' colleges and schools of education. In 1955 eighteen of the state teachers' associations employed directors of research whose salaries ranged from \$5,500 to \$12,000 and four of them had assistant directors of research. For more than half a century the Phi Delta Kappa Fraternity has featured research as one of its three major functions. The following significant paragraphs appeared in the November, 1956, issue of its official publication —

A profession on the road toward maturity is positively dependent on research for progress toward its goals. A matured profession is characterized by research which possesses directness of purpose, an adequate methodology, proved validity, and ease of application . . . Quality in education and quality in research must move forward together.

Let's consider two of the most rapidly expanding industries in America—the aircraft and chemical industries. It's no accident that these two, together with electrical manufacture, lead all industries in the percentage of personnel assigned to research activities. Of every hundred employees in the aircraft industry, four and three-tenths are engaged in research — or twice as many as the average for all manufacturing concerns. Firms in the chemical field employ three scientists for every hundred workers.¹

Travel

When I first heard about the proposal for the NEA to develop a travel service for teachers I crossed my fingers and held my breath! I could not see why the Association, with its limited resources, should be going so far afield in its efforts to serve its members but now I am thoroughly enthusiastic about this project. It has demonstrated its value to the profession and to the world.

The Division of Travel Service conducts small, cosmopolitan tour groups of NEA members to domestic and foreign areas usually during the summer months. These tours are planned especially for teachers and are not designed merely for sightseeing. They are developed to give tour participants important educational, recreational, and social experiences in the region or country visited. They are organized with the cooperation of educators in each country or area and offer the greatest possible travel values at the lowest possible cost. They are operated on a nonprofit basis to enable a larger number of teachers to travel and they save those who take them between \$50,000 and \$60,000 annually. The tours are extended field trips, offering preparation for travel thru reading from especially prepared bibliographies; orientation sessions; lectures by outstanding authorities on history, geography, the arts, and economics of the tour area; planned observation programs with interpretation; and a followup program including newsletters and reports.

Social events are arranged for the tour groups. These include receptions, entertainments featuring folk dances and songs arranged by local teachers, and other activities characteristic of the country or region visited. In areas where schools are open during the summer, local teachers accompany tour members to classes of their choice.

1 Phi Delta Kappan, November 1956, pp. 50-51.

Thru its program of travel in Europe, the Near East and in much of the Western Hemisphere the NEA Division of Travel Service has become an instrument of inservice education and international understanding. It serves as a clearinghouse for teachers and administrators interested in the general field of educational travel, aids teachers and schools sponsoring student tours to Washington and cooperates with the state education associations of California, Colorado, Iowa, New Jersey, New Mexico, North Carolina, North Dakota, Michigan, Oregon, Utah and Washington, and the New York City NEA Committee and the Chicago Division of the IEA in their travel programs.

Credit for NEA tour participation has been granted by many local school systems for points toward salary increments; by state departments of education for certification renewal, and by many colleges and universities for certain subject matter fields. The Travel Division cooperates with the National Council for the Social Studies in arrangements for its annual Seminar in Washington. The purpose of the Seminar is to acquaint teachers with "The United States Government in Action." Most of the instructors are government officials and the sessions are held in the various government agencies, House and Senate caucus rooms and in the NEA Headquarters. The Division also cooperates with the National Association of Student Councils in arranging for student trips to Europe. It has an advisory committee which includes three NEA officials, two executive secretaries of state education associations, two representatives of teacher-education institutions and four representatives of the travel industry. The executive committee of the National Council for Educational Travel has recommended that in the future this advisory committee serve as the National Council for Educational Travel.

Numerous additional important services are rendered by the Association thru its other committees, commissions, divisions and departments. Unfortunately space limits do not permit even brief mention of them here. However, information regarding them is available in Dr. Fenner's splendid "NEA History" published in 1945 and in the annual Handbook. Additional material may also be secured by writing the Headquarters office in Washington, D. C.

CHAPTER XV

STATE TEACHERS ASSOCIATIONS

The state teachers' associations are, for the most part, the strongest organizations in our profession. This is fortunate since public education in this country is primarily a function of our state governments. The strength of the state associations is due largely to three factors —

1. They have more members. On May 31, 1956, the total membership of the state associations affiliated with the NEA was 1,138,507;
2. Most local school systems have at least a few outstanding leaders who, even though they may not be able to galvanize their immediate local associates into action on the local level, can, by alliance with the leaders of other locals, help to form a dynamic and effective state association;
3. The effective work of the executive secretaries of the state associations and their headquarters staffs.

The NEA, although increasing steadily in numbers and influence, stands in strength and effectiveness somewhere between the local and the state associations.

The Beginnings — The first state teachers' association was organized in Alabama in 1840 but it did not maintain continuous activity and was reorganized in 1856. The next state associations were organized in 1845 in Rhode Island and New York. Fifteen more were organized before the NEA was started in 1857. During the next nine years five more were organized, and before the end of the century practically every state had its own teachers' association.

Membership — Qualifications for membership in state associations, other than payment of dues, are few. Thirteen states have separate state associations for negro teachers. Thirty of the state associations specify that members shall be engaged in education while

eight include all interested in joining. One or two have had the courage to limit their active membership to legally certified teachers and the 1955 Annual Report of the National Commission on Teacher Education and Professional Standards urges "universal application of minimum qualifications as prerequisites to membership in professional organizations." Membership in state associations was comparatively small prior to the appointment of full-time secretaries. It grew from 65,993, less than fourteen per cent of the teachers employed in the nation, in 1907, to 436,392, approximately sixty-two per cent of the teachers employed, by 1923; and in 1956 it was, as indicated above, 1,138,507, approximately ninety per cent of the teachers employed.

Conventions — In their early years most state associations, like the NEA, were primarily convention organizations and functioned as pure democracies. All members who attended the annual conventions were eligible to vote for officers and to participate in the transaction of other business. These conventions were arranged largely by volunteer workers directed, occasionally, by part-time secretaries. However, since the modernization movement which began about 1910, this procedure has been largely changed. Because distance, cost of travel and lack of auditorium facilities prevented many of the members from attending these statewide meetings, many of the states have now set up sectional convention districts covering an area large enough to bring together an inspiring group and yet small enough to allow all members to participate. The programs of these conventions vary from addresses on subjects of nation-wide interest to highly specialized round-table conferences. They usually include also the election of regional officers, the passing of resolutions and the selection of delegates to the representative assembly of the state association. While the annual meeting of the state association is usually a representative assembly, it is still a significant part of the association's program. It gives opportunity for visits with old friends, the discussion of vital issues, the development of sound policies, the passing of important resolutions and professional politics!

Departments — Members of state associations, as in many local associations and in the NEA, are usually divided into groups according to subject matter taught or position in the school system. These

departments conduct programs according to their special interests, usually in connection with the statewide convention or the regional meetings, or both, altho sometimes they are held independently.

State Secretaries — The outstanding feature of the modernization movement in state teachers' associations which began soon after the turn of the century, was the provision for a full-time executive secretary and a salaried staff. California employed the first full-time secretary in 1909. Six states followed its example during the next decade, and by 1925 thirty had them. At the present time all of the state associations, Hawaii and Puerto Rico have full-time executive secretaries and staffs ranging from two to more than a hundred employees. The expansion in the service programs of the state teachers' associations and the increase in their power and influence has been almost fantastic. The first full-time state association executive secretary, L. E. Armstrong of California, received \$2,400 for his first year's work. In 1925 the median salary received by the state association executive secretaries was \$4,000, and the median length of service was three years. In 1955 their salaries ranged from \$6,000 to \$20,000. Half of them received \$10,000 or more and the length of service ranged from one to twenty-eight years with a median of ten years.

Staffs — Twenty-five years ago, the staff of the typical state teachers' association consisted of the Executive Secretary and one or two clerical assistants. Now more than half of the state associations have ten full-time employees or more. These include executive secretaries, editorial assistants, public relations specialists, directors of research, and field workers, as well as clerks and stenographers. California has the largest staff — more than one hundred members distributed in six regional offices.

Income — In 1922-23 the financial receipts of thirty-three state associations ranged from \$516 in Nevada to \$78,000 in Pennsylvania and totaled \$642,673. In 1928 the receipts of forty-two associations totaled \$1,786,958, and in 1947 the receipts for the forty-five states totaled \$2,491,314.

Dues — Prior to 1910, the annual dues of most state teachers' associations, like teachers' salaries, were embarrassingly low. In most of the state associations they were \$1; in Indiana, Maine, Michigan,

New Hampshire, New Jersey, New York, Rhode Island, South Carolina and Wisconsin they were \$1 for men and 50 cents for women; in Kansas, Utah and Maryland, 50 cents for men and women and in Connecticut 50 cents for men and 25 cents for women. By 1935 the standard annual dues of the state associations were \$2. Seven had a graduated scale. By 1945 eight had flat fees of \$3 or more, and seventeen had a graduated fee. In 1955 dues ranged from \$2.50 in South Dakota to \$17 in Utah. Half of the states had \$5 or more and twenty had a graduated fee. Four had a "Unified Enrolment Plan" according to which they collected one-half of one per cent of the annual salary for state and national dues. The unified enrolment plan, by which dues are collected by the local association for local, state, and national associations, is growing in favor and has been approved as one of the goals of the Centennial Action Program. Many leaders believe that departmental dues should also be included in the single fee. In most cases one per cent of the annual salary would be quite adequate to cover dues in local, state, regional, national, and world organizations and their departments.

Office Buildings — In 1925 six of the state education associations owned their own headquarters office buildings and by 1935 thirteen had them. Today more than half of the associations have their offices located in their own buildings or have buildings under purchase or construction. Some of these, like the original NEA Headquarters Building, were erected as private dwellings. Others were planned and built definitely for office purposes. The September 1956 issue of the NEA Journal carries pictures of twenty-one of these buildings owned by the State Associations.

Activities — The activities of state associations vary considerably. However, in addition to conventions, they usually include publications, research, legislation, field service, public relations, teacher welfare, national cooperation, and membership recruiting.

Publications — Only one state association published an official magazine prior to the beginning of the twentieth century. By 1910, four had established journals, by 1925 twenty-two had them and now all the state associations have them. These carry reports of the association's activities and articles of general professional in-

terest. Several publish supplementary legislative bulletins, research reports, and public-relations pamphlets.

Research — In 1925 Dr. John Granrud wrote in his dissertation regarding state teachers' associations, "The typical state teachers' association is not concerned with research." Twenty-one out of twenty-nine secretaries from whom he received definite data reported that they were not carrying on research of any character. California, Illinois, Michigan, Missouri, Ohio and Pennsylvania were notable exceptions, but the research projects of these associations were carried on largely in connection with committees, state departments of education, and institutions of higher learning. The Illinois Association was the only state association to have a director of research at that time and he was engaged in 1924 for the purpose of analyzing the financial condition of the state. Dr. Granrud predicted that "As the Associations develop, they will probably increase their research work." How correct he was, is indicated by the fact that in 1955 eighteen of the associations employed directors of research whose salaries ranged from \$5,500 to \$12,000 with a median of \$7,500 and four of them also had assistant directors of research. Thru their research activities, the associations provide their members and the public with up-to-date information about every phase of public education. This data furnishes the basis for much of the state's legislative program and for the policies of the state and local boards of education.

Legislation — The legislative work of state associations has become increasingly significant and is one of the most important means by which educational conditions have been improved in the different states. Prior to 1910 state associations did little in the field of legislation. In fact, many people inside as well as outside the profession, questioned the propriety of teachers participating in this field. However, by 1910 the situation in this connection was beginning to change as is shown by the following significant paragraphs from Dr. Carter Alexander's 1910 study —

With a few exceptions the state associations exert little influence upon legislation; the city associations, especially those in the larger cities, are proportionately much more successful.

The Associations are more and more tending to take for granted the 'right' of the profession to influence legislation and to try to devise . . . schemes for securing . . . more active participation of all teachers in promoting legislation. . . .

There is no conclusive evidence that teachers by their efforts in this field are becoming unduly selfish and lowering the tone of the profession. The raising of qualifications for teachers, which comes with practically every economic advantage secured, largely offsets any anticipated disadvantage here.

Today, lobbying by teachers is standard practice in practically every state and one leader goes so far as to maintain that "state education associations have been responsible for almost every gain in public education which has resulted from legal action." Activities in this field include: providing data for legislators, recommending bills, sometimes even writing bills, participating in hearings on bills, interviewing legislators, and interpreting the legislative program to the profession and to the public.

Field Service — Practically all state associations maintain field service programs. These involve planning and attending leadership training conferences; visits to local associations by representatives of the headquarters staff; addresses to local and lay groups; help in planning local programs; assistance on salary, tenure, and other problems; membership work, advice on public relations programs; and contacts with legislators.

Public Relations — In 1925 seventeen of the state associations which reported to Dr. Granrud said that they carried on no publicity work and only 1.2 per cent of the total expenditures of the thirty-five states which reported was devoted to publicity. In 1955 all of the state associations provided public relations services for the membership and at least a dozen employed directors of public relations with salaries ranging from \$3,600 to \$13,500. These deliver speeches to lay groups, develop contacts with parent teacher associations and with reporters, prepare news releases, publicize legislative programs, direct radio programs and prepare articles for lay magazines.

Miscellaneous Services — In addition to the services listed above which are usually performed by all state associations, some associations maintain other services such as: legal counseling on professional problems, credit unions, group insurance, teacher placement, library and magazine service, educational films, recreational services (camp or resort), facilities for group conferences, improvement of instruction, assisting in revising and improving teacher education and certification programs.

A Time for Greatness

If there is any period one would desire to be born in, is it not the age of Revolution; when the old and new stand side by side and admit of being compared; when the energies of all men are searched by fear and by hope; when the historic glories of the old can be compensated by the rich possibilities of the new era. This time, like all times, is a very good one, if we but know what to do with it.

—RALPH WALDO EMERSON

CHAPTER XVI

STATE SECRETARIES

In the spring of 1924 I was invited to meet with the Board of Trustees of the Utah Education Association who were looking for a full-time Secretary for the Association. When President Henry Peterson, who was presiding at the meeting, asked me what I thought of the position of the State Secretaryship, I replied that I was very enthusiastic about it, that I regarded it as the most strategic position in the educational setup in any state, barring possibly that of the State Superintendent of Schools, and that in some ways it might be even more important than the State Superintendency since that position was sometimes involved in politics and the State Secretaryship ought never to be so involved.

When I sat down President Peterson stood up and said, "We are glad that you think the Secretaryship is an important position, for we do, and if you will accept the position, we will be very happy." I did, and in the years which have passed since that time I have found no reason for changing my mind about the importance of the position. I still believe that the Executive Secretaryship of the State Education Association may be and frequently is the most strategic position in the educational setup of any state.

It was my good fortune to know intimately every State Secretary from 1924 to 1950. They were a great group with whom it was a distinct privilege to be associated. Most of them have rendered and are rendering valiant service to a great cause. No two of them have been alike. Many have had major interests — journalism, public relations, research or oratory — special fields in which they have been particularly strong. Not all have been great men or women, but all have been leaders adapted to the peculiar needs of their particular states.

California employed the first full-time State Secretary, L. E. Armstrong, in 1909. He was succeeded three years later by Arthur Chamberlain who was for many years the dean of the group. By

1919, six additional state associations had made arrangements for full-time Executive Secretaries, and by 1925 thirty had them. At the present time all of the states as well as the territories of Hawaii and Puerto Rico, have these professional leaders.

The duties and responsibilities of the State Secretaries are varied and manifold. In the early days they included editing and soliciting advertisements for the magazine, enrolling the profession, developing a public relations program, promoting the legislative program, handling the annual convention, and doing research work in between field trips. During recent years the work of many of them has become largely administrative as specialist assistants have been added to the staffs. California has the largest staff consisting of more than one hundred members distributed in six regional offices. Several State Associations pay their Executive Secretaries annual salaries of \$20,000 and feel confident that they are worth every cent which they receive.

The State Secretaryship is full of hazards and headaches. In those states where the rift between administrators and classroom teachers has been particularly marked, the position has been especially difficult, requiring real statesmanship. More than one Secretary has failed to make the grade because he has not been able to adapt himself to the changing world in which the democratic procedure of teacher participation has replaced the tyrannical rule of some totalitarian administrators.

The Secretary of the state association holds a key position, not only for the development of the state program of education, but for the national program also. In this connection, his influence usually operates or may operate along four principal lines: in the selection of NEA officers; in the promotion of the NEA legislative program; in the development of the NEA enrolment campaign; and in the development of helpful state-national relationships by interpreting the NEA and its policies to state and local leaders.

The NEA Bylaws provide that the NEA State Director shall be elected for a three-year term by the NEA Representative Assembly upon nomination of the delegates from the various states. By virtue of his strategic position in the State Association the State Secretary can usually wield considerable influence in the selection of the State Director. Since the strength of the NEA depends in large measure

on the quality of its Board of Directors, the Secretary's influence in this area is extremely important.

While State Secretaries would be the last persons in the world to claim or admit that they carry any large share of the responsibility for the selection and election of NEA Presidents, any realist, familiar with the facts, knows that they do. Sometimes I pity them because of this fact. They are the hired servants of the teachers of their respective states. The members of any association which decides to offer and support a candidate for the NEA presidency naturally look to the State Secretary to help win the election. Some years ago one Secretary who was not particularly proud of the representative from his state who had just been elected President facetiously inquired, "How do you like your new President?" Without a moment's hesitation, I replied, "We will get along with her O. K. You gave her to us!"

The success of the NEA legislative program frequently depends on the grassroots activities of its members and these in turn are often dependent on the guidance, stimulation and cooperation of the State Secretary. Likewise, the NEA enrolment campaign, while not always dependent on the cooperation of the State Secretary, is frequently vitalized or slowed down by him.

As an organized group the State Secretaries also have tremendous potential power in NEA affairs. They are recognized, official leaders as well as servants in their states. They know the thinking of their constituents and often influence that thinking. Their frequent attendance at regional and national meetings gives them opportunity to outgrow and rise above the provincialism with which many of their constituents are handicapped and their work in their states gives them firsthand acquaintance with the organizational as well as the professional problems with which our profession is confronted.

The suggestion has been made that it might be well if the National Association of State Secretaries were to serve as the NEA Board of Directors. That would, of course, be a most unfortunate arrangement since it would give too great concentration of power and constitute an impossible combination of responsibilities. On the other hand, it is well for the NEA Board of Directors, Executive Committee and other important units to have some State Secretaries

on them. They have much to contribute as individuals and as a group.

Another suggestion which is equally impractical, yet stimulating, is that in order to secure closer integration of the state and national associations, the state secretaries be put on the NEA payroll. Of course this is not feasible. On the other hand, the joint field service projects with which several states are experimenting seem to offer definite progress in this connection. These give excellent opportunities for the state and national associations to cooperate on projects of mutual, vital interest, particularly in connection with the development of stronger local associations and the enlistment of the profession.

Among the characteristics of a good State Secretary, the following are especially pertinent:

He should have great creative vision, yet be such an excellent administrator that none of his underlings will ever make a mistake. He should have great courage yet caution and integrity, political finesse and intelligence, but ability to hide them. He should be dynamic yet calm and contemplative. He should talk well but not say too much. He should be aggressive yet also be the essence of tact.¹

The Executive Secretaryship of a State Education Association offers a thrilling challenge to those who have ability to lead inconspicuously, to organize and implement effectively a dynamic program of action and to keep a democratic machine running smoothly and harmoniously.

A Man of Destiny

In a very real sense the Executive Secretary is a man of destiny. The destiny of the nation is in the hands of the teachers for they determine whether America will have a new generation of intelligent citizens. The destiny of the teachers is in the hands of the Association, which sets the pattern and pace of education, and the destiny of the Association is in the hands of the Executive Secretary.

—EUGENE P. BERTIN

¹ Adapted from an article by Malvina Lindsay, published in the *Washington Post* for June 4, 1949.

CHAPTER XVII

LOCAL TEACHERS ASSOCIATIONS

Local teachers' associations are the oldest form of teachers' organizations established in the United States. Among the earliest of these were "The Society of Associated Teachers," organized in New York City in 1794, the "Associated Instructors of Youth in the Town of Boston and Its Vicinity," organized in 1812, and the "School Association of Middlesex County," in Connecticut. The purpose of the latter, organized in 1799, was stated as follows:

To promote a systematic course of school education, to secure the inculcation of moral and religious principles in the schools, and to endeavor to elevate the character and qualifications of teachers.

Since the middle of the nineteenth century teachers' organizations in the United States have multiplied rapidly. The Educational Directory, published annually by the United States Office of Education, lists approximately five hundred national and regional associations and more than one hundred state organizations but it includes no local associations and does not even make an estimate of their number. Nearly six thousand are affiliated with the National Education Association.

Local associations exist not only in practically every city but also in thousands of rural districts. They vary greatly in size, purpose and character but may be classified roughly into the following groups:

1. Those which include the members of a single faculty.
2. Those which include all teachers in a school system.
3. Those which include all teachers in a district, county, region or zone.

4. Those which include prospective members of the profession such as high school FTA clubs or college FTA chapters.
5. Those which include teachers with common interests of subject matter or function.

The ultimate purpose of these associations, as of practically all teachers' associations, is to advance the interests of their members, to promote the cause of education and to build a teaching profession. They differ primarily in membership regulations, organic setup, and emphasis on specific objectives. Some of them operate as pure democracies, with all members entitled to attend and participate in the meetings of the organization. Others operate as a representative democracy, with delegates representing the constituent groups. The activities of these organizations include professional improvement, teacher welfare, research, public relations, community service, and recreation.

In most of the states, local associations serve as units of the state organization and therefore play a dual role, functioning in the solution of local problems and serving as the medium through which the teachers of the group participate in the broader programs of the state and national associations. The committees of local units frequently parallel those of the state and national associations and cooperate with these in the assembling of information and in the dissemination of facts.

While local teachers associations are the oldest and most numerous of teachers' professional organizations in this country, they are, generally speaking, the least powerful. Prior to 1920 several city teachers' associations were stronger and more aggressive than their state associations, consequently when the Representative Assembly of the NEA was established, provision was made for representation from local as well as from state organizations. This provision has its advantages and still persists even tho it leads to complications, particularly in the matter of duplicate representation.

The exact reasons for the general, relative weakness of local associations are difficult to determine. Several factors are probably responsible:

1. The indifference of the average teacher to the problems of the profession, outside the classroom;

2. His unawareness of his responsibility for helping to solve these problems;
3. The chronic tendency of teachers toward stalwart individualism;
4. The fact that until recently, prospective teachers have received little or no training or preparation in the field of professional organizations;
5. Many beginning teachers have no intention of remaining in the profession very long — they use it merely as a way station to matrimony or as a stepping stone to some other career;
6. In an increasing number of cases, married women are teaching and they find it difficult to find time or strength for participation in professional organizations;
7. Many married men find it necessary to supplement their meager salaries by engaging in other occupations outside their school work and, like the married women, have little time or strength left for additional activities and
8. The dues of most local associations are too small to permit the development of effective programs.

One day soon after Dr. Givens came to the NEA Headquarters Office as our new "Chief," in 1935, I was discussing with him the problem of getting state and local associations to adopt a uniform enrolment plan with a single fee, collected by the local and shared with the state and national associations. When he asked what fee I had in mind I suggested \$10 — \$2 for the local, \$3 for the state association and \$5 for the NEA. He promptly replied:

There are just two objections to your plan. Several state associations already have dues of more than \$3 and they could not operate effectively on less, and in the second place your proposal would continue the present starvation plan for local associations. It would be better if you would give the \$5 to the local association. Imagine what a strong profession we could have if every teacher paid at least \$5 annual dues to his local association. The local association could issue a local publication which would keep the members acquainted with each other and their local problems; they could develop local research projects;

they could conduct an effective public relations program and they could pay the expenses of their delegates to regional, state and national conventions and thus keep in touch with current progress.

Dr. Givens was right, of course, as usual! Some one has suggested that one of the troubles with us teachers is that so many of us are little people teaching little things to little children in a small way! We seldom lack the virtue of consecration but we frequently lack vision and "where there is no vision, the people perish!"

The character and great potential power of the local association has been well stated by Dr. Stinnett in the following paragraph:

The local association is the 'grass roots' unit of professional organization. It is where the democratic concept finds its best and most direct expression. It is the training ground for professional leadership. It is the medium thru which the voice of every teacher can be heard and translated, thru the channels of state and national associations, into educational policy.

In this connection the following statement by Dr. Edwin McNeill Poteat should also be kept in mind:

Freedom is placed in jeopardy more by those who will not exercise it than by those who will not permit it. Indifference opens more gates to the enemy than does tyranny.

A Tribute to Local Leaders

The 1955-56 NEA Handbook carried the following deserved tribute to local leaders by Dr. William G. Carr, Executive Secretary of the NEA —

It is inspiring to think of the local association leaders who have helped accomplish the educational progress we see all about us. No one gives them the recognition they deserve. No one could be eloquent enough to express the debt the entire nation owes to their leadership, their unassuming devotion, their cooperative spirit. The officers of these local associations often serve at a great sacrifice of time and energy. They have their reward, however, millions of children in this country are having better schools and better teachers because of their efforts. Teach-

ers are receiving higher salaries and have profited by other improved welfare measures made possible year after year by their loyalty and professional services. Without the help of thousands of local leaders working in hundreds of local associations, the state and national associations would be small and ineffective.

The Ideal Local Association

The same Handbook also carried the following significant list of standards and statement regarding the value of local associations —

1. Has a dynamic program for serving its members and the community.
2. Has a written constitution.
3. Meets regularly (at least four times a year).
4. Has a plan for unified collection of dues in local, state, and national associations.
5. Has adopted, or is working toward a single fee (unified dues) for NEA, state, and local organizations.
6. Plans its programs carefully to interest the majority of the group.
7. Keeps accurate records regarding all business of the association.
8. Maintains continuous affiliation with the state association (if the state so provides) and with the NEA.
9. Makes provisions for expenses of delegates to attend state and national conventions and conferences.
10. Carries on all letterheads and publications a statement clearly indicating the status of its affiliation with the state and national associations.
11. Answers official mail from state and national associations promptly.
12. Issues a local publication if finances permit.
13. Endorses and actively promotes the Centennial Action Program of the NEA.
14. Maintains active committees:
 - (a) To formulate and carry out a progressive program for improvement of local educational services.
 - (b) To provide a forum for discussing educational

and professional organization problems of state and nation.

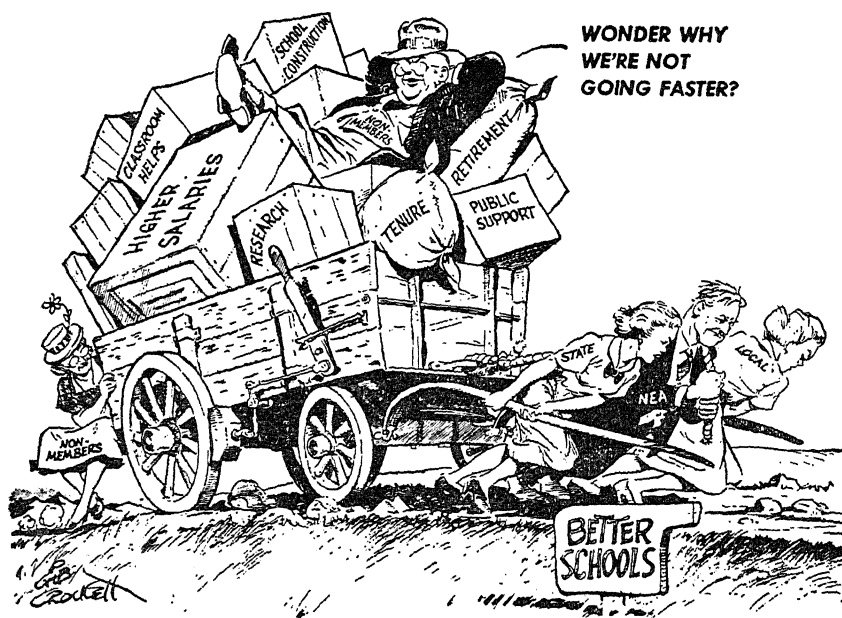
- (c) To develop good fellowship by providing social and recreational activities for its members.
- (d) To carry on an effective public-relations program.
- (e) To work with lay organizations in community activities.
- (f) To arrange meetings at which candidates for public office may discuss their platforms.
- (g) To cooperate with the state association on legislation affecting the schools such as school support, tenure, retirement, minimum salary schedules.
- (h) To cooperate with the NEA on national legislation affecting education.
- (i) To care for the welfare of members thru such activities as:

Certification	Sabbatical leave
Consumers' cooperatives	Salary schedules
Contractual relationships	School budgets and finance
Credit unions	Sick leave
Group insurance	Teacher load
Hospitalization	Teacher rating
Loan and relief funds	Tenure
Retirement	

The Local Association — An Opportunity for Growth

The work of our state and national associations often seems far removed from the average teacher. He may live and retire without ever taking an active part in these organizations. He may pay dues and attend meetings, but he may never raise his voice to utter a conviction; he may never lift his finger to further a project. In the local association, however, working among friends over problems of vital personal concern, he will have a feeling of belonging; he will be aware of an urge to take part. If he works, his interests will grow; he will become a

better teacher; his community will be a better community; his profession will become a better profession. The state and national associations will seem less remote and increased interest and participation will come as a by product of local work well performed. With active participation in local association problems will come a keener interest and intelligent support in state and national organization affairs, and the NEA will have a new meaning and influence to thousands of teachers.



The Hitch-Hikers

CHAPTER XVIII

PRESIDENTS

Presidents of the National Education Association, like Presidents of the United States, have not always been the outstanding leaders of their time. However, most of them have been above average and some of them have been significantly outstanding.

Thomas W. Bicknell (1884) must have been an unusually impressive, dynamic character. He traveled more than 1200 miles at his own expense, making arrangements for his convention held in Madison, Wisconsin, and attended by more than 5000 educators from every state in the Union and several foreign lands. Presidents Nicholas Murray Butler (1895), Charles W. Eliot (1903), and David Starr Jordan (1915), were also men of distinction. Of course, they may not have been as conspicuous before they were elected to the presidency of the Association as they were afterward. I remember hearing Dr. Crabtree call attention to this fact once when someone was complaining that the NEA no longer had "giants" as presidents. He intimated that perhaps the NEA helped to make the "giants!"

In his vigorous, driving power, Dr. George D. Strayer (1919) resembled Dr. Bicknell. Dr. Fred Hunter (1921) also was a man of towering strength whose roar frightened one of the convention clerks into a faint when she hesitated to give him a confidential list of the nominating committee at the 1920 summer convention.

Charl Ormond Williams (1922) was a southern lady of distinction, born and reared in Tennessee, good-looking, intelligent, ambitious and industrious. She began teaching in a one-room school and soon worked her way up to the County Superintendency. In behalf of the schools of Shelby County she fought the local politicians to a standstill and secured for the boys and girls of her community a superior school system. She believed enthusiastically in upgrading the members of her staff and in teacher participation in professional organizations. She organized special trains to

bring the teachers of her County to NEA Conventions. Back in the early days of the twentieth century, before it was usual for women to take a conspicuous part in public affairs, she became County Superintendent, Secretary of the NEA Department of Superintendence (1920), and President of the National Education Association.

A vigorous champion of women's rights, including the franchise, and a recognized leader in the Democratic Party of her state and of the nation, she became an ardent admirer of President Franklin D. and Mrs. Roosevelt and was never happier than when she was visiting with them. As Vice-chairman of the Democratic National Committee, she helped secure suffrage for women. She was appointed Director of Field Service in 1922 at a time when lobbying was held in low esteem, but the understanding was definite and clear that her primary responsibility was to win friends and votes for the Federal Aid to Education Bill and to this cause she gave many of the best years of her life. In 1938 she inaugurated a series of Institutes on Professional and Public Relations, held usually in connection with summer schools for teachers. These made a significant contribution to the professionalization of teaching.

Miss Williams' chief assets were her looks, her health, her brains and her ambition. No one ever saw Charl Williams without wishing to meet her. No one ever met her without feeling the force of her personality. Hers was a dominating character which enabled her to achieve many honors and to mingle freely and proudly with celebrities. She retired from the NEA staff on December first, 1949, but has continued an active interest in national and world affairs.

Most of the Headquarters Staff were sincerely frightened when Francis G. Blair (1927) was elected at the Philadelphia convention. He was a rump candidate and for years had been known to be vigorously opposed to Federal Aid and a Department of Education in the federal government. Fortunately, he learned rapidly under Secretary Crabtree's tuition and proved to be an excellent president.

Miss Mary McSkimmon and Miss Cornelia Adair were rival candidates at the Indianapolis convention in 1925, the first time that the nominations for President were made from the floor on the roll call of states. I shall never forget the enthusiasm developed

among the delegates during the roll-call, nor the remark made by one of the delegates as the nominating session adjourned: "The North against the South and the North won again!" From that moment I began to hope that the custom of having the officers nominated on a roll call of the states could be eliminated. Miss McSkimmon proved an excellent President — dignified and cultured, calm and collected, a typical New England lady, always in command of the situation.

Miss Adair was elected without competition at the Seattle meeting in 1927, suggesting the precedent of the runner-up being next in line, which, while eminently justified in this particular case, has fortunately been broken often enough so that it has not become too firmly fixed as an invariable custom. At the Minneapolis convention in 1928, she presided with all of the grace and dignity which tradition has attached to the ladies of the South. She was a credit, not only to the South, but to the classroom teachers whom she represented as their first President. While Miss Adair was never one to intrude or aspire for further office or power, she, like Dr. Strayer and several other past presidents, has continued to serve the Association in numerous important positions following her term as President.

Willis Sutton (1931) and Florence Hale (1932) were two of the most colorful presidents that the Association has ever enjoyed. Dr. Sutton won his spurs as the host for the Atlanta Convention in 1929. While his presidency was not purchased by the peaches, watermelons and free Coca Cola served in the circus tent just outside the Exhibit Hall in Atlanta, they were such a spontaneous and natural expression of the Southern hospitality which he represented, that everyone who attended that convention vowed that Willis Sutton should be the next male president. He ran against "Uncle Joe" Rosier, who was generally considered the administration candidate and while they kept the campaign on a high political level, I shall never forget how surprised I was to note during the election that even great men might be worried as to the outcome of their candidacies. On election day they both hovered most of the time conspicuously close to the election booth and it was evident that they were deeply concerned, each hoping to be the victor. For years following his term, Dr. Sutton's shaggy, white hair, wealth of southern stories and ability to thrill an audience enabled him

to serve the cause of education in a manner equaled by few of our presidents.

I first met "Flossie" Hale at Cedar Point, Ohio, in 1925. She was struggling up the hill from the boat landing to the hotel with a heavy suitcase and appreciated the helping hand which I was glad to give her. She had made her first national impression at the San Francisco convention in 1923 when, as the last speaker on a long and dreary program she arrested the stampeding audience with a loud voice and a humorous story. Many who were hastening for the door heard her begin, hesitated, and were glad that they sat down to listen. From that moment her ambition to become President burned with increasing fervor and Dr. Winship, her political sponsor and mentor, had difficulty keeping her under control pending her turn nine years later. In the meanwhile, her platform presence improved annually and we have had few presidents about whose public appearances the Headquarters Office received more glowing reports.

Radio broadcasting of educational programs was in its infancy during those days and for several years the NBC gave her a weekly program assignment which contributed materially to the NEA public relations program. A good story regarding her, gained general currency just after her election. One of her admirers, thoroughly thrilled, said to another long-time friend, "Isn't it fine, Flossie's election?" The other with a perfectly straight face, said, "Don't you know that I haven't spoken to her for five years?" "No! Why not?" "She never stopped talking long enough to give me a chance!"

Dr. John Dewey was elected Honorary President in 1932. The Charter and Bylaws of the Association do not provide for any Honorary Presidents but we have had three, Dr. Dewey, Dr. A. E. Winship, and Dr. Susan M. Dorsey. The full story of their elections has never been written. However, interesting incidents connected with them are recorded in the 1932 and 1933 Volumes of Addresses and Proceedings, and I still recall vividly the apprehension which many of us felt during the 1932 summer convention at Atlantic City.

In the early thirties liberals in politics, economics and education were riding high and handsome throughout our country. To many of the latter the NEA seemed hopelessly archaic and conservative. Some believed that either the Progressive Education Association or the American Federation of Teachers would and should re-

place it. Others believed that the NEA could be salvaged, enlarged, liberalized, vitalized and made more dynamic.

At the 1932 summer convention, Dr. Joseph Rosier of West Virginia was the most promising candidate for election as president, but, much to the surprise of almost everyone, Dr. Dewey was nominated. Many of the leaders of the Association were dumbfounded. Most of them admired Dr. Dewey greatly, but they knew that he probably could not be elected and they hated to see him defeated. They knew that those who had nominated him had little strength among the official delegates and they knew that if he ran as a candidate, his liberal social, political, economic, religious, and educational views would be featured, magnified, and probably distorted.

Several efforts were made to have his name withdrawn, but in vain. His supporters were enthusiastic and stubborn. Eventually the matter was referred to the Board of Directors and many breathed a sincere sigh of relief when the nominating session was adjourned. During the following afternoon and evening the situation was canvassed with great care, and the next morning the report of the special committee of the Board of Directors was adopted unanimously. This report provided that Dr. Dewey and Dr. Winship should be elected as Honorary Life Presidents of the Association. Obviously, Dr. Winship was included largely as camouflage so that Dr. Dewey's irregular election would not stand out too conspicuously.

While I have no evidence on which to base my impression, I have always felt that Dr. Crabtree's shrewd influence probably played a large part in the development of the arrangements which resolved the situation so satisfactorily for all parties involved. Dr. Winship died in the spring of 1933 and Dr. Susan M. Dorsey, for many years Superintendent of Schools in Los Angeles, was elected Honorary President in his place at the Chicago Convention, July 7, 1933. She died in 1946 and until Dr. Dewey's death in 1952 he was the sole Honorary President of the Association.

Dr. Dewey was one of the great educational leaders of all time and I am glad that I had a course under him in 1912-13 at Teachers College. It was a seminar entitled "The Psychological Analysis of Human Experience" and I got permission to take it by bluffing. I had a short course in psychology at Hamilton College but it had been exceedingly elementary, and as a result I saw daylight only

once or twice in the whole of Dr. Dewey's course; but ever since, I have been catching glimpses of what he was talking about. Some of his books have been too deep for me, but his little book, "Interest and Effort in Education," brought me great relief. It freed me from the false doctrine of formal, mental discipline and from superstitious worship of the classics.

Reuben T. Shaw (1939) was, in many ways, a veritable "bull in a china shop," but he had strong convictions regarding certain changes in the NEA organization and policy for which he fought valiantly against heavy odds. Many leaders in the Association felt that he was always dominated by selfish motives, but I came to know him intimately enough to feel that while, like most human beings who arrive, he was actuated by mixed motives, he was not wholly selfish. He was sincerely and devoutly interested in the cause of education and in strengthening the Association as well as in Reuben Shaw. While his battle to get the NEA Representative Assembly and Board of Directors democratized by amendment of the Charter so as to eliminate the custom of having past presidents become ex officio life directors and life members of the Representative Assembly, may have weakened the Board of Directors somewhat, since it deprived the Association of the immediate services of recently-trained leaders, it reduced the hazard of domination by a clique and increased the challenge for elected delegates to participate.

Donald DuShane (1941) won his election to the presidency by his work as chairman of the Association's Tenure Committee (1933-40), and he came to the Headquarters Staff under a handicap since he was a past president of the Association. It is always hazardous for our Association to take a past president onto its Headquarters Staff for two reasons. It encourages every President or prospective President to try to feather his own nest by making a place for himself on the Staff and it is likely to give the impression on the outside that the Headquarters Staff is selected for political reasons rather than on the basis of merit. The NEA has been particularly free from this latter charge due to the shrewd leadership of its Secretaries and other officers.

Dr. DuShane worked hard for the establishment of the Commission on the Defense of Democracy Through Education and became its first Secretary. The converting of the National Association

of Manufacturers was one of his early assignments. During the depression of the early thirties the NAM was taking pot shots at the teaching profession. Doubtless some of its leaders honestly believed that many teachers, particularly college professors and text-book writers, were dangerous, subversive radicals who were undermining the faith of our youth in the American Way of Life. They hired Dr. Robey of Columbia University to investigate text-books and by taking certain excerpts out of their setting, he gathered evidence which seemed to justify their claims and their fears.

At this point Dr. DuShane went into action. He went to New York and secured personal conferences with several of the leaders in the NAM. He showed them that they were making themselves ridiculous by suggesting that most or even many of the teachers of our country were dangerous radicals. He called their attention to the magnificent work that many of the teachers were doing, under real handicaps, in teaching solid, substantial Americanism. He explained that the NEA was as much opposed to Communism as they were and to prove his point he engineered through the NEA Representative Assembly in 1940 an amendment to our Bylaws which made Communists ineligible for membership in the Association. He also called the attention of the leaders in the NAM to the fact that the members of the NEA recognized the fact that the schools belonged to the public, since they furnished both the children who attend them as well as the cash with which they are financed. Furthermore he challenged the members of the NAM to sit down around a conference table with leading educators and to tell the educators what kind of schools they wanted for their children.

The industrialists accepted his challenge and soon ran away with the ball. They became so enthusiastic about conferences of this kind that they began to hold them in all parts of the country, paying the bills themselves. They also discovered that the schools were an excellent medium for spreading the gospel of free enterprise and inaugurated a publication, "Educational Trends," which they distributed free to educational leaders, and at their National Convention in New York City in December 1946 they passed the following astounding resolution:

Recognizing that the effective functioning of the American education system has been greatly impaired by the economic aftermath of the war;

Recognizing that the inequitable compensation which has generally prevailed for the teaching profession has been a major factor, among others, in creating a nation-wide shortage of competent teachers needed for the proper instruction of millions of American school children; and

Recognizing that subversive ideologies present a strong challenge and that high standards of educational intelligence are thus necessary to the preservation of the traditional American way of life with its freedom for the individual, for his enterprise in industry and for his opportunity to win for himself by fair competitive means that place for which his abilities qualify him, which is the basis of the American free enterprise system,

The Congress of American Industry urges manufacturers everywhere to examine in their respective communities the need for improving teaching standards and supporting within the limit of community capabilities the establishment of compensation for the teaching profession that will insure the attraction of competent men and women to the profession.¹

The investigation of the Chicago School System in 1944 illustrates another phase of the outstanding service which Dr. DuShane rendered as Chairman of the NEA Commission on the Defense of Democracy Through Education. Numerous reports of corruption and malpractice in connection with the schools in Chicago and invitations for investigation from state and local groups resulted in an investigation spearheaded primarily by Dr. DuShane. The report of this investigation published in May 1945 resulted in the resignation of the Board of Education; the expulsion of Superintendent Johnson from membership in the National Education Association and from his position as Superintendent of Schools; and the appointment of a new Board of Education and a new Superintendent of Schools in Chicago. As a "trouble shooter" Donald DuShane was "tops." No man in the United States was better qualified by nature or training for that particular type of work. He loved it and did it well.

Mrs. Pearl A. Wanamaker (1947) appeared on the scene in 1946 suddenly, unexpectedly and almost unknown outside of her

1 "Trends in Education-Industry Cooperation" January 1947, p. 3.

home state, but she swept the convention off its feet, won the election hands down, and gave us one of the most delightful administrations that we ever enjoyed. Wherever she went she scintillated, radiated good will, and gave the impression of strength and power which was both wholesome and thrilling. A significant and deserved characterization was made by someone who said, "She was a lady with glamor who was not afraid to have brains!"

I have known "Andy" Holt (1950) intimately ever since he became Secretary of the Tennessee Education Association in 1937, and have had a growing admiration for him in spite of the fact that he has seldom followed my advice. Soon after I first met him he introduced me to a delightful girl in Nashville, the daughter of a very distinguished educational leader. Knowing that he was an eligible bachelor, needing a good wife to help him realize his full potentialities, I advised him to marry her. I am not sure whether he had already met Martha, his present wife, but at any rate, his judgment was better than mine!

Some years later, during World War II, he dropped into my office and asked what I thought of his joining the Army for service in connection with the "Pre-Induction Training Branch." I advised against it, since I feared that he would find himself cornered, handicapped, and frustrated by Army regulations and red tape, and since I felt that he could render much greater service as Secretary of the Education Association in his native state. A few months later he came in for another visit, wearing a major's uniform and announced that he was in the Pre-Induction Training Branch of the Army! He also ran for President of the NEA against my advice. I feared that he would be defeated, since he was a State Secretary and I knew that, in many quarters, a strong feeling existed against State Secretaries aspiring to the presidency of the Association. However, he won with ease and proved to be one of our most successful presidents. His intimate acquaintance with the problems of the profession, gained during thirteen years as Executive Secretary of the Tennessee Education Association, his thoroughly democratic philosophy of life, his unpretentious manner, and his keen sense of humor multiplied his friends enormously and enabled him to win innumerable friends for the cause which he represented so creditably.

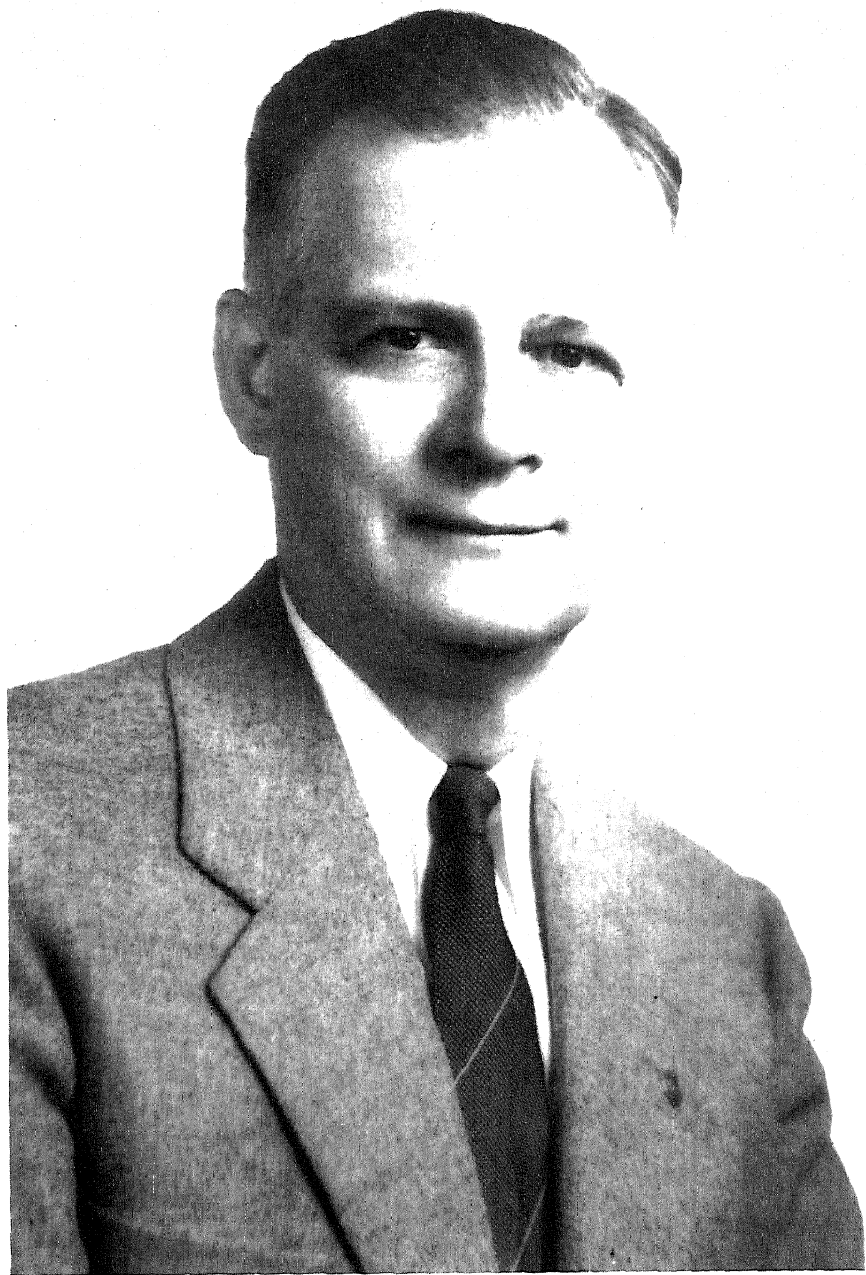
CHAPTER XIX

GENIUSES AND NEAR GENIUSES

If I were to suggest that during the twenty-five years I was at the NEA Headquarters we had only two geniuses on the staff, I would probably start an argument which would run for at least a decade. In spite of this danger, I am going to do so because I believe it, and I am also willing to nominate Joy Elmer Morgan and William G. Carr as the candidates.

The dictionary suggests that a genius is a person of superior intellectual power and creative ability. Of course, that definition would apply to many more members of the Headquarters Staff than two. However, most of us, when talking about geniuses, think in terms of super-superior ability in one or more fields. Doctors Morgan and Carr both qualify under this classification, for they not only have exceptional intellectual ability in general, but they are, in addition, two of the best speakers and best writers on the staff. Both of them are also outstanding idealists, usually thinking ten to fifty years ahead of most of us.

Sometimes geniuses are supposed to possess not only unusual intellectual ability but certain eccentricities or idiosyncrasies which make them at least a little peculiar and set them off from the rank and file. Dr. Morgan has some of these. He is always riding a hobby, sometimes two or three at the same time, nearly always a new one annually. He is a great fellow for starting a project and after riding it as a hobby for some time, passing it to someone else to foster and carry on. American Education Week, Citizenship Week, Personal Growth Leaflets, the Horace Mann League, the Future Teachers of America and the National Congress of Parents and Teachers are significant illustrations. He was influential in fostering if not in inaugurating each of these. He also has two passions, efficiency and promotion quotas. His desire to have many irons in the fire at the same time and to keep them all moving forward at a hot pace, makes a casual conversation with him a little difficult.



William G. Carr, Executive Secretary
National Education Association

He is always gracious, cordial and glad to see you when you call, but equally happy when you finish your business so that he can move on to the next important matter.

As a promoter he was probably the best on the staff and I am personally greatly indebted to him for his constructive suggestions and constant cooperation. He not only had ideas but frequently he went into action and helped to implement them. He "spark-plugged" the 1943 War and Peace Fund Campaign in a most effective manner and was one of the principal sponsors of the 1946-51 Victory Action Program and the 1951-57 Centennial Action Program with their stimulating goals and membership quotas. Since his retirement in 1954 he has continued enthusiastically active by developing an important national program for senior citizens.

Dr. Carr lacks the peculiarities which characterize most geniuses. He is quiet and winsome, almost youthful in his appearance, and when you drop in for a visit with him in the office or at his home he is always calm, casual and as unpretentious as any ordinary human being. He seems never under pressure, but the public reads his writings with great enthusiasm and after he has made a speech they rise spontaneously in tribute to a great leader. On several occasions he has been offered tempting positions on College and University faculties and the NEA has been fortunate in being able to keep him on its staff. We would not have been able to do so if the Association had not given him opportunities for service in international as well as national affairs. He was one of the outstanding leaders who, in 1945, at San Francisco, fought victoriously for the inclusion of education in the United Nations and in 1946 he was largely responsible for launching the World Organization of the Teaching Profession, now the World Confederation of Organizations of the Teaching Profession, of which he is Secretary General.

When, behind the scenes, in 1950, discussion began regarding a successor for Dr. Givens as Executive Secretary of the Association, I was not enthusiastic about the suggestion that Dr. Carr should be selected for this important position. My admiration and affection for him were so deep and genuine that I did not want him to be afflicted with the innumerable headaches that come inevitably to the Executive Secretary of a large and cumbersome organization like the National Education Association. Besides this, Dr. Carr was doing such important work as Secretary of the NEA Educational

Policies Commission and as Secretary General of the World Organization of the Teaching Profession, that I felt that he should be allowed to continue the responsibilities of these positions. However, the Board of Trustees of the Association thought otherwise and in January 1952 they elected him to be the Executive Secretary of the Association upon the retirement of Dr. Givens on July thirty-first and in his new position he has continued to render valiant service to the Association and to the profession.

During the past quarter of a century near-geniuses have been numerous on the NEA Headquarters Staff. However, since space limits permit mention of only a few, I have selected six, mostly from the "Old Guard."

S. D. Shankland was one of the outstanding educational statesmen of his generation. Drafted in 1921 as the first full-time Secretary of the NEA Department of Superintendence, he served for a quarter of a century in this strategic position with few words of criticism ever directed against him and thousands of complimentary tributes.

His appointment came at a time when some of the younger members of the Department were advocating secession from the parent organization. They knew that the Department was one of the most important units of the organization and they, like many an adolescent child, felt that its full development was hampered by too close association with the rest of the family. At that time Dr. Crabtree, Secretary of the parent association, was not held in high esteem by some of the superintendents of the country. They knew little of his magnificent service to the profession. His native modesty was against him; he was exceedingly busy with the rapidly expanding program which he had launched for the parent association and his philosophy of teacher participation was resented by many of the administrators who were either autocratic by nature or felt that they and they alone were competent to determine the policies of the schools of the nation.

Fortunately, the wiser counsels of the elder statesmen prevailed and a compromise was effected. The Department of Superintendence was given permission to establish its own dues and Mr. Shankland was selected to administer its affairs. While he had never been superintendent of a large school system, he had had practical experience as a teacher, principal and superintendent in his home

town of Willoughby, Ohio, a suburb of Cleveland, and had served two terms in the Ohio legislature. As secretary of the Northeast Section of the Ohio Education Association for ten years, he had also demonstrated his ability as an administrator of professional organizations.

Among his outstanding qualities were his affability, his industry, his integrity and his forthrightness. While not autocratic by nature, he frequently spoke in a loud voice and there was never any uncertainty as to his meaning. He typified the qualities which he frequently mentioned as being essential for a good administrator — the ability to give the right answer promptly with a high batting average of being right, preferably ninety per cent or better; the ability to say “No” — “Hell, No!” was one of his favorite expressions — and the ability to get advice and high loyalty from his employees and his associates.

Harold A. Allan was born in Canada but grew up in Maine and thus inherited a New England background which enabled him to become one of the best business managers that any organization ever enjoyed. After graduating from Bates College in 1906 he served for two years with the Lewiston Journal; as Deputy State Superintendent of Schools with Dr. Payson Smith, 1908 – 15; and as a General Education Board Agent for Rural Education under Dr. A. O. Thomas, 1916-22. During these years Dr. Florence Hale was his immediate associate. From 1910 to 1916 he served as the first part-time secretary of the Maine Teachers Association, as President of the NEA Department of Rural Education, 1918-20, and as State NEA Director for Maine, 1920-22. The fact that the NEA membership in Maine grew from 83 in 1918 to 2,105 in 1922, may not have been wholly responsible for his appointment as Director of the NEA Business Division on February 1, 1923, but Dr. Crabtree was too shrewd a man to let such evidence of ability go unnoticed.

Altho he attended the Harvard Graduate School of Education in 1922, Harold refuses to be classified as an “educationist.” Nevertheless his fourteen years of experience in the Maine State Department of Education, his industry, his efficiency and his ability to handle a multitude of details without getting lost in the forest, enabled him to render distinguished service for more than a quarter of a century to a growing organization dedicated to the cause of building a teaching profession. As watchdog of the exchequer he

sometimes stepped on other people's pet projects by calling attention to the fact that there was no money with which to finance them, but by increasing the Association's income from Journal advertising and convention exhibits, he helped materially toward solving the ever present, annual problem of balancing the budget.

When he and Mr. Shankland joined the NEA Staff, the Association's conventions, especially the commercial exhibits, were comparatively small and amateurish affairs but under their expert management they became nationally recognized as being among the largest and most significant in the country. Upon his retirement from the NEA Staff on November 30, 1948, he was elected to a four-year term on the NEA Board of Trustees that the Association might continue to profit by his advice and counsel. Judd and Detweiler, the Washington printers of the National Geographic Magazine and many other publications, promptly added him to their staff as a consultant and special advisor on business affairs.

Harriett Chase was teaching in Lysander, New York, when the United States entered World War I. Responding to the patriotic urge of the times, she sought service with the government, took a Civil Service examination and was assigned July 1, 1918, to the Treasury Department in Washington where she worked for a few weeks and then joined the Navy as a Yeoman and was assigned to the Bureau of Medicine and Surgery. Shortly after the NEA Headquarters was moved to the Guggenheim Mansion in 1920, she joined the Staff as Chief Assistant to the Secretary and in this capacity rendered royal service until her retirement in 1953.

Like Suzanne Wright, Miss Chase grew up with the Association and, thru her close contacts with the leaders, came to know all of them intimately, many of them by their first names. The Presidents, the Executive Committee, the Boards of Trustees and Directors and the Delegates to the Representative Assemblies were her major responsibilities and the first Life Membership Campaign was her chief joy. While Dr. Crabtree wrote the original drafts of most of the campaign letters, Miss Chase followed thru and welcomed each of the new enlistments with personal enthusiasm. Quiet, modest and efficient, Harriett Chase is loved by thousands for her loyalty to her friends and her devotion to the NEA and the teaching profession.

When Dr. John K. Norton joined the NEA Staff in 1922, he

found waiting for him a large flat-topped desk, a pad of scratch paper, a dozen sharp lead pencils and an opportunity. For five years after Dr. Crabtree's election to the Secretaryship of the Association, Dr. George Dayton Strayer, Dr. Edward S. Evenden and other leaders of that type had been serving valiantly on a part-time, volunteer basis, gathering the facts necessary to alert the public to the needs of the current educational emergency. They had demonstrated the need for a full-time Director of Research but Dr. Crabtree was looking for the right man and for the money with which to pay his salary.

After graduating from Leland Stanford University in 1916, Dr. Norton served as a teacher and administrator in California schools, as a Captain in the United States Army and as a member of the U. S. Olympic Track Team. At Paris in 1920, he set a world record for the 440 yard hurdle race. His reputation as a research worker reached Washington thru Dr. Fred Hunter, Superintendent of Schools in Oakland, California, and President of the NEA in 1921. Both Dr. Hunter and Dr. Crabtree were enthusiastic believers in the importance of a fully organized profession and a well-staffed NEA Headquarters Office.

Soon after he arrived in Washington, Dr. Norton realized that the task to which he had been called demanded a competent staff and in addition to clerical personnel, he requested an assistant of outstanding ability. Dr. Margaret Alltucker, a graduate of the University of California, was appointed to the position in 1923. For half a dozen years they worked side by side developing a research program and staff. In 1926 they were joined by Dr. Frank W. Hubbard, now Assistant Executive Secretary of the NEA in charge of Information Services and in 1929 by Dr. William G. Carr, now Executive Secretary of the Association.

In the summer of 1929, Dr. Norton served as a visiting professor at Teachers College, Columbia University and Dr. Alltucker served in a similar capacity at the University of California. At the close of the summer session, Dr. Norton stopped one morning at Dr. Crabtree's desk and asked if he could have a few days extra vacation so that he could have a brief visit with his mother who was Principal of an elementary school in San Francisco. In his usual gracious manner, Dr. Crabtree granted the request and I can still remember the complete surprise caused by the night letter addressed

to Dr. Crabtree which arrived on the morning of August 24, 1929, and ran somewhat as follows:

By the time this message reaches you, we will have been married in the Leland Stanford Chapel.

Cordially yours,
Margaret and John K. Norton

In 1931, Dr. Norton accepted an invitation to join the staff of the Department of Educational Administration at Teachers College, Columbia University. While we were sorry to lose him and his wife from our Staff, we rejoiced in the distinction which the new position brought and were delighted that we did not lose his services entirely. For two years, 1933-35, he served as Chairman of the NEA-AASA Joint Commission on the Emergency in Education; for seven years, 1936-43, as a member of the Educational Policies Commission and for two years, 1948-50, he was Chairman of this distinguished group.

Howard Dawson was born short of stature but not of brains or temper. In many fields he is as smart as they make them. When he was making a speech before Summer School students at Teachers College, Columbia University some years ago, a mutual friend leaned over and whispered to me, "That man is a real orator!" He is an excellent story teller, too. Born and reared in Arkansas, he worked his way through Peabody College in Nashville and, as a member of the Staff of the State Department of Education of his home state, he specialized in rural education and became a recognized, national authority in the field of the consolidation of rural school districts. In 1935 we tempted him from the United States Office of Education where he was scheduled to become the Administrative Assistant to the Commissioner, Dr. John W. Studebaker. We needed him badly to head up the work of our Department of Rural Education. For several years he also directed our legislative program. On three occasions we nearly lost him to college presidencies and I've always been glad that he stayed with us to work for better rural schools.

I met Ralph McDonald first in the early forties when on a field trip in North Carolina. We were attending a leaders' conference of the State Association in Durham, and I was greatly impressed by his dynamic, enthusiastic, affable personality. Early in August of

1944 when I heard that he had been invited to become assistant to Dr. DuShane, Secretary of our Commission on the Defense of Democracy Through Education, I rushed upstairs to Dr. DuShane's office to congratulate him upon his good judgment and good fortune. Much to my delight I found Ralph already there. As soon as I had welcomed him, I turned to Dr. DuShane and explained that I had just heard of his achievement in securing Ralph as a member of his staff and that I had come up to congratulate him, "For," said I, "I honestly believe that this is the finest service that you have rendered the NEA since you joined our Staff." I have never seen any reason for modifying that statement.

Ralph was born in Illinois but did his undergraduate study at Hendrix College, Conway, Arkansas. He received his master's and doctor's degrees from Duke University and began his school career in 1923 as a teacher of mathematics at Fort Smith, Arkansas. In 1924 he became principal of Sunnyside consolidated schools in Cumberland County, N. C. He taught at Duke University and at Salem College in North Carolina, served a term in the North Carolina House of Representatives and ran once as a candidate for the Governorship of the State before joining the NEA staff.

Dr. McDonald remained on the Staff of our Defense Commission only four months because the "powers that be" soon decided that he could render a greater service as the Secretary of our newly-revived Department of Higher Education and he was appointed to that position on December 1, 1944. This department, one of the original three organizations which merged in 1870 to form the National Education Association, had died in 1924. It was revived in 1942, largely through the efforts of Dr. Alonzo Myers of New York University but was not showing conspicuous signs of healthy growth. It needed someone with a rich background of experience in the fields of professional organizations and higher education and with vision and driving enthusiasm for the important work needing to be done. Ralph had these qualifications and in spite of discouraging handicaps and complex problems he started a program of exceedingly valuable service in this important area.

While in many ways he was an impractical idealist, he had a realistic approach to organizational matters which enabled him to set up some of the most effective conferences staged by any of our commissions or departments. His national conferences, held prior

to the annual meetings of the NEA Representative Assembly, frequently stirred the delegates so deeply that proposals which some of us supposed would not be voted for years, were approved almost unanimously.

Dr. McDonald's energies were devoted primarily to four important projects — recruiting teachers for the elementary schools, eliminating emergency certificates, raising the certification standards of our profession and stimulating college professors into participation in the affairs of our professional organizations.

The Association was fortunate in having this pertinent program well under way just at the time when the public, having raised the salaries of teachers materially, began to demand improved services. The program developed by Dr. McDonald, the Commission on Teacher Education and Professional Standards, and the Department of Higher Education, enabled us to assure those who inquired what we were doing in this field, that we had already started a dynamic program designed to mobilize the full strength of the profession behind this important work.

When Dr. McDonald resigned his position on the NEA Staff on August 29, 1951, to become President of Bowling Green University, he left behind a program of action and a record of achievement for which many of us were very grateful.

The Art of the Future

Every age has had its own art, the art which best expressed its aspirations. The art of the next century or so may be the art of teaching. Why not? To mold human beings into their finest possibilities involves the same epic struggle to create beauty and harmony out of stubborn, material limitations, which is the foundation of all great art.

—DOROTHY CANFIELD FISHER

CHAPTER XX

PROFESSIONAL ETHICS

A growing interest in professional ethics has characterized the first half of the twentieth century in our country. The earliest code of professional ethics was probably the famous Oath of Hippocrates, promulgated in the fourth century B.C. This still serves as the basic concept in the code of the medical profession. Its final paragraph is a classic statement of the spirit which is supposed to permeate the codes of all professions:

While I continue to keep this oath unviolated, may it be granted to me to enjoy life and the practice of the art, respected by all men in all time! But should I trespass and violate this oath, may the reverse be my lot.

The American Bar Association is said to have formulated its first code in 1836. However, its present code, "Canons of Professional Ethics," dates back only to 1908 and the "Canons of Judicial Ethics" to 1923. The American Pharmaceutical Association adopted its code in 1852 and the American Veterinary Medical Association in 1866. From that date until the beginning of the twentieth century few, if any, codes of professional ethics were adopted.

In 1924 Professor Edgar L. Heermance of Yale University published a book entitled "Codes of Ethics" which included approximately 200 different codes or statements of standard practices adopted by various professional, industrial and commercial groups. Few of these appeared before the beginning of the present century; fifty-two were adopted between 1900 and 1920 and 140 between 1920 and 1924.

At a meeting of the Interprofessional Committee of the American Academy of Political and Social Science held in 1919 leaders in various fields discussed the value of codes and statements of practice as means for improving both professional service and profes-

sional relationships. As a sequel to this conference the May 1922 issue of the *Annals* of the Academy was devoted almost wholly to this subject. Practically all of the opinions expressed in these articles were to the effect that codes of ethics and statements of approved practices are effective steps toward better professional conduct and higher social levels.

For more than a quarter of a century, Rotary International conducted a vigorous campaign encouraging all of its members to use their influence toward the adoption of codes of ethics for their particular groups. Its pamphlet, "The Rotarian and His Trade Association," includes a list of 158 association codes reported between 1922 and 1940.

Among teachers the development of professional standards of conduct has paralleled roughly the movement in other vocational groups. The first state code of ethics for teachers was adopted by the Georgia Education Association in 1896. Since then 46 other state associations have adopted similar documents. Most of these were adopted during the decade, 1920-1930. Nevada is the only state teachers association which has not yet adopted an official code of ethics for its members. Many of these state codes were published in the 1948 Report of the NEA Committee on Professional Ethics. Hundreds of codes have also been prepared by individuals, local associations and other groups within the profession.

In 1924 the National Education Association appointed a committee which, after five years of careful study, prepared a national code for teachers which was adopted in 1929. This was thoroughly revised in 1941, in 1944 and in 1952. In 1943 an abridged copy of the code was prepared for use as a poster.

"Ethics is beginning to be fashionable," wrote Dr. Richard C. Cabot in 1926, in his book, "Adventures on the Borderlands of Ethics." The frequent treatment which problems of professional ethics have received during recent years in textbooks prepared for use in professional schools, in trade journals, and at state and national conventions is striking evidence of the growing interest in these problems. This activity has grown so great that we are now fully justified in saying that professional ethics has become fashionable, especially among teachers.

My personal interest in ethics is one of long standing and mixed motives. Its beginnings date back to the spring of 1911 when Dr.

Melanchthon Woolsey Stryker, President of Hamilton College, offered to give me a course in ethics as part of my remuneration for serving as Physical Director at Hamilton College. My contract for the year, 1911-12, called for me to receive \$700 cash, the privilege of rooming in the gymnasium, a course in ethics under President Stryker, a course in philosophy under Dr. William Harding Squires, a course in Hebrew under Professor Joseph Ibbetson, and my Master of Arts degree!

When the time came for me to select a topic for my master's thesis, Dr. Stryker suggested the subject, "Conscience — an Inherited or an Acquired Characteristic?" That was where I lost mine! In spite of the fact that he believed that the moral imperative was an inherited quality, I became convinced that the mechanism which makes an individual feel that a given course of conduct is right or wrong, is not a divinely installed, magic, moral compass but rather a set of standards approved by one or more persons which the individual has accepted as his conduct pace-setters.

My special interest in professional ethics for teachers developed some years later when my interest in building a teaching profession had become almost a passion and I discovered in Monroe's *Cyclopedia of Education* a statement by Dr. Henry Suzzallo to the effect that one of the essential characteristics of a profession is a code of ethics.

This interest was increased later when, as Director of Membership on the NEA Headquarters Staff, my major interest in life had become the promotion of membership; for, in studying codes of ethics, I found that many of them carried a paragraph intimating that membership in professional organizations was a natural and normal expectation. The section dealing with this subject in the 1948 edition of the NEA Code reads as follows:

Every teacher should have membership in his local, state, and national organizations and should participate actively and unselfishly in them.

Since my enthusiasm for promoting professional ethics among teachers stemmed from mixed motives, it has been easy for me to maintain a continuing interest in this important field.

Early in 1928, after having reorganized the membership promotion work at the NEA office and reduced it more or less to routine

procedure, I asked Secretary Crabtree if I might return to Teachers College, Columbia University, for the Summer Session of 1928 to resume work for my doctor's degree. He replied enthusiastically in the affirmative, and I wrote Dr. Robert Leonard, who was then Dean of Graduate Students, asking whether I could be reinstated and if he thought that there was adequate material for a doctor's dissertation in the field of professional ethics for teachers.

He replied very promptly that he would be glad to arrange for my reinstatement, but that he knew little or nothing about the field of professional ethics. He intimated, however, that Dr. William C. Bagley had done considerable work in this field and advised me to get in touch with him. I did and was happy to find him enthusiastic about my proposal. He said that, for years, he had been hoping to have one of his students make a study in this field. He not only consented to serve as Chairman of my Committee, but suggested that Dr. Edward S. Evenden and Dr. James R. McGaughy would be good men to have on the committee. Dr. Evenden hesitated to serve, for he assured me that while he was interested in problems of professional ethics, he was not interested in the development of a series of general platitudes, but when I assured him that I hoped to deal with concrete cases, he agreed to serve.

Dr. George Strayer and other friends on the faculty also agreed to cooperate by allowing me to distribute to their classes a questionnaire asking the students to report, anonymously if they preferred, four or five specific cases in which they felt that the standards of our profession had been violated.

The result of this study, published later as NEA Research Bulletin, Volume IX, No. 1, January 1931, under the title, "Professional Ethics for Teachers," accomplished at least two purposes: it helped me secure the coveted doctor's degree and also assisted in stimulating interest among leaders throughout the country in the important field of professional ethics.

In order to keep my friends from thinking that my enthusiasm for problems of professional ethics sprang primarily from a pietistical, goody-goody attitude, I have frequently made the statement that I wrote my dissertation in this field for the same reason that Solomon wrote the Proverbs — because he could not keep them! For nearly a quarter of a century I enjoyed the privilege of serving as the NEA Staff Contact Representative with the Association's Com-

mittee on Professional Ethics and hope that our efforts in this connection were worthwhile. Into the annual reports of the Committee we put numerous significant codes and other items which we believed would help state and local associations develop effective programs of action in this important field.

The question of the value of codes of ethics is frequently raised. Many leaders have great faith in them as agencies for social control. They believe that statements of ideals and standards of conduct expressed in writing, which receive the official approval of various groups, have a potent influence on the conduct of the members of the groups. Franklin D. Jones once expressed this point of view well in the following statement:

The ideals of men best project themselves into reality when crystalized in written documents. In every line of human activity a united written expression of that which is best for the common good becomes a strong force for progress. The mere expression clarifies the sentiment.

Some other people, however, are less sanguine about the value of codes of ethics and insist that they have little value unless great care is taken to have them widely disseminated, frequently discussed, and definitely enforced.

Another question frequently raised is, "Should the teaching profession have a single code of ethics or several codes?" Leaders in the profession differ widely in their opinions regarding this question. Those who believe in one code argue that a single code tends toward unity within the profession and that a code like the NEA Code which was prepared after years of careful study by national leaders is likely to be superior to those which are prepared by individuals or groups of amateurs.

On the other hand, those who advocate many codes maintain that a single code must, of necessity, consist largely of generalities while, in order to be most effective, a code of professional ethics should consist, as far as possible, of specific standards, rules and regulations. They also argue that, since no perfect code has as yet been produced, it is a better educational technic to challenge individuals and groups interested in the field to prepare a code which meets their particular needs effectively. The medical profession

has a single code. On the other hand, the legal profession has two codes, one for lawyers and one for judges.

Should a code of ethics be a brief statement like the Golden Rule or a longer statement which, like the Ten Commandments, includes specific standards? Those who argue for the shorter code are correct in their contention that if it is short more people will read it. On the other hand, those who prefer specific standards insist that the brief code must of necessity consist of generalized statements, usually trite platitudes which are difficult to enforce. However, if one tries to develop a series of concrete, constructive statements or proscriptions, covering all possible situations, the code may be more easily enforced, but it is also likely to become so long that few will read it. Most codes consist of both generalized basic principles and specific regulations.

Theoretically, personal ethics and professional ethics are expected to be quite separate and distinct, but often it is exceedingly difficult to draw a clear line of demarcation between them since a teacher's personal character plays so large a part in his professional success. Theoretically, it should be possible for an individual to say that what he does outside of school is his own private business and that when he is not engaged in professional work, he has a right to do as he pleases. On the other hand, what a teacher does outside of the classroom often influences his effectiveness in the classroom so greatly that conduct which at first glance might seem to be a matter of purely personal and private concern becomes a matter of professional interest.

During recent years, teachers have protested more than usual against unreasonable restrictions imposed by boards of education and local communities on their private lives. While there is no doubt that teachers owe it to themselves and their profession to resent and resist the rigid and puritanical censorship which some communities presume to exercise over their conduct, it should be remembered that in most states a teacher may be dismissed for any cause that renders him "unfit" and that not only a good character but a good reputation is essential to the greatest usefulness in his position. The following paragraphs are pertinent in this connection:

The teacher's success in her work and her consequent happiness depend to a rather large extent on the respect

and confidence with which she is regarded in the community. Her social habits affect this opinion very decidedly. It is for this reason wise for her to conform to the social standards of the community, regardless of her personal attitude toward these standards.¹

The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time . . . His office, like that of a minister of religion, demands of him an exceptional standard of conduct.²

Should ethics be taught or caught? Among teachers, as well as in other professional groups, all leaders agree that prospective members of the profession should be acquainted with the ideals and standards of the profession as expressed in codes of professional ethics, but they differ in their opinions as to how and when this instruction should be given. Some professional schools depend entirely on incidental instruction. Others, believing that incidental instruction is usually accidental instruction, provide ethical instruction as definite units of broader courses. Still others, feeling that prospective members of the profession cannot be trained adequately in the ideals and standards of the profession without separate courses in the subject, provide special courses in professional ethics.

If teaching is to become a real profession, those who enter it must be introduced more fully to its standards and ideals and these must be supported more effectively by our local, state and national organizations. Who is responsible for enforcing codes of professional ethics? The value of codes of ethics depends in large measure on the degree to which they are enforced. The NEA Committee on Professional Ethics, which presented the Code of the Association in 1929, included the following significant paragraph in its report:

Each state teachers' organization should establish a committee on professional ethics. This committee should be given the duty of interpreting the Code, of investigating reported violations of the Code, and of securing the cooperation of all members of the profession in abiding by

1 J. F. Marsh, "The Teacher Outside the School."

2 Herbert Hoover, NEA Proceedings. 1926.

the Code. Each teacher should regard as his obligation the necessity of reporting to this committee any cases of unprofessional conduct which may come under his observation. Before making any decision against the accused, the committee should give him an opportunity to be heard. When appropriate to do so, the findings of the committee should be published in the magazine of the state organization.

The 1948 edition of the NEA Code and most of the state codes include provisions for the establishment of such committees. Many local associations have also established ethics committees. However, a good many members of the profession do not realize that individual members carry responsibility for reporting unethical conduct or dishonorable practices known to exist in the profession. The following excerpts from Codes are typical:

NEA (1941 edition) — It is unethical to fail to report to the duly constituted authorities any matters which are detrimental to the welfare of the school.

Mississippi — Teachers should fearlessly expose corrupt or dishonest conduct in the profession, and there should be no hesitancy on the part of teachers in exercising the utmost diligence to disqualify and debar the criminal teacher whose conduct at any time becomes a reproach to the profession.

New Jersey — When the rights of the children are being denied, and when the schools are being subordinated to personal and partisan politics, and whenever it is known that the schools are being exploited for personal gain, it becomes the duty of the teachers, principal, or superintendent, jointly or individually, to appraise the public of the facts, and through legitimate channels to seek to remedy the evils.

The following paragraphs from the Canons of Professional Ethics of the American Bar Association and the Principles of Medical Ethics of the American Medical Association indicate the attitudes of the legal and medical professions toward these problems:

Lawyers should expose without fear or favor before the proper tribunals corrupt or dishonest conduct in the pro-

fession, and should accept without hesitation employment against a member of the Bar who has wronged his client. The counsel upon the trial of a cause in which perjury has been committed owe it to the profession and to the public to bring the matter to the knowledge of the prosecuting authorities.

Physicians should expose without fear or favor before the proper medical or legal tribunals, corrupt or dishonest conduct of members of the profession.

Physicians should warn the public against the devices practiced and false pretensions made by charlatans which may cause injury to health and loss of life.

The Ethics Committee of the National Education Association was authorized by the following final article of the 1948 edition of the NEA Code to handle cases referred to it:

There is hereby established a Standing Committee on Professional Ethics consisting of five members appointed by the president. It shall be the duty of the Committee to study and to take appropriate action on such cases of violation of this Code as may be referred to it. If, when a case is reported, it is found to come from a state which has an Ethics Committee, such case shall immediately be referred to said state committee for investigation and action. In the case of a violation reported from a state which has neither a code nor an ethics committee, or from a state which has a code but no ethics committee, the NEA Ethics Committee shall take such action as seems wise and reasonable and will impress members with the importance of respect for proper professional conduct. Such action shall be reported to the chief school officers of the community and the state from which the violation is reported. The Committee is further vested with authority to hold hearings and to recommend to the Executive Committee the expulsion of a member of the National Education Association for flagrant violation of this code.

The 1948 report of the NEA Committee on Professional Ethics carried the following significant paragraph:

In outlining its program of action for the year the Com-

mittee reaffirmed its conviction that its primary functions are to improve, implement, and enforce the code of ethics of the National Education Association and that it should operate in this connection, whenever possible, thru state and local education associations affiliated with the NEA, serving in cases referred to it for action as an appellate court rather than a court of original jurisdiction. In handling cases referred to it, the Ethics Committee should utilize for investigation purposes the services of the NEA Commission for the Defense of Democracy Through Education.

One of the most important cases handled by the NEA Committee on Professional Ethics was that of Dr. William H. Johnson, Superintendent of Schools in Chicago.

In 1944 the NEA Commission on the Defense of Democracy Through Education was invited to investigate conditions in the Chicago schools. Acting on the basis of the report of this investigation, published in May 1945, and on the urgent requests of associations in Chicago and Illinois, the NEA Committee on Professional Ethics invited Dr. Johnson to meet with it at a special meeting on January 18, 1946, to show cause why he should not be dropped from the membership of the Association for flagrant violation of the professional standards of the Association. Altho Dr. Johnson ignored the invitation of the committee and failed to appear at the meeting of the committee, after careful consideration of the evidence carried in the Defense Commission's report and supplementary evidence presented by competent witnesses, the Committee voted unanimously to expel him from membership in the Association, even though he held a Life Membership in it. This action was hailed by many writers in the lay and professional press as a significant milestone in the history of teaching becoming a full-fledged profession, since a code of ethics is usually regarded as a prerequisite for any vocation to be classified as a profession and such codes are obviously of little value unless they are enforced.

Upon my retirement from the NEA Headquarters Staff in 1950, Dr. Cyrus Perry, Legal Counsel of the NEA Commission for the Defense of Democracy Through Education, was asked to serve as the NEA Staff Contact Representative for the Ethics Committee and in cooperation with the Committee he developed a series

of thirty-two official "Opinions" regarding cases submitted to the Committee.¹ These have contributed materially to the understanding of members of the profession as to their responsibility for maintaining high standards of personal as well as professional conduct.

The Touch of the Teacher

The touch of the teacher, like that of no other person, is formative. Our young people are for long periods associated with those who are expected to fashion them into men and women of an approved type. A charge so influential is committed to nobody else in the community, not even to the ministers; for tho these have a more searching aim, they are directly occupied with it but one day instead of six, but one hour instead of five. Accordingly, as the tract of knowledge has widened and the creative opportunities involved in conducting a young person over it have correspondingly become apparent, the profession of teaching has risen to a notable height of dignity and attractiveness. It has moved from a subordinate to a central place in social influence and now undertakes much of the work which formerly fell to the church. On school and college instruction the community now bestows its choicest minds, its highest hopes, and its largest sums.

—GEORGE HERBERT PALMER

1 "Opinions of the Committee on Professional Ethics"—NEA. June 1955.

CHAPTER XXI

TEACHERS UNIONS

I have never fought teachers' unions for several reasons. In the first place, I have been too greatly indebted to them and it has never seemed fitting for me to fight those to whom I am under such great obligation. For nearly a quarter of a century, the promotion of NEA membership was my chief interest and responsibility, and the more aggressive the leaders in the union movement became, the more NEA membership grew!

Of course, the leaders in the union movement did not intend to contribute to NEA growth but they have done so, since their activities have alerted the lay public as well as the members of the profession to the fact that we are living in an age of organized action and that unless our professional organizations become more dynamic and effective, the unions will take over. Most laymen and most teachers prefer the professional organizations. While, of course, I cannot prove this statement, I have the feeling that even members of organized labor, down in their hearts, prefer to have their children taught by members of a profession rather than by members of a labor union.

A second reason why I have never fought teachers' unions is because I believe in organized labor in general, and I know that organized labor has for years been one of the best supporters which the public schools of this country have enjoyed. The leaders of the organized labor movement believe enthusiastically in education, in public education, and have come vigorously to its support in many crises.

A third reason why I have never fought teachers' unions is because I have felt that the best way to encourage membership in the unions would be for the rest of us to fight them. This would give them increased publicity and enable them to assume the position of martyrs. In this connection, two proverbs are perti-

nent: "Oppose a movement, if you would have it prosper," and "The blood of the martyrs is the seed of the Church."

Some years ago I was called upon very unexpectedly to explain why I believed that it was better for teachers to be organized in professional associations, local, state and national, rather than as unions. A professor at a Teachers College had invited me to present the program of the National Education Association to his class. He warned me that he had a group of hard-boiled young bucks who would probably try to take both me and the NEA for a ride. He suggested that I come prepared to present the program of the Association in about twenty minutes and thus allow plenty of time for questions. I did so, but when I stopped and asked what questions they would like to ask, there developed one of those awkward silences which sometimes occur in the mid-week prayer meeting when the leader pauses and says: "Now we will throw the meeting open for your participation. I hope that you will each feel free to raise questions, bear your testimony, or lead us in a brief prayer."

The professor in charge of the class was embarrassed because his students were not reacting according to his prediction and so, to start the ball rolling, he said: "What is your experience with regard to teachers who join the union? Are they not usually misfits or malcontents?" Was I surprised? I was shocked, almost scared! Until that moment I had supposed that the professor and most of the members of the class were probably members of the union! However, advice which S. D. Shankland, formerly secretary of the NEA Department of Superintendence, once gave me flashed into my mind. He said, "When in doubt, tell the truth!" So, I said:

No, I cannot answer that question unqualifiedly in the affirmative. While I know that what you say is frequently the case, I have too many friends whom I admire who believe that the union technic is the final answer for securing real progress in education. For example, back in the Dark Ages of 1912, I took a course under Dr. John Dewey. He is, as you know, Honorary President of the American Federation of Teachers as well as Honorary President of the NEA. I have admired him tremendously for many years as one of the great educa-

tional leaders of our generation. While he believes in the work of the NEA, he also feels that teachers can probably contribute more effectively toward social progress through membership in the Federation of Teachers. I certainly do not classify Dr. Dewey as a misfit or a malcontent. Likewise, I have always admired Dr. George Counts and Dr. Jerome Davis, both of whom are personal friends of mine and past presidents of the Federation of Teachers. However, while I admire these friends and hold them in high esteem, I presume to disagree with them on the question of the unionization of teachers for several very definite reasons.

In the first place, I have been giving a great many years of my life to trying to build a teaching profession, and I cannot, therefore, bring myself to join a union, since doing so would seem to me to confess that I did not think that teaching would ever become a real profession.

In the second place, since teachers, in the public schools at any rate, are teachers of all the children of all the people, it seems to me advisable for us to develop our own independent professional organizations without having entangling alliances with other social or economic groups such as capital or labor.

In the third place, I cannot see what we can accomplish through unions which we cannot accomplish through professional organizations, if we can get the latter to develop vigorous, dynamic programs of action.

A further reason which leads me to pin my faith for progress on professional organizations rather than on unions is that the former have considerable numerical advantage over the latter, since, at the present time, the total national, union membership is approximately 50,000; whereas we have more than a million members in our state, professional organizations and more than 650,000 in the NEA. In his 1910 study of Teachers Associations, Dr. Carter Alexander remarked, "Labor unionism among teachers in the United States today is a negligible factor so far as its practical significance is concerned."

Some of my friends disagree with me with regard to my attitude toward teachers' unions. They feel that we should adopt

a more militant attitude toward them. Some of their arguments are presented in the following pages.

On July 24, 1919, Dr. James E. Russell, Dean of Teachers College, Columbia University, delivered an address entitled "Teachers and the American Federation of Labor" from which the following paragraphs are taken:

The teacher occupies a peculiar position in the body politic. He instructs children in the rights and duties of citizens. His wards of today are the voters of tomorrow. Some of them will be found in every group, party, sect, and organization that exists in the community. He should teach them the fundamental principles of American life and help them to make wise choices in their affiliations, but he may not proselytize or conduct propaganda for any cause on which citizens are divided. A decent respect for the opinions of others must characterize all that he does. The organization, therefore, which acts as the super-teacher cannot favor either Jew or Gentile, Republican or Democrat, capitalist or laborer. It honors them all for the good they strive to do, and will join with them in all good works, but it cannot be subservient to anyone. I realize that the American Federation of Labor is potentially one of the most beneficent organizations in the United States, and I have the highest regard both for its leaders and their objects, but it would be a mistake both for the Federation of Labor and for the prospective organization of teachers, to form an offensive and defensive alliance. It might be the easiest way to secure an increase of teachers' salaries, but more pay is not the only object of a teachers' organization, and not the one that will insure its greatest usefulness either to the profession or to the public.

It would be just as fatal to become entangled with the Manufacturers' Association, the Bar Association, the Christian Association, or the Democratic Party. If this latter suggestion is ludicrous, so also is the example set by some groups of teachers who have already identified themselves with the labor organizations. "Friends with all, but allies of none," must be the slogan of a teachers' organization.

The next year, 1920, Dr. Lotus D. Coffman, President of the University of Minnesota, delivered, at the NEA Summer Convention, an address entitled "Teachers Associations" from which the following paragraphs are taken:

To what kind of an association shall teachers belong? Shall they join the American Federation of Teachers, which is affiliated with the American Federation of Labor, or shall they maintain an independent organization of their own? This is the question which thousands of teachers are being called upon to answer. All matters of a temporary or expedient character should be swept aside in an attempt to arrive at a final and sensible answer to the question. The American Federation of Teachers bases its appeal upon the assumption that teachers are merely employes, hired men and women, not members of a profession; that they are the objects of economic and intellectual exploitation and oppression; that affiliation with union labor will exalt and dignify them as they have no dignity to lose, that they are a helpless, hopeless, disorganized aggregation of units, without business or collective sense; that their servility, due to autocratic and Prussian methods of administration is notorious.

The force of the appeal of such facts comes at a most fortunate time for the American Federation of Teachers. Conditions throughout the country are unsettled. The cost of living is still rising. Labor has raised its wage scales enormously through the influence of the unions. Teachers, on the other hand, are finding it increasingly more difficult, if not impossible to maintain their former standards of living. Many are leaving teaching, attracted by more remunerative opportunities in other fields, and their places are being taken by the untrained and unqualified. The public expresses an interest in the situation, but remains too inactive. Labor extends a welcoming hand, saying, "Join us, we have the power and the votes to bring quick relief." It points to its record of achievement, it shows how it has bettered its own condition; it shows how it has actually helped teachers in certain localities.

Dr. Coffman then lists the following objections to teachers joining the American Federation of Teachers:

1. Teachers are not laborers merely. If they are, then so are the doctors, lawyers, nurses, ministers, the followers of every profession.
2. The purposes, methods, and problems of organized labor are essentially and fundamentally different from those of the teaching profession.
3. Labor believes in equal pay for equal work. The slogan of the professionally-minded teachers should not be equal pay for equal work, but equal pay for equal work of equal worth.
4. The weapon of the union is the strike. Even though the American Federation of Labor has guaranteed local autonomy in this matter to local federations of teachers, teachers cannot escape having their psychological processes, biases, and attitudes colored and influenced by those with whom they are associated.
5. The affiliation of teachers and labor unions will intensify class spirit and class antagonism.
6. The affiliation of teachers' organizations and labor unions fails to make a proper distinction between private work and public service.
7. There is danger that affiliation with organized labor will result inevitably in the lowering of professional standards among teachers.

In the September 1934 issue of the *Pennsylvania School Journal*, Dr. J. Herbert Kelley, Secretary of the Pennsylvania State Education Association, listed the following reasons for not joining the American Federation of Teachers:

1. The use of coercion by unions is contrary to the accepted methods of education: argument, persuasion, demonstration. The use of coercion in any way at any time is of itself a confession of failure of educational measures. For one branch of the government to strike against that government is anarchy. Calvin Coolidge, when Governor of Massachusetts, stated this principle in settling the strike of the Boston Police. Teachers are trained by the State, certified by the State, and paid by the State. They are part of the

government quite as much as the police. Use of any coercive measure is contrary to the basic principles of voluntary teachers' associations.

2. Unionism regards teaching as a trade, not a profession. In a pamphlet entitled *Objections Answered*, used by the American Federation of Teachers, appears the following: "The war has cleansed us of any remnants of such petty snobbery (that teaching is a profession). The time has come for teachers of the country to rid themselves of their narrow class spirit and join hands with other workers in their assertion of independence and self-respect." They fail to see that there is a clear line of demarcation between mechanics, artisans, labor, and the recognized professions of law, medicine, engineering, teaching, and accountancy. The hod carrier, although he does an essential, honorable and honest piece of work, will never feel at ease in an organization of skilled surgeons. All are workers, but the first works on the level of labor, the second, on the level of a profession. Teaching has its two extremes: The college professor and the union teacher. Between the two is a great body of professionally-trained, professionally-minded teachers who are working out the destiny of teaching as a profession.
3. It is not proper or professional for teachers to affiliate as an organized body with another organization representing a portion of the citizens of the community in which such teachers are employed. This principle was stated in the Lancaster opinion, July 30, 1920, by Thomas E. Finegan, then Superintendent of Public Instruction in Pennsylvania. It was confirmed by the Supreme Court of the State of Washington in the Seattle case. (See *Americana Annual* for 1929, page 236.)
4. Unionism destroys the solidarity of the profession. The constitution of the American Federation of Teachers excludes membership of Superintendents except by a favorable three-fifths vote of the members of the union. By such exclusion, unionism retards the unification of the profession.

5. Unionism lowers the ideals of teaching. By emphasizing only the selfish, though necessary, economic needs of teachers — salary, hours, tenure, retirement — unionism misses altogether the finer ideals of teaching and the rich compensations that do not appear in the salary envelope.

In the *Chicago Daily News* of January 9, 1937, Dr. Charles H. Judd of the University of Chicago was quoted as saying:

Organize? And affiliate with the American Federation of Labor? No, no indeed. Teachers cannot afford to join any outside association . . . Teachers are public servants, and as such they should be in position at all times to lend sympathy with any and all units of our society . . . And when they do this (affiliate with the A. F. of L.) they no longer are valuable as teachers, for they become partisans and as partisans their message loses its weight.

In a newspaper story published May 20, 1937, Dr. Judd was quoted as approving the affiliation of teachers with the American Federation of Labor, but in the June 1, 1937 issue of *Teacher News and Views*, the official organ of The Association of Chicago Teachers, excerpts from a letter from Dr. Judd were published in which he was quoted as saying:

Throughout my professional career I have been opposed to the affiliation of professional organizations of teachers with any special group of citizens.

It is my belief that teachers are servants of the whole public and ought, therefore, to avoid any affiliations that seem to be of a partisan type. I have to admit that teacher organizations have not always seemed to me to be professional in character. They have given less attention than I could wish they would to purely personal interests of their members, especially on the financial side.

It is my belief that a strong professional organization could even now resist the invasion of the school system by spoils politics quite as well as an organization affiliated with any larger group of citizens.

That statement (in the newspaper) does not represent my

views. You are quite at liberty to make use of this letter in any way that you care to.

In the *New York Times Magazine*, March 21, 1937, Eunice Fuller Barnard published an article entitled "A Teachers' Teacher Tells What Education Is." In this report of an interview with Dr. William H. Kilpatrick of Teachers College, Columbia University, appeared the following paragraph:

In my opinion, teachers as teachers should not join with labor as labor, or with any other group as such. They should not commit themselves in advance to any blanket program. They don't know what the future may bring. Teachers, especially in higher institutions, should not be labeled so that people can say in advance that they believe in this or that. It is not the way for them to exert their greatest influence. I would, however, say that there are specific issues where teachers may well join with labor, such as the battles for the child labor amendment and against teachers' oaths. But permanent alliances are cramping. They leave teachers no adequate room to grow.

At Cleveland, Ohio, on March 21, 1947, Dr. Willard E. Givens, Executive Secretary of the National Education Association, delivered an address from which the following paragraph is taken:

Shall teachers form unions and affiliate with labor organizations? The answer is emphatically NO — if teachers value their profession and country. America is a land of many organizations in agriculture, business, industry, and labor. We respect these organizations and appreciate what they have done to advance their own particular group interests. But teaching is a profession and, of all the professions, holds the highest obligation to impartiality and universal service. Its task is to serve all humanity and to advance the general welfare. Its faith is in truth and goodwill rather than force. Teachers unions are born of desperation and thrive on catastrophe. As conditions improve they will diminish, as they did after World War I. Even at their peak they have grown less rapidly than our professional Associations.

At the NEA Summer Convention in 1947, Mrs. Pearl A. Wana-

maker, President of the Association, discussed the advisability of teachers joining unions in the following paragraphs:

The best interests of public education are not served by affiliation of the teaching profession with labor.

This statement is made through no disrespect for labor or lack of appreciation for its objectives in promoting the welfare of the men and women who turn the wheels of our nation's industries. Nor does it come from any want of sympathy on the part of labor for the problems of education.

Our professional organizations were advancing the cause of education long before teachers' unions existed. The platforms of teachers' unions include planks that have been used for years in the platforms of professional organizations. No new flash of vision or power of action is apparent either in what teachers' unions are doing or say that they intend to do.

Teachers, like physicians and lawyers, work in a specialized field with no more relation to one than another area outside that field. No one has proposed that teachers affiliate with the American Farm Bureau Federation or the National Association of Manufacturers. Why, then, should members of our profession single out for a special kind of cooperation a part of our population devoted to a specialized economic viewpoint?

All professions must cooperate with each other and with nonprofessional organizations in joint projects devoted to the nation's welfare. That is the democratic way.

It is sometimes argued that teachers, goaded by low salaries and social inequalities, are justified in striking — that some strikes have bettered conditions of teachers.

Because teachers' strikes are unusual and dramatic, they rate headlines in our newspapers, time on our networks. The hundreds of cases where intelligent cooperation of independently organized teachers and their local communities has brought splendid results pass unnoticed by press and radio. There can be no such thing as a 'successful' strike by teachers. For immediate gains won by

individuals the entire profession loses in stature. The public's confidence, hard won at best, gives way to suspicion, apathy, or antagonism when teachers strike.

Teaching is the profession with the highest obligation for impartial, universal service. The public schools belong to all the people. They are supported by taxes paid by all the people. The public schools, through their teachers, pass on to the next generation the social and cultural heritage of the past. More important, the school, through the teachers, is the determining factor in orderly social change.

The NEA stands firm in its objection to organic affiliation of the profession, as a body, with any part of the national life that entertains an exclusive economic, religious, or political point of view.¹

At the 1955 NEA Convention one of the discussion groups was assigned the topic, "The Professional Standards Movement." This discussion was opened with three addresses — "How Medicine Became a Profession," by Dr. W. W. Bauer of the American Medical Association; "The Status of Teaching as a Profession in Great Britain," by H. J. Nursey, President of the National Union of Teachers of England and Wales; and "How Teaching is Becoming a Profession," by Arthur F. Corey, Executive Secretary of the California Teachers Association. The following paragraphs are taken from Mr. Corey's address:

There are a few among us who persist in thinking that the only way to achieve prestige and preferment for teachers is to think and act as unprofessional as possible. There is a small but vociferous element among teachers which openly disavows the professional aspects of teaching and forthrightly asserts that teaching is nothing but a skilled trade and that teachers should behave accordingly. These people believe that professional progress is achieved through conflict rather than cooperation. They believe that it is essential for the profession to be divided into classes whose interests are assumed to be antagonistic. They preach that teaching is a job of work which can be

1 NEA Journal, September 1947, page 434.

measured in hours and minutes and paid for accordingly. They believe that the friends of teachers are all on the left and that their enemies are all on the right. They believe, essentially, that organizational procedures which have been found appropriate and effective for industrial workers should be applied to teachers.

Professional prestige cannot be forced, bought, legislated or stolen. In truth, it must be earned through the quality of service rendered by the members of the group. In the long run, the function of the professional association of teachers is to help its members give better service and thus to enhance the prestige of the profession.

Additional material connected with this interesting problem will be found in the following references:

"A National Organization for Education" Educational Policies Commission Report, 1937, pages 32-35

"Teachers Unions?" Progressive Education, October 1943, page 260

"The Professional Way to Meet the Educational Crisis" NEA Journal, February 1947, pages 77-80

"A Declaration of Professional Independence" NEA Journal, April 1947, page 265

A Profession

A profession is not simply a collection of individuals who get a living for themselves by the same kind of work. Nor is it merely a group which is organized exclusively for the economic protection of its members, though that is normally among its purposes . . . Its essence is that it assumes certain responsibilities for the competence of its members or the quality of its wares, and that it deliberately prohibits certain kinds of conduct on the ground that though they may be profitable to the individual, they are calculated to bring into disrepute the organization to which he belongs.

—R. H. TAWNEY

CHAPTER XXII

REPEAL OF THE LITTLE RED RIDER

The Little Red Rider was a clause inserted by the Federal Congress in the annual 1935 appropriation bill for the schools of the District of Columbia. It was inserted as a compromise measure to secure passage of the bill and stated in substance that none of the money appropriated by the bill should be used for the payment of salaries of those who taught or advocated Communism.

During the hearings on this bill, the fears of certain timid souls or super-patriots had been stirred by the fact that the bill included an appropriation for continuing the character education experiment which had been inaugurated two years before by the District of Columbia schools in an effort to discover what technics were most effective in this important field. Dr. W. W. Charters of Ohio University, one of the outstanding national authorities in the field of social psychology, had been secured as director of the project. The fear of communistic indoctrination was based on the fact that Dr. Charters had helped organize the faculty of an international summer school scheduled to be held in Moscow in 1934.

Congressman Blanton of Texas attacked the Character Education Project as a subversive movement and threatened to hold up the whole appropriation bill unless the item for the project was eliminated. In order to prevent this, the sponsors of the legislation suggested the clause prohibiting the teaching of communism and the bill was approved. Few, if any of the parties involved, supposed that the clause would ever prove embarrassing, but the attorney of the Board of Education ruled that in view of the clause the only way that the Board could protect its integrity would be to have each member of the staff sign, each month before receiving his salary, an affidavit swearing that during the preceding month he had neither taught nor advocated Communism.

Naturally, this ruling aroused the ire of the local teachers and raised a storm of protest among the teachers of the nation. The

officers of the Education Association of the District of Columbia went into action promptly and solicited the cooperation of the NEA. Dr. Belmont Farley of our office christened the offensive clause "The Little Red Rider" and the full resources of the Association were marshalled for the battle. The Research Division stepped up its studies in the fields of academic freedom and loyalty oaths; the public relations section prepared articles excoriating the legislation; state and local associations affiliated with the NEA were encouraged to write their congressmen and senators protesting against the undemocratic and un-American character of the law, and members of the NEA Headquarters Staff were enlisted as speakers to present before various local groups the need for having the rider repealed.

On one occasion I was assigned to present the matter before a meeting of the local chapter of the Federation of Women's Clubs. They were scheduled to meet at the Roosevelt Hotel and had arranged to have both sides of the question presented. The Commander of the local Department of the American Legion, a Sergeant on the Police Force, had been invited to support the existing law, and I was to present the arguments for its repeal. I spoke first and what a trimming he gave me! In order to disarm their suspicions that I might be a "pink," if not a "red," I mentioned rather casually the fact that during World War One I had served in the army twenty-two months, eighteen overseas, and that I was thoroughly in sympathy with the American way of life. In fact, I pointed out that it was because I was so enthusiastically in favor of the American way of life that I favored the repeal of the objectionable legislation since it seemed totalitarian in its trend and quite un-American in its character.

When the Commander began his talk, he wrapped the American flag around himself, figuratively, and made the eagle scream. He told how he and his associates had risked their lives that American freedom might be preserved and how dangerous it was for us to allow even a discussion of Communism among the youth of our nation. When he sat down, the ladies applauded him vigorously and I knew that most of them would vote against the resolution requesting repeal of the "Little Red Rider."

The ladies invited us to stay for lunch. Neither of us had intended to do so, but I accepted their invitation hoping that around the table I might retrieve myself and get those who sat near me to

understand how un-American the "Little Red Rider" really was. Apparently the Commander sensed my intentions and so decided to remain also!

While the ladies transacted some other business, he and I slipped out into the lobby, pending the lunch hour. As we visited together, I congratulated him upon the trimming he had given me, and he replied, "That was easy! I can always win. I just scare them to death!" I couldn't help but admire the frankness with which he acknowledged his use of the fear technic, for it was fear that we had to battle, not only with the ladies but also with members of Congress. The Senate was very responsive to our efforts. They recognized the impropriety of the "Little Red Rider" as soon as it was called to their attention and both the Seventy-fourth and Seventy-fifth Sessions promptly passed bills repealing it outright.

The House of Representatives presented a much more difficult problem. The members of the House are all required to run for reelection every two years and many of them were sincerely afraid that if they voted for the repeal of the obnoxious clause their constituents would believe that they were becoming ultra-liberal. Firmly entrenched veteran Democrats like Congressman John O'Connor of New York City had great fun twitting the timid souls about hesitating to do what they knew that they ought to do — vote outright repeal. But most of the Congressmen hesitated to take chances on the legislation, fearing that their friends would misunderstand their action and that their rivals would capitalize on it at the next election. Fortunately we were able to find a few conscientious Congressmen like Fred Sisson of New York State and Ambrose Kennedy of Maryland who were willing to champion courageously the outright repeal of the bill by the House. Eventually, after an exceedingly stormy session on the floor of the House, Congressman John McCormick of Massachusetts suggested a compromise amendment which would delete the word "taught" from the bill and free the teachers of the District of Columbia from the necessity of signing monthly the objectionable affidavit before receiving their salaries. This amendment was wholly unacceptable to the members of the Senate Conference Committee as well as to most educators since it left the bill hanging like a sword of Damocles over the head of every teacher in the District.

I wrote Congressman McCormick thanking him for his obvious

intention to help clear up the situation and explained why his amendment was unacceptable to members of the teaching profession. In reply he called me on the telephone and invited me to lunch in order that we might discuss the matter more fully. I was delighted to find him an enthusiastic supporter of education and left with him a suggestion that the House might be persuaded to vote for outright repeal if the bill were to carry a clause stating that "nothing herein shall be construed as approving the advocating of Communism." The bill, with this clause included, was passed by the Senate on May 20, 1937, by the House of Representatives on May 24, and on May 28 was signed by President Roosevelt.

Our Convictions

That our country's greatest resources are its children, youth, and adults, who, in a modern advancing world, must never stop learning.

That the main purpose of the public schools is to help develop to the maximum the human capabilities within our democracy, which is now called upon to make good on the promises of the democratic ideal and to give leadership to the liberty loving peoples of the world.

That there rests upon all citizens as well as upon teachers, the obligation to work for an increasingly effective program of education for all our people.

That the teaching profession of the United States has a moral obligation to recognize its responsibility to promote a program of service and leadership thru a united profession effective in local, state, national, and international areas.

—1956-57 NEA HANDBOOK

CHAPTER XXIII

OUR SCHOOLS ARE NOT GODLESS

The charge that our public schools are godless is made by three different groups — sincerely religious people who honestly believe that God is shut out because formal religious instruction is not allowed, unenlightened citizens who want lower taxes at any price and those who do not believe in free public schools.

The charge, of course, is false but the frequent repetition of it has tended to undermine the confidence of many good people in our public schools. It is true that in many communities formal instruction in religion is not allowed in the schools but that does not mean that our schools are godless. God and religion are spiritual matters. They are subject neither to the laws of man nor the decisions of our courts. Instead of belaboring our legislators and our courts for having ruled the teaching of religion out of our schools, we should congratulate them for having supported the sacred American tradition of separation of Church and State. Instead of wailing about the godlessness of our schools, we should stimulate our homes and our churches to provide, outside of school hours, the formal, doctrinal instruction which we wish our children to have; and instead of wasting our time and strength in undermining the confidence of the people in our public schools, we should make arrangements which will provide our schools with the kind of teachers that will inevitably bring God into the schoolroom with them when they enter each morning and that will make every task throughout the day a religious act, a struggle for the highest and best.

Some years ago, when dictating a letter, I closed with this statement: "Education is the hope of democracy, and democracy is the hope of the world." My secretary flinched noticeably and when I inquired why, she replied, "I don't believe that. To my mind religion is the hope of the world!" I countered with the question, "What is the difference between education, democracy and religion?"

The word "education" comes from the Latin "e-ducere," to

desire to have it is perfectly natural but is based largely on a misapprehension. It comes often from the feeling that our schools are not as effective as they should be in the field of character education. This we may admit without accepting two implications which are frequently thought of in this connection — that the schools are primarily responsible for the character education of our youth and that formal religious exercises in the school program will contribute materially to the solution of our character education problem.

While character education is one of the school's major objectives, the school is not primarily responsible for the character of our boys and girls. If you calculate the number of hours that a child is in school from the time he is born until he is twenty-one years of age you will find that it is approximately ten percent of his life. Ninety percent of the time from his birth to his twenty-first birthday he is not in school! Members of the teaching profession are quite willing to accept ten percent of the responsibility for the character education of the boys and girls who come to them, but it hardly seems fair for the public to expect them to carry the major responsibility in this field.

Formal religious exercises may have some value in the field of character education, but their value is frequently over-rated by people who have a superstitious attitude toward such exercises as the reading of the Bible and public prayer. These exercises where employed in our public schools are inevitably brief and formal because of the cosmopolitan character of our student bodies and our historic policy of keeping Church and State separate. The rules of the Board of Education of the District of Columbia carry the following regulation:

Each teacher shall, as a part of the opening exercises, read, without note or comment, a portion of the Bible, repeat the Lord's Prayer, and conduct appropriate singing by the pupils.

Formal religious exercises of this kind may have some character development value but they are probably not nearly as valuable as some people think. A much stronger element in the teaching process is the dynamic influence of a competent, well-trained, enthusiastic teacher.

The plan of developing a program of week-day religious in-

struction in cooperation with the public schools has become quite popular in some communities but it is usually so poorly done that it is largely ineffective. The teachers are usually well-meaning, consecrated volunteers but they are often incompetent and untrained and the result is that the time which is taken from the regular school work is largely wasted.

The United States Office of Education Bulletin, "Week Day Classes in Religious Education," published in 1941, reported that more than half of the school systems which were in 1932 releasing children for week-day religious instruction had discontinued the program by 1940.

The only place that I have seen a program of week-day religious instruction handled effectively is in my native state, Utah, where my Mormon friends tackle the problem seriously and are willing to dig down deep into their pockets to finance it adequately. They erect a "Seminary Building" near the public high school and staff it with well-trained, salaried teachers who give courses in Old Testament and New Testament History, Church History and Church Doctrine. The high school gives history credit for the courses in Old Testament and New Testament but no credit for the other courses.

As principal of the Richfield High School, 1920-1924, and a non-Mormon, I had to admit that, although I personally did not accept the doctrines of the Mormon Church, I felt a strong moral influence among our students, coming from the work of the religious education program conducted in the "Seminary" next to our high school, but even here the problem of denominational differences developed occasionally. While the "Seminary" courses were purely elective, non-Mormon children sometimes took them because of social pressure. They did not wish to be different from their associates.

One wholesome result which has come from legislative proposals and court rulings regarding religion and our public schools has been the awakening of the public to its responsibility for maintaining our traditional policy of separation of Church and State and for providing competent, well-prepared teachers for our public schools. Let us keep these responsibilities in mind instead of becoming foolishly frightened into believing that our schools have suddenly become godless!

CHAPTER XXIV

ARE PRIVATE SCHOOLS A MENACE TO OUR DEMOCRACY?

One Sunday morning when I was leading a discussion regarding education, in the Mothers' Class at our church, one of the mothers very unexpectedly raised this question: "What do you think of private schools?" Without a moment's hesitation I replied, "I am heartily in favor of them; in fact, I am quite enthusiastic about them — for problem children!" When many of the members of the class gasped audibly, I realized that I had committed a terrible faux pas; yet I stood my ground with this comment: "Of course, I would not have dared say that, if I had not attended private schools practically all of my life!"

That incident focused my attention on the problems of the relationship of private schools to our democracy and the next time I was invited to lead the discussion in the Men's Class of our church, I took as my topic, "Are Private Schools a Menace to Our Democracy?"

I have attended public schools for only twelve weeks — two six-week summer sessions at a state university. The rest of my formal education has been received in private schools. However, I have done most of my professional work in connection with public schools, and I am greatly interested in making them more effective and more efficient. I would not for a minute suggest that private schools should be legislated out of business, for I believe that they have a very important contribution to make to the welfare of our nation and the world. In fact, many of them have certain advantages which make them, in some ways at least, superior to our public schools. They frequently have smaller classes and therefore the pupils can have more individual attention. They choose their pupils, selecting those whom they wish according to whatever moral, social, financial or intellectual standards they wish to establish.

They can choose their teachers without fear or political favor. They can give religious instruction if they desire to do so.

On the other hand, private schools have certain weaknesses and sometimes become a real threat to our democracy. They sometimes develop social snobs, since their clientele is usually drawn from the upper economic levels. They sometimes develop religious fanatics. St. Paul boasted of the fact that he received his education at the feet of Gamaliel, and he was certainly a fanatic, at least until he was converted to Christianity! But these are minor matters compared to another factor which makes them very definitely a potential menace to our democracy. Parents who send their children to private schools frequently lose their interest in the public schools, and join those who protest against the taxes needed for adequate support of our public schools!

While private schools have their place in our American life and while many of them are rendering valuable service, I cannot help hoping that those parents who are financially able to take advantage of them will not forget their responsibility for supporting adequately the public schools of their community. In this connection I like to recall the significant statement which Dr. John Dewey of Columbia University once made: "If the public schools of my community are not good enough for my children, they are not good enough for my neighbor's children!"

Thank God, I'm An American!

I thank God for the American schools that made available to me a share in the intellectual and cultural heritage of mankind. Education has checked and will eventually defeat tyranny wherever it manifests itself in this land. Free schools are the only guarantee of a free people; they are the only means whereby every individual may prepare himself for whatever achievement and service he is capable. Adequate educational opportunity is now denied millions of youth, it is true, but a fair start in life for every child is an American ideal toward which we have been steadily moving for a century. All the forces of greed and special interest will not prevent the full attainment of that ideal.

—WILLARD E. GIVENS

CHAPTER XXV

A CENTURY OF PROGRESS

1857 - 1957

ACHIEVEMENTS and GOALS

Social progress is the result of many factors. Credit for it is difficult to assign to particular individuals or organizations. However, leaders familiar with the facts are unanimous in their testimony that during the past century the National Education Association, in cooperation with its departments, its local and state affiliated units, and other organizations, has been a potent factor in building a teaching profession. The following paragraphs suggest some of the areas in which marked progress has been made:

1. *Public Recognition* — The public now, generally accepts teaching as a profession requiring high standards of preparation, certification, service and conduct.
2. *Professional Literature* — A considerable body of professional literature has been developed for use by members of the profession and those planning to enter it.
3. *Scientific Method* — The science of psychology has replaced “mental philosophy” and numerous scientific tests have been developed for measuring pupil ability and the relative values of various educational theories and technics.
4. *Professional Schools* — More than twelve hundred colleges and universities have been approved by state departments of education for the preparation of teachers. Two hundred eighty of these have been officially accredited by the recently established National Council for Accreditation of Teacher Education.
5. *Professional Preparation* — Thirty-six states have accepted four college years as the minimum professional preparation for initial teaching service and several require five years of professional preparation for permanent certification.

6. *Centralized Certification* — Practically all states have placed in their chief state education agencies the authority to issue certificates to teachers.
7. *Salaries* — Practically all cities of over thirty thousand population and thousands of other local school systems have adopted salary schedules. Many of these have been arrived at cooperatively and include the professional principle of the single salary schedule based on preparation and experience. Merit rating for salary purposes is receiving careful consideration. In thirty-two states and three territories, minimum salaries of teachers are mandated by law. In 1870 the average salary of teachers in this country was \$189. In 1955 it was \$3,932 and the 1956 NEA Representative Assembly passed a resolution advocating teachers salary schedules of from \$4,500 to \$10,000. On November 20, 1956, the House of Delegates of the New York State Teachers Association voted to ask the Legislature to establish minimum starting pay for public school teachers at \$5,000 a year and set a minimum of \$10,000 for experienced teachers.
8. *Economic Security for Retired Teachers* — In 1917 only five states had statewide retirement systems for teachers. Now all forty-eight states, Alaska, the District of Columbia, Hawaii and Puerto Rico have either statewide retirement systems or social security arrangements for their teachers or both. Not all of these are adequate but they are being improved thru the cooperative efforts of local, state and national associations. The NEA Council on Teacher Retirement has been and is significantly helpful in this connection.
9. *Professional Security* — In 1917 only three states protected their teachers against unfair dismissal with statewide tenure laws. Today, thirty-three states, the District of Columbia and Hawaii have legislation providing for tenure in at least part of the state. Approximately eighty-two per cent of the public school teachers in our country are now covered by either tenure or continuing contract provisions. Through its Commission for the Defense of Democracy Through Education and its Committee on Tenure and Academic Freedom, the NEA has made arrangements to assist in protecting the rights of teachers. Many state and local associations have

established corresponding committees or commissions and several furnish legal counsel for their members.

10. *Sick Leave* — Provisions for sick leave are mentioned in the laws of twenty-three states, Alaska, the District of Columbia, Hawaii and Puerto Rico. Cumulative sick leave is definitely provided in most city school systems as well as in thousands of other local districts.
11. *Sabbatical Leave* — Most institutions of higher learning grant sabbatical leave with full or part salary. Many of the most progressive school systems also make provision for it. The NEA Victory and Centennial Action Programs included cumulative sabbatical leave in their official lists of goals.
12. *Teacher Load* — In 1863 the Resolutions of the National Education Association suggested that the working conditions of teachers should be improved by limiting their labors "to the requirements of health and self-improvement." Since that time the resolutions of the Association and its research studies in this field have continued to focus attention on the fact that there is an inescapable relationship between teacher load and the achievement of the goals of modern education. Recent pronouncements of the NEA Department of Classroom Teachers, its Department of Elementary School Principals, and its Commission on Teacher Education and Professional Standards, urge that classes be limited to twenty-five or thirty children; that free time be provided teachers for planning, lunch and rest and that extra-curricular assignments be distributed equally.
13. *Teacher Participation* — Teacher aid in the solution of social, political, economic and professional problems is growing in practice.
14. *Future Teachers* — The Future Teachers of America movement, inaugurated in 1937, had 3,587 Clubs and Chapters with 111,453 members in 1956.
15. *Professional Organizations* — Sixty-six state teachers' associations are affiliated with the National Education Association. In 1956 these enrolled approximately ninety per cent of the teaching population of our nation. Most of these state associations employ full-time executive secretaries and professional staffs and maintain extensive programs of service

to their members and to the profession. Nearly six thousand local associations are also affiliated with the NEA. These cooperate with it and the state associations in their efforts to build a stronger and more effective teaching profession.

16. *Integrated Cooperation* — Professional unity has been increased by having the chairmen of local and state association committees serve as members of the corresponding advisory committees of the NEA and by having national special interest groups serve as departments of the NEA with offices in its Washington Headquarters Building.
17. *Professional Dues* — In the early days the annual dues of teachers' associations were, like teachers' salaries, small. Prior to 1875 annual NEA dues were \$1. From 1875 to 1945 they were \$2; from 1945 to 1948, \$3 and from 1948 to 1957, \$5. The 1956 NEA Representative Assembly proposed an amendment to the bylaws of the Association which, if approved by the 1957 Assembly, will increase them to \$10. Prior to 1910 most of the state teachers' associations had annual dues of \$1. By 1935 standard state association dues were \$2. In 1955 they ranged from \$2.50 to \$17. In thirty-nine states they were \$5 or more. In four states, state and national dues were combined at one half of one per cent of the annual salary and in hundreds of progressive local associations some form of the all-inclusive enrolment plan was in use.
18. *Professional Ethics* — The NEA, forty-seven state associations and thousands of local teachers' associations have adopted codes of professional conduct for their members. Several have made arrangements for investigating reported violations and for disciplining members found guilty of violating the standards of the profession. The NEA has expelled one member and has issued thirty-two official opinions regarding purported violations. For more than a quarter of a century its standing Committee on Professional Ethics has been constantly at work studying problems in this field and alerting the profession to its responsibility for maintaining high standards of professional conduct.
19. *Research* — Recognition of the importance of research has grown tremendously in the field of education, as in other fields of modern life.

20. *International Cooperation* — Leaders in the NEA and its affiliated organizations participated actively in the establishment of the United Nations Educational Scientific and Cultural Organization and the World Confederation of Organizations of the Teaching Profession and continue to serve in and thru them.
21. *New Educational Center* — In 1917 the NEA Headquarters Staff of three members were housed in two, second-floor rooms in a small building on Fourteenth Street in Washington, D. C. The Guggenheim Mansion, purchased by the Association in 1919 for \$98,000 and the seven story Annex built in 1930 at a cost of \$423,473, are now being replaced by a modern \$6,500,000 office building in the heart of the nation's capital, to house more adequately the staff which in 1956 numbered nearly six hundred employees.
22. *Membership Growth* — The increase of NEA membership from forty-three in 1857 to 8,466 in 1917 and to 659,190 in 1956, and the increase of membership in the state associations affiliated with the NEA from 65,993 in 1907 to 1,138,507 in 1956, shows real progress and has added great strength to the organized profession.

CENTENNIAL ACTION PROGRAM

On July 6, 1951, the NEA Representative Assembly adopted a Centennial Action Program for 1957 in anticipation of the one hundredth anniversary of the founding of the Association. The following proposals were approved as the charter and goals for this program.

Charter for the Centennial Action Program

1. That our profession continue its campaign of unification, expansion, and development into a program to be known as the Centennial Action Program 1951-57.
2. That the Centennial Action Program develop plans for the continuing unification of our entire profession including structure, finance, leadership training, and services.
3. That the Centennial Action Program include comprehensive plans for the improvement of instruction

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and for raising the standards of professional teaching and effective administrative services.

4. That the Centennial Action Program include a comprehensive plan for professional growth and teacher welfare designed to give educational leaders the place in community life which the nature of their work demands including social status, salaries, tenure, sick leave, sabbatical leave, and retirement.
5. That the Centennial Action Program include plans for leadership and service designed to help lift the level of civic and community life.
6. That the Centennial Action Program include plans for world service and cooperation with educators of other countries looking toward peace, world understanding, justice, cooperation, and mutual helpfulness.
7. That the NEA Executive Committee provide for development of the details of the Centennial Action Program and authorize the steps necessary for its achievement.
8. That affiliated state and local associations be asked to adopt the Centennial Action Program in principle as soon as possible; to proceed as rapidly as conditions will permit to unify dues and to develop action programs of their own built around the goals of the Centennial Action Program.

Goals for the Centennial Action Program

1. An active, democratic, local education association in every community.
2. A stronger and more effective state education association in every state.
3. A larger and more effective National Education Association.
4. Unified dues — a single fee covering local, state, national and world services — collected by the local.
5. 100% membership enrolment in local, state and national professional organizations.
6. Unified committees — the chairmen of local and state committees serving as consultants to central, national committees.

7. A Future Teachers of America Chapter in every institution preparing teachers.
8. A professionally prepared and competent person in every school position.
9. A strong, adequately-staffed state department of education in each state and a more adequate federal education agency.
10. An adequate professional salary for all members.
11. For all educational personnel — professional security guaranteed by tenure legislation, sabbatical and sick leave, and an adequate retirement income for old age.
12. Reasonable class size and equitable distribution of the teaching load.
13. Units of school administration large enough to provide efficient and adequate elementary and secondary educational opportunities.
14. Adequate educational opportunity for every child and youth.
15. Equalization and expansion of educational opportunity including needed state and national financing.
16. A safe, healthful, and wholesome community environment for every child and youth.
17. An adequately-informed lay support of public education.
18. An able, public-spirited board of education in every community.
19. An effective world organization of the teaching profession.
20. A more effective United Nations Educational, Scientific and Cultural Organization.
21. More effective cooperation between adult, higher, secondary, and elementary education with increasing participation by college and university personnel in the work of the united profession.
22. A new NEA Educational Center in the nation's capital.

While all of these goals will probably not have been achieved before the Centennial Convention is called to order in Philadelphia on June 30, 1957, some of them will have been reached and the rest will continue to serve as stimulating ideals for further effort.

even state units exceeded their 1956 Centennial Celebration membership quotas — Florida, Hawaii, Kansas, Nevada, New Hampshire, Ohio, Oregon, Puerto Rico, Tennessee, Utah and Washington — and the new Educational Center is nearing completion at the heart of the nation's capital where it will serve for many years as an inspiring, modern headquarters home for the Association and allied organizations, a fitting memorial to the thousands of leaders and faithful followers who through the past century have contributed materially to the building of a real profession of teaching — the most important of all professions.

The Centennial Celebration

In July, 1954, the NEA Representative Assembly passed the following Resolution:

The National Education Association urges a comprehensive celebration of its 100th anniversary in 1957 as an opportunity to challenge the American people to a greater appreciation of the significant role of public education in our democratic way of life.

That fall, President Waurine Walker appointed the following distinguished national leaders as the Centennial Celebration Commission:

Robert D. Bailey, executive secretary, New Hampshire Education Assn.

Mrs. Rollin Brown, president, Natl. Congress of Parents and Teachers

John Lester Buford, NEA past president, member ex officio

William G. Carr, NEA executive secretary, member ex officio

Rufus E. Clement, president, Atlanta Univ.; member, Atlanta board of education

Norman Cousins, editor, *The Saturday Review*

Harold Fellows, president, Natl. Assn. of Radio and T-V Broadcasters

John H. Fischer, superintendent of schools, Baltimore

- Willard E. Givens, former executive secretary, NEA
Eric Johnston, president, Motion Picture Assn. of America
Grayson Kirk, president, Columbia University
Raymond Miller, consultant, FAO; lecturer, Harvard
School of Business
Walter P. Reuther, president, Congress of Industrial
Organizations
Helen Ryan, field assistant, Ill. Edn. Assoc.; NEA director
for Ill., chairman
Raymond Stites, curator in charge of education, Natl.
Gallery of Art
Mrs. Theodore Waller, forum director, New York Herald
Tribune
Louise A. Walter, president, Kansas State Teachers
Assn.
Allen H. Wetter, superintendent, Philadelphia public
schools
Mrs. Nell Wilcoxon, immediate past president, Dept. of
Classroom Teachers, NEA
J. C. Wright, state superintendent of public instruction,
Iowa
Paul Street, director, Centennial Celebration

In February 1955, the Commission suggested that the Centennial Program should extend over the whole calendar year, 1957, and selected the following theme, objectives and timetable for the celebration:

Theme

"An Educated People Moves Freedom Forward"

Objectives

1. To consider the decisive role of education in a changing world.
2. To stimulate action to provide adequate education for the increasing millions of children.
3. To strengthen the teaching profession in its service to people of all ages.

Timetable of the NEA Centennial

1956	Premiere of Centennial Film: "A Desk for Billie," at Portland Convention.
July 1	
September	Publication of Centennial Edition, NEA Handbook.
1957	Publication of Centennial Musical Composition.
January	Publication of Centennial Manual for County and State Fair Exhibits.
March	Publication of NEA History.
April	Publication of American Library Association Bulletin, Special School Issue.
April 4	NEA Centennial Birthday Party. The national party will be held at the NEA Headquarters in Washington, D. C. but thousands of local associations will hold parties in their communities.
May	NEA and State Education Journals will feature the Centennial Convention.
June 30—	Centennial Convention in Philadelphia.
July 5	Issuing of NEA Centennial Commemorative Stamp. NEA Tours Focused on Philadelphia. Special ceremonies by Future Teachers of America at Athenaeum, site of NEA organization in 1857.
	NEA Centennial Festival.
November	Publication of the Centennial Volume of Addresses and Proceedings.
November 10-16	American Education Week.

The Hundredth Milestone

As this hundredth milestone is reached, let every member resolve to work untiringly for those goals of the Association yet to be achieved. In so doing, you will be working for the sure advancement of freedom, which is safely entrusted only to an educated people. —WILLIAM G. CARR

CHAPTER XXVI

PROPOSED PROGRAM OF INCREASED SERVICES AND LEADERSHIP

On July 2, 1955, at Chicago, the NEA Board of Directors and the National Association of Secretaries of State Teachers Associations held a joint meeting to consider problems of mutual concern. Out of this conference came several proposals for expanded services and more dynamic leadership for the profession. Since many of these would require increased revenues, the Board of Directors requested Dr. Carr, the Executive Secretary of the Association, to make a thorough study of the financial needs of the Association and to make recommendations concerning revision of dues which would finance adequately the expanding program of the Association during the years ahead.

The following April, the presidents and secretaries of the state education associations met in Washington to consider the proposed long range program of increased services and leadership. At the end of this conference the following resolution was passed unanimously:

The members of this conference commend the Board of Directors for the decision to consult the profession in the several states in order to evaluate present services of NEA and possible additional services.

While professional education has made great advances in recent years, there is need for accelerated improvement if a strong profession is to be achieved.

Therefore, be it resolved that this conference of presidents and executive secretaries of state education associations recommends to the Board of Directors of the National Education Association that the dues for active members of the Association be increased, that the amount be not

less than \$7 per year nor more than \$10, and that copies of the conference outline and the committee reports be forwarded with this resolution.

The summarizing report of the conference suggested the following major items for expansion:

1. General field services to interpret and promote the program of the Association as a whole and geared to state and local needs.
2. Specialized consultative services with respect to teacher welfare to be provided on request to the affiliated associations.
3. An administrative survey to insure the most fruitful use of funds available. Subsidies to autonomous and semiautonomous groups within the NEA structure should be carefully examined.
4. Legislation should receive a larger part of the NEA funds.
5. The quality of the NEA staff is basic; budget items should enable the NEA to command the services of the best qualified educators in America. The whole NEA salary schedule needs realistic revision.
6. The lay relations budget should permit the NEA to share the cost of working with magazine editors, labor, agriculture, and business.
7. The professional development and welfare efforts of the NEA should be increased at a rapid rate. Consultant services should be increased.
8. Educational services should be studied to determine if fewer services would be appropriate, with more effort expanded in the balance of the field.
9. Business management should be given high priority for operation and maintenance of plant, debt service, and capital outlay.
10. The research program should be sharply increased to meet needs of many different areas.
11. A strong voice for education is needed, with funds to command the best talent and to purchase radio and television time to carry professional education, its efforts, successes, and problems, to every American home.
12. Re-evaluation and redirection of the NEA program,

in terms of the suggested emphases, will prompt both increased dues and increased membership.

During the 1956 annual meeting of the Association at Portland, Oregon, the Board of Directors reviewed for the fourth time, the suggested "Expansion Priorities and Additional Resources" and on July 3 presented to the Representative Assembly an expansion program which included the following recommendations:

1. That the National Education Association launch a program of increased services and leadership during the Centennial Year of 1957.
2. That these services be financed by setting the annual dues for active members at \$10.

That afternoon the delegates to the Representative Assembly divided into 350 discussion circles of ten each, considered the expansion program proposed by the Board of Directors and gave overwhelming approval of it. This Program of Increased Services and Leadership includes the following items:

1. Executive Secretary's Office, Legislation, and Policies:

High priority should be given now to the support of sound federal legislation for the financing of schools. State and local revenues, even if greatly expanded, will not suffice to build the necessary classrooms and pay proper salaries to a sufficient number of qualified teachers. The Association should also develop a reserve to meet contingencies as they arise. Great care is required for the development of sound long-range policies for American education.

2. Field Operations:

High priority is attached by many members of the Association to the employment of additional competent field workers to present the National Education Association program as a whole to local and state groups. In order that each teacher may share in the total responsibility, there is also need for membership promotion, particularly in the large cities. Consideration is also being given to the establishment of a fund to assist state education asso-

ciations to meet emergency problems for which their own resources are inadequate. It has been proposed that one staff member be employed especially to assist the states; with added funds to finance cooperative state workshops and leadership training. Equity also requires that the states be more completely reimbursed for processing the enrolment of NEA members.

3. Lay Relations:

The recent rebirth of public interest in education offers a great opportunity to the profession. High priority should be given to intensive work in areas which have already shown their value — such as cooperation with magazines and newspapers, parent-teacher associations, schoolboard members, and civic organizations which are ready and willing to work wholeheartedly for better schools. This function of the Association should be lifted to new levels of vigor and effectiveness. While much of this work can best be done at state and local levels, the organization of American life is such that only a national program can give essential leadership. To bring about greater cooperation between teachers and the general public for the improvement of the schools, a national council on lay relations or a similar activity could be developed.

4. Professional Development and Welfare:

An all-out effort to establish the minimum NEA salary goals, in each community of the nation, should now be launched in close cooperation with state and local affiliated units. The work done by the National Education Association for over thirty years in the collection and study of data on teachers salaries should be expanded. In addition, expert consultants should be provided on request to local and state associations to help them to draft salary schedules, and to seek approval by schoolboards and the public. Consultant services should also be available on the problems of teacher education, teacher recruitment, and teacher welfare. A program to assist teachers to exercise their civic responsibilities is highly desirable. Teachers need to meet and discuss their common problems. Funds should be provided to permit more teachers to take part in regional and national conferences. The defense

of schools and teachers against unwarranted attacks and unfair treatment should be continued and expanded.

5. Educational Services:

The Charter of the National Education Association states that it shall endeavor not only to "advance the interest of the profession of teaching," but also to "elevate the character" of the professional service rendered to the public. High priority in this area should be given to a Commission on Instructional Services or to some other means to make the excellent services of NEA departments and other units more fully available to the profession in the improvement of its service. Special attention should be given to the needs of kindergarten and elementary-school teachers, to instructional problems of concern to the Association as a whole, as well as to such fields as adult education, rural education, safety education, higher education, the use of visual aids, and the teaching of international understanding. The placement of an observer at the United Nations headquarters has long been an objective of the Association. NEA conventions and conferences could be greatly improved by the employment of an expert convention manager.

6. Business Management:

The Association is now acquiring a modern headquarters to meet the crisis caused by a lack of suitable office space in the nation's capital. Maintenance, equipment, and operation of the new plant should keep it in the highest state of repair and efficiency. Neglected maintenance now will create serious difficulties in the years ahead. Funds should also be set aside to cover building depreciation. Expenditures for printing the Journal of the National Education Association should be somewhat increased in order to make the Journal more attractive in format, text, and illustration. Current expenditures for NEA conventions are below actual costs, since much of these costs are now borne by the teachers of the host state and city. The Association should soon pay the full cost of its conventions, except for such hospitality as the host cities wish to furnish. The current salary schedule of the NEA staff is too low. The staff salary schedule should

enable the NEA to recruit and retain the highest calibre of service.

7. Information Services:

The work of the NEA in gathering and interpreting facts about the public schools is one of its most important functions. Better communication between the Association and its members, thru the various NEA publications, is also necessary. However, the highest priority in this area may well recognize the power of radio and television in shaping informed public opinion about the schools. A nationwide television and radio program properly staffed and produced, might cost about \$2 million for forty half-hour programs per year. Even with an increase in dues to \$10, it is doubtful whether the Association could finance service on so costly a scale. Nevertheless, more systematic and effective use of radio, television, motion pictures, and the press is urgently needed.

The amendments to the Bylaws proposed by the Board of Directors received the enthusiastic endorsement of the 350 Discussion Groups at the Portland Convention and will be presented for official action at the Centennial Convention in Philadelphia, June 30-July 5, 1957. They will increase annual NEA dues from \$5 to \$10, and the Life Membership fee from \$150 to \$225, if paid in one installment or to \$250 if paid in ten annual installments of \$25 each and will provide the resources needed for the proposed "Program of Increased Services and Leadership."

The achievements of the past century are thrilling, as we look back over the years. Teaching has certainly made marked progress toward becoming a profession. This progress has been made largely thru cooperative action. The goals set for the future are high and challenging but they can be achieved by the cooperation of every member of the profession. America needs an improved program of education for her own welfare, for the welfare of her children and for the welfare of the world.

*A man's reach should exceed his grasp,
or what's a heaven for?* —ROBERT BROWNING

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