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**FIFTY-FIRST ANNUAL CONVENTION**

The Fifty-first Annual Convention of the National Education Association convened at Salt Lake City, Utah, July 5-12, 1913. The attendance of teachers was over four thousand. This means that about eight thousand people were attracted to Salt Lake City by reason of the convention. Five hundred fifty-seven active members enrolled, eighty-seven of whom were from Utah. Only twice before, 1902 and 1905, have the outside states furnished as large a percentage of the active membership present.

The meetings, both general and departmental, were well attended, probably never better at any convention of the Association, even when the largest enrollments were secured. The local arrangements were fine; the decorations were more elaborate than any other entertaining city had provided—the American flag and electrical displays were seen everywhere. The state was interested in the meeting; its legislature had appropriated seven thousand dollars, and Governor William Spry was present at the opening meeting and devoted the entire week to assisting in every way possible. Of course the members of the Association know what a team Nelson and Christenson make when it comes to the matter of entertainment. The meeting-places were convenient to headquarters, light, and airy, and Salt Lake City offered a larger number of good-sized meeting-places than can be ordinarily found.

The general meetings were held in the Tabernacle, which was comfortably filled each time. Assembly Hall was an ideal place in which to hold the annual business meeting. The music will be remembered

for a long time by all who were present; the school children and professional artists alike furnished music of the kind that lingers long in memory; the great organ fairly talked under the skilful guidance of J. J. McClellan.

Hotel Utah is an ideal convention hotel. Its large lobby, mezzanine floor, and ballroom could accommodate a big convention without any inconvenience to regular trade. The hospitality committee was constantly in evidence. The information committee was equal to all questions asked. Everybody was housed in fine shape.

A three-story, four-store front, departmental store building was secured for registration headquarters and exhibits. This gave plenty of room for all.

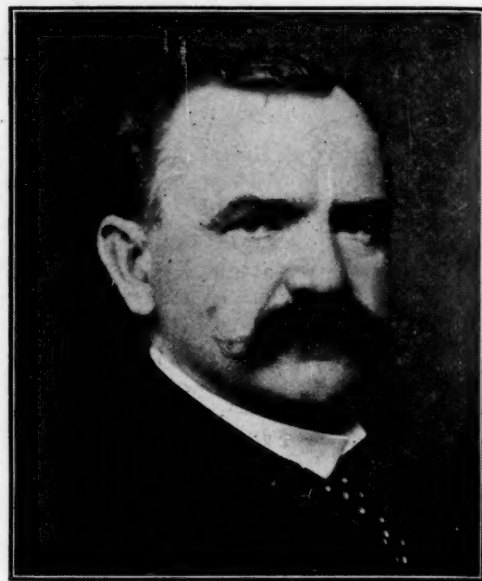
The newspapers gave good accounts of the meeting, and were willing to consider the Association as an educational body rather than as a political organization.

The programs were well worked out, and the members of the Association who were not permitted to be present will receive much benefit from reading the papers as they will appear in the volume of Proceedings.

INSTITUTIONAL MEMBERSHIP

At the present time, the Association has over eight hundred institutional members—universities and colleges, public schools, normal schools, and public libraries.

During the coming year, an attempt will be made to largely increase this number. No better use of school funds can be made than by taking out a membership for each school in a school system. A large percentage of teachers are only expecting to teach for a short time. They do not care to spend their money for membership in educational organizations. They are not interested in building up the profession. A volume of Proceedings of the National Education Association placed in every school building each year could be used by a skilful principal to the betterment of that school. It contains material relating to every phase of education, and the school district would find a noticeable improvement in the schools as the teachers secured a broader understanding of general educational problems.



Joseph Swain
President, 1913-14

TO THE MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION

Dear Friends:

It is a privilege to send you a word of greeting and urge that you give careful thought during the year to the future welfare of the N.E.A.

I have learned in my experience as an executive officer in different educational institutions, in the N.E.A. and elsewhere, that the work of an executive is not chiefly to do things himself, but to find the proper person for each special task. It is my earnest desire, in the position to which your generous good will has called me, to do all I can to uphold the high ideals of the National Education Association, and to promote the welfare of the schools which we all cherish. Good results can only be obtained by cordial co-operation of boards of education, superintendents, and teachers, in determining what is best for the schools, and then finding the right man or woman for each specific task.

I sincerely urge that workers in all grades and positions in our schools, elementary and higher, give time and thought to assist the presidents of departments, the various committees, and officers, in making the annual meeting of the N.E.A. next year truly representative of the best educational thought of the country, and a helpful inspiration to the teachers of the nation.

We are living in an era of many and marvelous changes in every field of human endeavor, and especially in education.

The man and woman who would know the truth in education today must be willing to examine the new ideals as well as the old in order that progress may be placed on a sound scholarship. There is a place for all shades of thought in our Association. Let us make the N.E.A. an open forum for all matters that affect the interests of the schools of the nation.

I confidently expect the year before us will be, for the schools of the United States, the best of all the years in the history of our Republic. May it be a memorable and fruitful year to each member of the National Education Association who shall read this word of greeting.

Very sincerely yours,

Joseph Swain, President.

Swarthmore, Pa.

ARE YOUR DUES PAID?

If the coupon blank on the last sheet of this bulletin contains a data slip, it indicates that your dues have not been paid for the year 1913-14.

The Association needs its income as soon as possible, in order that funds may be available to meet the expenses of the committees for which appropriations have been made. We do not get our interest returns from the permanent fund till later in the year.

By filling out the blank and returning your remittance immediately, you will enable the Association to meet its obligations as they mature. Don't forget to add the names of a few prospective members.

Very respectfully,

D. W. Springer, Secretary.

Ann Arbor, Mich.

ACTIVE MEMBERSHIP

When the By-Laws of the National Education Association were reconstructed at the Denver meeting in 1895, two classes of members, active and associate, were recognized. Active membership was confined to teachers or persons actively engaged in educational work. Since then educational institutions have been permitted to enroll as active members. Any person who paid a fee of two dollars was constituted an associate member for one year. Since that time the associate members have outnumbered the active members each year, except in 1900, Charleston meeting, when the active members were three

more than the associate. This year the active members will be far in the lead when the final results are tabulated.

As indicated elsewhere, for many years the associate membership was largely composed of transients and it was due to that fact that the Permanent Fund of the Association was secured. From now on the associate membership will largely be confined to the territory in which the convention is held. Last year, Illinois secured an associate membership of nearly seven thousand; this year, Utah secured an associate membership of over twenty-five hundred. Based on the total number of teachers in the entertaining state, Utah secured the largest percentage of members in the history of the Association.

Every teacher who is interested in the advancement of the profession, must necessarily be interested in the welfare of the associations or organizations having as their purpose the building up of the profession. Every teacher should carry a membership in the local teachers' organization, the state teachers' organization, the national teachers' organization, and the organization representing the particular phase of educational work in which he or she may be interested. Each has a distinct purpose; each can accomplish for the profession some things which the others cannot; each will bring to the individual member benefits different from those derived from the others.

It is estimated that there are half a million teachers in the United States. We should have, at least, twenty-five thousand active members of the national association.

It is true that there are a large number of kindred or special organizations demanding the support of the teaching fraternity, but none of them can possibly influence the educational situation at large as can the National Education Association. Every active member of the Association ought to be sufficiently interested in the welfare of the organization to send us the names and addresses of four or five other teachers who should join, and then extend a personal invitation to those persons to become members. The future of the profession requires a larger active membership in its several associations. Fill out the blank which you will find in this Bulletin.

During the past year the Secretary has received a number of letters from active members of the Association asking that their names be withdrawn from membership, owing to the fact that they are unable to attend the meetings. It seems to the Secretary that this is one of the strongest reasons why membership in the organization should be retained, in order that the Proceedings may be secured and the papers read at leisure.

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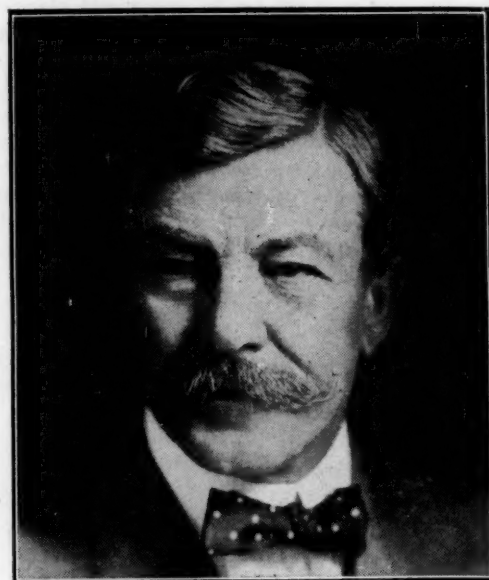
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Edward T. Fairchild

President, 1912-13

PRESIDENT'S ADDRESS

The Future of the National Education Association

Edward T. Fairchild, President, New Hampshire College, Durham, N. H.; President of the National Education Association.

For half a century the National Education Association has contributed in large measure to educational practice and opinion in the United States. On its rolls may be found the name of our most eminent educators, scientists, writers and statesmen. The range of subjects discussed covers every topic embraced in the educational program, and the volumes of Proceedings constitute a complete record of the evolution of American education for that period.

Of the army of great scholars who have given freely of their experience and ability to make this Association the largest and most helpful educational agency in the world, many have departed and now sit at the feet of the Great Teacher. Of the dead what a notable list! Hagar, Barnard, Calkins, Wickersham, Hancock, Tappan, Raab, Harvey, Rickoff, Sheldon, Beardshear, Stevenson, White, Canfield, Soldan, Harris, Draper. What a flood of memories the names of these illustrious scholars call forth, and what splendid service they rendered to this Association and to the world!

Among those who are still living and whose names are intimately connected with the history of the

National Education Association are many who have grown gray in the service and who, together with a host of others, have helped to make this a national convention, a source of information and a center of influence in the great work of human improvement thru the public school and the college.

The spirit which has dominated the Association for all these years is well expressed in the original call for a convention to organize the National Teachers' Association in 1857. It invites "all practical teachers in the North, the South, the East and the West, who are willing to unite in a general effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability and usefulness of their calling; and who, in fine, believe that the time has come when the teachers of the nation should gather into one great educational brotherhood."

Horace Mann, sixty-four years ago, before a convention of teachers and superintendents of public schools in Philadelphia, with wide vision, spoke these prophetic words, which may so justly be used as descriptive of the purposes and aims of the National Education Association:

"By a national organization of teachers, great and comprehensive plans may be devised, to whose standard each state may be gradually brought into conformity."

In describing further the possibilities of organization, he says:

"These advantages pertain to the head, to our ability to conduct the great work of education in the wisest manner and with the most beneficial results. But the heart may be as much warmed as the head is instructed. By the communion and sympathy of assemblies like this we can not only enlighten the guiding forces of the mind, but we can generate the impulsive forces of the heart. We can not only diffuse new intelligence, but we can excite new enthusiasm. Thruout the whole country the machinery of education needs to be increased in strength and worked by a mightier power. In all material interests we are proverbial as a people for our enterprise. Let us seek for our country the higher honor of becoming proverbial in our regard for mental and spiritual interests. Let us devise systems of education that shall reach every child that is born in the land, and, wherever political privileges exist, let

the intelligence be imparted and the virtues inculcated which alone can make those privileges a blessing."

Surely these are the principles which this Association has so long and so zealously sought to establish.

It were an impossible task to set forth in full the invaluable service of this great Association to education. It has concerned itself not alone with the details of the schoolroom, but its discussions have included scores of subjects related to human uplift and to human progress. The addresses that have been heard from year to year have served as an inspiration to thousands of the teaching force of America and have found an answering chord in the hearts of multitudes of America's fathers and mothers. Not only have those who have been so fortunate as to attend its meetings been greatly profited and inspired to wiser and higher effort, but its printed words have mightily multiplied its influence and its power to give direction to educational method.

In its day and generation the National Education Association served its purpose nobly and fittingly. It was not to be expected, however, that the founders of this Association should foresee the marvelous social and industrial changes which a half-century has brought forth. The present is in harmony with the best traditions of the past and the activities of today represent an intelligent attempt to meet these newer demands.

No other part of the work of this Association is of greater value than that performed thru our special committees of investigation. Many of these reports are truly epoch-making and are yielding results of first importance.

The past is glorious; the present, satisfying; but the future must bear out the prophecies of the past. New conditions confront us. The twentieth century comes, bearing new problems, which must be settled in a new way.

A crisis period has been reached in American education, as in American politics. Ideals are changing; science and industry are pressing home on our educators the need of an enlarged conception of the function of the school. The whole nation is astir with social questions of profoundest importance. In response to these human needs scores of scientific investigations have been instituted. Benevolent wealth has made possible careful studies of modern conditions, resulting in a vast fund of useful information. The multiplication of societies and associations for the betterment of the physical, the mental, and the spiritual man is the glory of the age.

And the spirit of investigation has entered into the schoolmaster. In many ways he is endeavoring to disclose the strength or the weakness of the traditional scheme of education. The central fact of the schoolroom—the child—has become an object of profound study. Effort is made to determine the relative value of the various courses of study. A serious and purposeful investigation of the question, "How much is the information and drill of the school transformed into available power and skill?" is in progress. Withal there is everywhere a demand that the acid test be applied to our public schools and institutions of higher learning. The public wants to know. They have heard that what one would see in a nation must first be put into the schools. Many are dissatisfied and are asking whether the schools are at fault.

In a progressive age like ours, in the midst of profound social and economic changes, it would be folly to say that our educational system is perfect. The constant facts of history controvert such an opinion. The public mind is no longer a unit in approving our educational system. Curiously enough, the recognition of needed readjustment in our schools and churches comes most often from the layman. The church, which should be the leader in social and moral development, is just beginning to realize its opportunity. It is apprehending at last that a helpful and vital influence upon the people can only be acquired thru intimate and sympathetic interest in their economic and social welfare. It is the sane and practical activities of organizations without the church that have forced this truth upon the Christian world. And the church is slowly perceiving that the satisfying of temporal needs must precede or accompany religious progress.

In matters educational we are in much the same position as the church. We are living under a new dispensation. Economic conditions have undergone marvelous changes within a few years. The citizen of today is facing conditions wholly unknown to the men of yesterday, and is demanding a training for his children that shall adequately fit them, physically, mentally and morally, for the duties of the hour. This command comes not so much from the schools as from the supporters of the schools. As in the case of the church, it is the laymen who are insisting on a revised scheme of education.

How then shall these mandates of this new civilization be met? What part shall the National Education Association play in this period of incredible transition? Is this Association growing in influence with the years and keeping step in the march of progress? Does it give promise of maintaining its position of supremacy upon the educational forum?

In the past we have depended in large measure for our initiative upon the Presidents of the Association. With simpler conditions they were able to meet the duties imposed. We can no longer hope that busy men, who are able to give but a small part of their time and energy to the great problems of this Association, can meet our present needs.

In view of the growing complexity of our national existence and because of the ever-enlarging number of independent organizations and because of the increasing burden of responsibility laid upon the schoolmaster, it does not seem possible that this Association can continue to exert so wide and beneficent an influence and to maintain its position of leadership in the future, unless there be certain changes of policy and the adoption of additional plans for the administration of its affairs.

If these changes are to be effective, they must embody the principles of other modern organizations, chief among which is permanent and skilled management.

Further evidence of a need of a certain reorganization and redirection of the management of this Association, is furnished in the fact that with the annual and desirable change of Presidents, both of the Association and of the various departments, there is a lack of continuity and sequence of action; The necessity for change is further shown in the fact that no program or policy, however, valuable, is likely to be continued beyond the tenure of the officer or officers initiating the same.

Because of these manifest needs and for other obvious reasons, I am constrained to offer the following plan of reorganization, with confidence that its application would add greatly to the present efficiency and to the future usefulness of this Association:

Let an Advisory Council, consisting of three persons, be provided, two of whom, selected by the directors or by the trustees, should serve for a term of years. The third member should be the President of the Association, ex officio. The appointed members should be eminent, constructive educators endowed with the true spirit of research. The salary should be commensurate with the importance and responsibility of the work and such as would enable them to give their entire time to the duties committed to their care.

While it must be admitted that our present income does not seemingly warrant large increases in expenditures, yet the services which would be rendered thru such plan, the active and increased interest in the Association and the consequent enlarged membership fully justify the proposed additional expense.

Thru this official bureau much of the work now

left to the mercies of independent organizations, many of which are inexpert and quite unable to promote school interests, would be satisfactorily and intelligently performed. Many more investigations of first importance could be conducted and the office would serve as a clearing house and bureau of information to the officers and presidents of the various sections and to educators and the public in general.

It seems perfectly certain in this age of refined organization and highly skilled specialization that no institution or society can be successful that fails to employ twentieth-century business methods. The search today is for efficient management, for the taking up of lost motion.

Not only would the advice and experience of the permanent members of this council be of the greatest service to the incoming President, but their policies, if wise and approved by the directors, would inevitably bring to the Association a prestige and an authority that would make it what it ought to be—a court of last resort to which the public might come with confidence for wise and timely advice and for a clear expression of the best and latest thought on all educational themes.

In further evidence of present conditions and the possibilities of the proposed plan, let us consider the following:

There is a great and apparent need in this country for a better and closer organization for developing professional opinion among teachers and focussing their thought in ways best fitted to affect public opinion. We have county and city institutes, summer training schools, reading circles, section teachers' meetings within the various states, state teachers' associations, conventions of colleges and preparatory schools and many other organizations, all of which are doing much good. Their work, however, fails of completion thru lack of correlation. Has not the time come for a careful consideration of some plan by which all of our state and local associations may be brought together into an effective relationship with the National Education Association, and could not this be accomplished most certainly thru the assistance of an Advisory Council?

In many communities and states the battles of teachers and associations for better conditions and laws are too frequently lost or made unnecessarily difficult because of the lack of such support as could be afforded thru the definite encouragement and approval of this Association. Often, too, the good work of one legislature is overthrown thru the ignorance or lack of information of a succeeding legislature. The authoritative approval of good measures by this body of educational leaders would help to win

many a contest and would firmly establish many a worthy measure.

With the proper and necessary machinery, this Association could foster the organization in various parts of the country of certain educational councils made up of representative members of the profession, to whom the superintendents or communities may appeal in case they wish to have any careful consideration of educational problems. Any superintendent who is under criticism for what he is doing in his school system ought to have a group of his colleagues to whom he can refer his problems and from whom he can draw advice. In the same manner communities which are about to start school inquiries ought not to be left to the tender mercies of technically unskilled and untrained investigators.

The National Education Association could and should undertake systematically to foster certain lines of scientific investigation, an activity that would easily be more significant than reforms which can be undertaken in the schools.

Perhaps in no other field is the process of adjustment and scientific inquiry proceeding so satisfactorily as in the departments of education in our colleges and universities. Here not only the whole philosophy of institutional training is studied historically and pedagogically, but also the individual in all his social relationships. It is here that much of our present research is conducted. Thru these departments and in collaboration with a corps of teachers representing the high schools, the problem of secondary education could be studied carefully, both with reference to the kind and character of the entering body and the quality of its output.

Perhaps the greatest service of the National Education Association in the future will come by developing a more intimate relationship to the profession of education. In this way it would gradually come to embody the ideals, ethics, and aims of the profession. It would stimulate research, encourage forward movements and place its stamp of approval or disapproval on current happenings and trends, and it would do all these things with a somewhat more direct regard for the profession of education than it has in the past.

The volumes of Proceedings of the National Education Association are a rich mine of the history of American education and as such are invaluable; but they are huge volumes and are reference books rather than a source of present information. The National Education Association, thru its able Advisory Council, might well appeal to its members thru a periodical which would appear with enough frequency to make it the vehicle for current educational discussions and

for current educational contributions. This periodical would in no sense undertake to occupy the field of the various state educational publications, but would be the official organ, which would be a constant reminders to the members of the Association of their duty to the profession and a medium for that type of information which can come only thru some periodical constantly coming to hand.

These are but a few of the many possibilities that conceivably would grow out of the plan for placing this Association upon a modern business basis.

Finally, if this organization is to continue to perform the high service to which it was dedicated and if it is to be in the future, as it has been in the past, a powerful instrument for educational good, there must be a more complete solidarity and unity of purpose among the teaching body of this country and a closer correlation with all the great forces at work for the world's betterment.

An army of more than 500,000 teachers united is an irresistible force to which all things are possible. Thus shall the words of Horace Mann become a true prophecy: "By a national organization of teachers, great and comprehensive plans may be devised, to whose standard each state may be gradually brought into conformity."

NATIONAL COUNCIL OF EDUCATION

The National Council of Education elected the following persons as members for a period of three years:

Fannie Fern Andrews, Boston, Mass.
 Bettie A. Dutton, Cleveland, Ohio
 Charles H. Keyes, Saratoga Springs, N. Y.
 J. F. Sims, Stevens Point, Wis.
 Charles H. Judd, Chicago, Ill.
 Bird T. Baldwin, Swarthmore, Pa.
 A. Duncan Yocum, Philadelphia, Pa.
 Josephine C. Preston, Olympia, Wash.
 Thomas C. Miller, Shepherdstown, W. Va.
 Frank B. Dyer, Boston, Mass.

SOCIETIES MEETING WITH THE NATIONAL EDUCATION ASSOCIATION

The following organizations held meetings at Salt Lake City the same week as the National Education Association:

National Council of Teachers of English
 American School Peace League
 School Garden Association of America
 The American Association of Collegiate Registrars
 Federation of State Teachers Associations
 League of Teachers Associations
 American Home Economics Association

BOARD OF DIRECTORS' MEETING, 1912-13.

After the resignations of several directors who could not be present at Salt Lake City had been received, and successors had been elected to fill the vacancies thus created, there were forty-one directors present at the annual meeting, which was called to order in the Lion House, Monday morning, July 7, at half-past ten o'clock by President Edward T. Fairchild.

Reports were received from the President, Secretary, Treasurer, Board of Trustees, and Executive Committee. The report of the President was confined to an enumeration of the various committees which had been appointed during the preceding year. The report of the Treasurer showed a balance on hand at the beginning of the year of \$5,382.73. The receipts for the year were \$44,894.53; expenditures, \$47,984.76, leaving a balance on hand at the close of the year of \$2,292.50. The Board of Trustees reported that no addition had been made to the Permanent Fund of the Association during the year, and that the amount now invested was \$186,602.50, with a cash balance awaiting investment of \$1,397.50. The detailed reports will appear in the annual Yearbook.

The formal report of the Executive Committee was as follows:

At a joint meeting of the Board of Trustees and Executive Committee, it was decided to report to the Board of Directors that the increased expenditures for investigations for the past two years, coupled with the increased cost of the Proceedings, make it necessary to secure an increased revenue for the Association, or provide for a lessened expenditure along these two lines.

Speaking for the Executive Committee and the Board of Trustees, Chairman Greenwood made the following remarks:

The Treasurer's report, as submitted, shows the receipts of the year closing July 1 to be \$50,277.26. The disbursements, as shown in the report for the year, are \$47,984.76, leaving a balance in the treasury, June 30, 1913, of \$2,292.50. There are some items that apparently swell the receipts and the expenditures by a transfer of vouchers both ways, so that one would balance the other, and would not increase the real revenue as indicated here. I simply refer to that matter in passing. There are certain expenses of the Association that we call fixed expenses. There are other expenditures that have to be met. I will now present what Trustee Aley, Secretary Springer, and

myself, in going over the matter as carefully as we could, consider to be a conservative estimate of the receipts and expenditures of the Association for the coming year.

The present balance will be wiped out by unpaid bills. For 1913-14, we estimate an active membership of about 7,500, which would give an income of \$15,000.00 from that source. The interest on the Permanent Fund will produce about \$7,000.00; associate memberships, \$6,000.00; new active memberships, \$1,200.00; sale of back volumes of Proceedings, \$1,000.00. The total income, so far as we can see at present, will amount to about \$30,200.00.

Expenditures were listed under eight heads. Fixed expenses: Board of Trustees, \$800.00; Executive Committee, \$1,300.00; Secretary's office—postage, clerical help, and such matters—\$10,000.00; meeting of the Department of Superintendence, \$300.00; the annual convention, \$4,000.00; unclassified expenses, \$1,000.00, making a total of \$17,600.00. This does not include the printing of the Proceedings, and I wish to refer to one or two matters in this connection before I pass to the question of appropriations.

For the Boston meeting, in 1903, the total enrollment of members was 34,983. For Chicago, in 1912, the enrollment was 17,376. Now the number of volumes printed for the Boston meeting was 18,250. At that time a great many of the persons who attended the meetings of the Association did not ask for the Proceedings, in fact only about one-half did so, but every one who went was obliged to pay the enrollment fee of two dollars. I would like to make this point clear, so that you ladies and gentlemen will keep the facts in your minds. Now for the Chicago meeting last year, the number of volumes printed was 13,500, and all are distributed with the exception of about 500. The entire expense involved in printing and distributing the Proceedings of the Boston meeting and the other reports for that year amounted to \$18,387.21, while the amount paid for printing and distributing the Proceedings and reports of the Chicago meeting was \$22,425.63. I simply refer to this that you may see the conditions that are confronting us at the present time. The printing and distributing of the volumes and reports for last year—that is for the year just closing and which we are now talking about—involved an expense of \$22,425.63, and the special committees of investigation have already presented bills amounting to \$4,936.84, making a total expense for printing and appropriations of \$27,362.47. To meet a corresponding expense next year, we have—taking the difference between the \$30,200.00 receipts, and the \$17,600.00, fixed expenses—\$12,600.00 for the publication and distribution of the Proceedings and for appropriations for special committees. This makes a deficit, I will say, of nearly \$15,000.00, based on last year's experience. We estimate that the report this year—that is for this meeting—will cost about \$5,000.00 less, because of a smaller associate membership. It shows, in one respect, a healthy condition when the persons attending the meetings send for the Proceedings to such a great extent. It indicates an interest in the professional side of the Association rather than in the junket as was shown by the attendance at Boston.

Probably it would not be out of the way for me to say that certain suggestions have already been made. In order to give this a proper setting I will say that years ago, I suggested to the members of the Executive Committee and Board of Trustees

that we ought to have the volume of Proceedings edited. In other words, there are a great many papers and subjects duplicated, and I believe the Executive Committee should take up the matter of seeing to it that abstracts of all papers are prepared, and that duplications, and, in some cases, discussions should be cut out. The volume is as big as the family Bible, and a great deal of the reading in it is not as good as that in the family Bible. A great many people who write papers have not looked thru the volumes to see what has already been presented. I would not say to censor all the articles, but I do believe that by cutting down some of the papers, we should get better results, and I also believe that the Executive Committee ought to be authorized to reduce the volume. This would give more room, as time goes on, for the reports from the various investigations that are being carried on. We must keep within the income that we have as we see it at this time. As I said before, in some of the publications, there are a good many duplications. In the Yearbook, some of the things are published that appear in the Proceedings. These might be cut out from the Proceedings. Some reports might be published in serial numbers and sent out as second class matter, and a saving made in that way.

This is the statement of affairs. I have given you the inside situation. This matter was talked over by the Executive Committee and the Board of Trustees in two meetings, and these are the facts. By doing some scissoring on the papers, by cutting out the duplications in the speeches, and in the discussions, and by giving only what is really worth while, we might save about \$8,000.00 a year on the volume.

Over an hour was spent in helpful discussion. The speeches were of an optimistic nature, practically everyone expressing the belief that the situation in which we find ourselves, separated from the income heretofore derived from transient attendants, would, in the long run, be of benefit to the Association, but feeling that the temporary financial embarrassment which will be experienced while adjusting ourselves to the new condition of things must be met by the Association fairly and squarely. Various suggestions were made as to methods by which the income might be increased, such as by increasing the active membership of the Association, or by increasing the membership fee. It was unanimously agreed that a considerable saving could be effected by the omission of duplications in the volume of Proceedings, and the careful editing of the papers. The opinion was oftentimes expressed that the volume of Proceedings had, as a matter of fact, become unwieldy in size, and would be much more valuable if only half as large. At the conclusion of the discussion, the matter was referred back to the Executive Committee and the Board of Trustees to prepare a report for presentation to the annual meeting.

At Chicago, the active members voted an appropriation of \$3,000.00 for the continuation of the work of the Committee on Teachers Salaries and Cost of Living. During the year, the directors had, by a mail vote of sixty-two in favor to none opposed, decided that they would confirm that action at their next meeting and the action was confirmed by unanimous vote of the board.

At the Chicago meeting, Thomas W. Bicknell suggested the advisability of entering upon a campaign to raise a Million Dollar Endowment Fund for the Association. Following the meeting, by correspondence, the matter was presented to the Trustees and the Executive Committee. Feeling that they had no power to act in the matter, the same was referred to the directors for a mail vote. The directors agreed, by a vote of fifty to fifteen, that they would ratify a contract entered into with Mr. Bicknell to take charge of the campaign for raising the money, and that they would vote to allow bills incurred in the preliminary campaign to an amount not exceeding \$500.00. It was announced that a contract had been made with Mr. Bicknell, and that expenditures had been incurred under the same to the amount of \$442.92. On motion, the bills were allowed and ordered paid, and the action of the Trustees and Executive Committee concurred in.

Bills incurred by the Committee on High School Course in English prior to the Chicago meeting, amounting to \$153.05, were ordered paid and charged to the appropriation made at that time.

At Chicago, a Committee on Vocational Education and Vocational Guidance was authorized, as the result of a resolution presented at the annual meeting. This resolution also carried an appropriation of \$500.00, but the matter did not come before the directors, and, therefore, no bills had been paid. On motion, bills to the amount of \$157.93 were allowed.

A communication was presented from James A. Barr, chief of the Department of Education of the Panama-Pacific International Exposition, asking the Association to take charge of an International Congress of Education to be held in connection with the Exposition in 1915. On motion, the Board of Directors suggested that the annual meeting recommend to the incoming Board of Directors the advisability of taking such steps as may be necessary at this time to inaugurate and carry thru an International Congress of Education.

ANNUAL BUSINESS MEETING

About five hundred active members of the National Education Association gathered in Assembly Hall, Salt Lake City, at eleven o'clock, July 10, for the annual business meeting of the Association. President Edward T. Fairchild presided.

The reports of the various officers were presented and accepted.

Vice-President Pearse presented the report of the Executive Committee with regard to appropriations for investigations, which was as follows:

TO THE ACTIVE MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION:

As required by the By-Laws of this Association, your Executive Committee has considered carefully the requests which have been presented from various sources for appropriations desired for use in connection with the work of Committees of Investigation, appointed by the Association, by the National Council, or by the Departments.

After a full consideration of the probable resources and necessary expenditures for the coming year, it has been evident to your committee that it will be impossible to allow all the appropriations asked for, and with much regret the members of the committee have felt constrained to limit their recommendations to the following list:

For the use of

Committee on Articulation of High Schools and Colleges	\$1,350
Committee on Rural Schools	1,000
Committee on Teachers Salaries and Cost of Living ..	575
Committee on Uniform Nomenclature in English Grammar	1,400
Committee on College Entrance Requirements	40
Committee on Vocational Education and Vocational Guidance	2,000

Your committee in recommending these appropriations recognizes the fact that it will be necessary for the Association to make a special effort during the coming year to increase materially its active membership. The recommendations are made with the knowledge and in the faith that the teachers of the country can be depended upon to respond to such representations and appeal as will be made by the executive officers of the Association. Your committee recognizes also that the exigencies which may arise during the year may render it necessary for the Executive Committee to assume temporary responsibility in deciding which expenditures are most important in the work of these various committees, and which expenditures shall be first authorized, if in any case it shall be impracticable for all such expenditures to be authorized as requested.

Your committee recommends that the unexpended balances of all appropriations for the use of committees, made in former years, after paying such bills as may be now outstanding against such appropriations, be re-covered into the general fund of the Association, and thus made available for any necessary purposes during the coming year.

Mr. Pearse, in presenting the above report, made the following remarks:

Your committee recognizes that so far as the financial status of the Association is concerned we are at a period of change from one condition to what we trust will be another. In the

merry days gone by, the festive excursionists visited the convention of the National Association. It was the custom in those days for railroads to encourage travel among teachers by giving special rates for the members of the Association. These rates were taken advantage of freely by people who desired to make a trip into that region of the country where the convention was held, as well as by our members.

These people, under the regulations then existing, all contributed their two dollars to the treasury of the Association, and, as a result of this arrangement, a handsome and permanent fund has been built up in a few years. But the railways began to be restive under this arrangement, and for the last two or three years, they have been very chary of granting any special excursion rates. For example, at this meeting in Salt Lake City today we are only enjoying the regular summer tourist rate. The N.E.A. meeting here has no advantage whatever over any person who might buy a ticket any time between the first day of June and the thirtieth of September.

Further, at this time no person who comes here to be with his or her friend, who is a teacher, has any inducement except his or her general educational interest to pay two dollars as in the past. He can enjoy all of the privileges of his ticket without contributing to the membership of the Association.

For these reasons, the revenue of the Association has fallen off largely, and it has been necessary, or it seems to the Executive Committee necessary, to make recommendations for appropriations for the ensuing year in the light of these conditions.

To explain a little further how this thing works. In the years gone by, when members of the Association were merely associate members in large numbers, and did not care for the volume of Proceedings, when they were excursionists and friends of the teachers, the committee didn't need much of an appropriation for the printing of the volume of Proceedings. To give an illustration, at the Boston meeting, 35,000 members paid their membership fees, but only 18,000 volumes of the Proceedings were printed and called for, while last year in Chicago, 17,000 members paid their fees, less than one-half as many as at the Boston meeting. On the other hand, more than 13,000 of the members who enrolled asked for the volume of Proceedings.

This shows clearly that the membership has changed from a membership including a very large number of transients to a membership made up of teachers and those interested in the problems of education, who have asked and will continue to ask for the Proceedings.

Now these conditions are likely to be permanent. The executive officers and members of the Board of Directors are of the opinion that the way for us to do is to go on, confident in the future of this Association. There has been no misappropriation of its funds; there has been no foolish expenditure; there has been no expenditure for things that were not contributory to the work of the Association.

We believe, however, and I think you will share with the Executive Committee in that belief, that with a teaching body of 500,000 people in the United States, it is, to use the vernacular, on us, that we have only 7,000 or 8,000 active members of this Association. We believe that the way for us is to go forward, confident in the response that will be made to a proper appeal by the executive officers who will be chosen for the ensuing year.

In that faith, that these appeals and this showing of facts to the teachers of the country will result in an increased membership that will warrant the expenditures which have been recommended, your Executive Committee has thought proper to recommend these expenditures for these committees. We are sorry because we have been obliged to say no to appropriations

asked for worthy purposes, for committees made up of distinguished members of this Association, but we have felt it was imperative to choose between good things, and that the outlook for this year would not warrant the Executive Committee in recommending appropriations beyond those which have been named in this list.

Now the committee is ready to answer any questions or make any further explanations which may be desired. I will say with reference to one of these items—the matter of the Committee on Teachers Salaries and Cost of Living—that this amount of money remains of the appropriation formerly made. Consultation with the chairman of the committee gives to the Executive Committee the information that they believe their work can be completed, with the co-operation which they are now receiving from the United States Bureau of Education, for the amount suggested.

Charles H. Keyes, of New York, moved an amendment to the report by adding appropriations for two committees of the Council, which had been asked for by a unanimous vote of that body, and for which appropriations had not been suggested by the Executive Committee, namely:

Committee on Health Problems in Education. \$1,500.00
Committee on Tests and Standards of Efficiency in Schools and School Systems. 1,000.00

A lengthy discussion ensued with regard to the general policy of the Association toward appropriations for educational investigations, after which the report as amended by Mr. Keyes was adopted.

C. R. Rounds, of Wisconsin, secretary of the Committee on Uniform Nomenclature in English Grammar, presented the report from that committee. He was followed by W. G. Hale, of Illinois, chairman of the committee. This report had been printed in pamphlet form and distributed to the members in the early part of the week. It will appear in full in the Yearbook.

Following the presentation of this report, C. G. Pearce, of Wisconsin, moved the adoption of the following motion, which was carried.

Moved, That the report of the joint Committee on Grammatical Nomenclature be accepted; that the committee be continued and directed to complete the editing of the report for publication.

That the National Education Association hereby recommends that, as early as practicable, the nomenclature set forth in the report of the joint committee be employed in the schools of the United States.

The report of the Committee on Vocational Education and Vocational Guidance was presented by the chairman, R. J. Fuller, of Massachusetts. This report had been printed in pamphlet form for previous distribution, and after presentation was adopted.

Jacob A. Shawan, of Ohio, presented the report of the Committee on Nominations, which was unanimously adopted. The names of the officers thus elected appear on the first pages of the Bulletin.

The chairman of the Committee on By-Laws, T. H.

Harris, of Louisiana, not being present, the reports were presented by C. G. Pearse, of Wisconsin, and unanimously adopted as follows:

TO THE ACTIVE MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION:

Your committee appointed one year ago to consider the Articles of Incorporation and recommend any changes thought to be needed, after fully considering the matter, are of the opinion that, in view of important matters pending and to be discussed at the present annual meeting, it is inadvisable for them at this time to suggest specific changes in the Articles of Incorporation.

Your committee appointed one year ago to consider proposed changes in the By-Laws, beg to report as follows:

That proposed Section 2 of Article II (Page 51 of the Year-book), relating to nomination of trustee, member of Executive Committee, and Secretary of the Association, be not adopted,

That Article X, as adopted one year ago, be renumbered to be Article XI, and

That Article X of proposed amendments to the By-Laws be adopted when amended so as to read as follows:

ARTICLE X. APPROPRIATIONS

Section 1. Unless otherwise ordered by the active members at their annual business meeting, not less than 10 per cent of the gross income of the Association each year shall be set aside for such educational investigations and studies as may be ordered in accordance with Section 5 of Article III.

Your committee appointed one year ago to consider proposed changes in the By-Laws relating to time of meeting of the National Council, and time of meeting of all departments, has considered the matter carefully and desires to report as follows:

A majority of your committee is of the opinion that the proposed amendments should be adopted and that meetings of the National Council and of all departments, except the Department of Superintendence, should be held at the time of and in connection with the annual meeting of the Association.

A strong plea has been made, however, by a number of members of the Association whose opinions are entitled to respectful consideration that action upon these two proposed amendments to the By-Laws be deferred for one year, in order that further discussion may be had upon the same.

After listening to what has been presented by these members, your committee is willing to recommend that the committee having the matter under consideration be continued and granted an additional year in which to make final report and recommendation to the Association.

The report of the Committee on Resolutions was presented by its chairman, James H. Baker, of Colorado, who spoke as follows:

Mr. President, and members of this Association: Some months ago the President of this Association conceived the idea of varying the form of the resolutions by adding as a part of the resolutions brief papers upon present conditions and progressive movements connected with leading departments of our scheme of public education, and his views, as I understand it, were presented at an informal meeting called in Philadelphia, at the time of the meeting of the Department of Superintendence. After a lengthy discussion the plan was approved, and the administration of this year, in selecting the membership upon the committee, asked each member to present a written report or paper upon a suggested phase or vital question in our

national education. This work was done. The reports, with the exception of two that were delayed, were printed in pamphlet form, and were distributed in the early days of this annual meeting. The committee met at the appointed time, and together went over all of these special reports or papers, and decided that in some cases there should be some modification, particularly because there were some controverted points which not all of the committee could agree to, and which we believed might bring up some extended discussion if there were not some modification. Different views were expressed by members of the committee on those points, but I think you may be assured that such modifications have been made as will meet with the approval of all the members of the Association.

These resolutions have been reprinted in their final form as approved by the committee. They are in your hands, having been distributed this morning. Please make a distinction between the first form and this final form as presented at this meeting today.

That portion of the report which appears elsewhere in the Bulletin, under the heading, "Declaration of Principles," was, on motion, received and ordered printed.

The other resolutions which were adopted are as follows:

Whereas, The Panama-Pacific International Exposition will be held in San Francisco in 1915, and

Whereas, The central thought of the Exposition will be the progress of the world thru education, and

Whereas, It is desirable that the relation which education in the United States has borne to this general advance be clearly shown from a national standpoint, therefore

Be it Resolved, That the National Education Association favors a national education exhibit for the Exposition, to be assembled, if found practicable, and directed by the United States Bureau of Education.

Resolved, That the President of this Association appoint a committee of three whose duty it shall be to consider the suggestions made by President Fairchild in his presidential address, to make a careful study of the present organization of the National Education Association, and to recommend to the directors at their next annual meeting any plans that, in their judgment, will make for increased efficiency and greater usefulness of the Association.

Resolved, That a committee of five be appointed by the President of this Association, one a representative of city school superintendents, one a representative of state universities, one a representative of normal schools, one a representative of state superintendents of public instruction, and one a representative of agricultural colleges, to confer and advise on behalf of the National Education Association with any committee or commission which may be appointed by the Congress of the United States to frame legislation for federal aid to vocational education, or to consider plans for such action by the federal government.

Resolved, That we the members of the National Education Association in convention assembled do hereby express our grateful appreciation and most sincere thanks to the teachers and citizens of Salt Lake City and the State of Utah for the glad welcome extended to us, coming from every state in the Union; for the extensive and efficient work by the Committee of Arrangements, who have provided so generously for the official registration of members and for the educational exhibits, and in various ways have contributed so largely to the success of all meetings of the convention; and for the generous and valuable co-operation and assistance rendered by the press of the

city and state. We also desire to express special appreciation of the beautiful decorations of the city, of the remarkable musical entertainments, of the attractive excursions provided, and especially of the excellence of all halls for meetings, from the great Tabernacle, to the halls and rooms for the smallest societies and committees.

Resolved, That the thanks of the Association are hereby cordially and appreciatively extended to its honored President, Dr. Edward T. Fairchild, for his loyal devotion to the highest interests of the Association, as chief executive officer during the past year, which has resulted in the valuable programs and remarkably successful meetings of the general sessions and of all departments of this our Fifty-first Convention.

The proposed amendments to the By-Laws, notice of which had been given by D. B. Johnson, of South Carolina, and S. Y. Gillan, of Wisconsin, at Chicago, were read by the Secretary, and, on motion, referred to the Committee on By-Laws to report one year hence.

Thomas W. Bicknell, of Rhode Island, chairman of the Committee on Necrology, presented the report of that committee showing that thirty-four members had died during the year. He specially referred to Andrew S. Draper, Commissioner of Education for the State of New York, E. Oram Lyte, of Pennsylvania, a former President of the Association, and G. Compayre, of Paris, one of the corresponding members of the Association.

The petition presented at Chicago, by Margaret Haley, of Illinois, reading as follows, was on motion granted and the department authorized.

We, the undersigned classroom teachers, active members of the National Education Association, hereby make application to have a new department to be named the Classroom Teachers Department added to the list of departments of the National Education Association.

Notices were given with regard to proposed amendments to the By-Laws, and referred to the Committee on By-Laws for report one year hence. These will appear in full in the Yearbook.

The following communication from the Board of Directors was read by the Secretary, and, on motion of J. Y. Joyner, of North Carolina, the meeting unanimously recommended that such action be taken.

At a meeting of the Board of Directors, held July 7, a motion was unanimously carried that they recommend to the annual business meeting the propriety of authorizing the new Board of Directors to select the meeting-place for 1915 two years in advance, in view of the general desire on the part of the members to hold such meeting at the time and place of the Panama-Pacific Exposition. It was also recommended that an International Congress of Education be held under the auspices of the National Education Association in connection with such Panama-Pacific Exposition.

Following the usual notices, the annual business meeting adjourned at half-past one o'clock.

BOARD OF DIRECTORS' MEETING, 1913-14.

The meeting of the new Board of Directors, held in the Lion House, Saturday morning, July 12, at nine o'clock, was presided over by Vice-President Fairchild, President Swain having been called away by reason of severe illness in his family. Forty-one directors were present.

Directors Aley, MacDonald, and Joyner were appointed a committee for the purpose of nominating members of the National Council of Education.

James M. Greenwood, of Kansas City, Mo., was elected trustee for four years to succeed himself. George B. Cook, of Little Rock, Ark., was elected member of the Executive Committee for one year to succeed himself.

Director Aley reported nominations for the Council as follows:

M. E. Pearson, of Kansas City, Kans., to succeed E. O. Lyte, of Millersville, Pa., deceased, term to expire in 1917. S. D. Brooks, Norman, Okla.; H. B. Brown, Valparaiso, Ind.; G. B. Cook, Little Rock, Ark.; A. S. Downing, Albany, N. Y.; J. M. Green, Trenton, N. J.; A. J. Kinnaman, Bowling Green, Ky.; A. C. Nelson, Salt Lake City, Utah; B. K. Purdum, Hamilton, Md.; J. L. Snyder, Agricultural College, Mich.; and R. B. Tietrick, Harrisburg, Pa., were recommended as members with terms to expire in 1919.

On motion, the report of the committee was accepted and the persons named therein elected.

Director Joyner presented a resolution concerning the proposed International Congress of Education to be held in 1915, which, after some modifications following a discussion, was passed in the following form:

Whereas, An invitation was received at the Chicago meeting in 1912 to hold the Annual Convention of 1915 in connection with the Panama-Pacific Exposition, and

Whereas, This invitation is renewed and enlarged by an official communication from James A. Barr, Director of the Bureau of Congresses and Chief of the Department of Education of the Panama-Pacific Exposition, requesting this Association to assume the general direction of the proposed International Congress of Education in co-operation with the Exposition authorities, and

Whereas, This invitation was unanimously approved by the Board of Directors at their meeting on July 8, and by the active members at the annual meeting held July 10, and by both bodies referred to this Board with unanimous recommendation for favorable action,

Be It Resolved, That we do hereby recommend to the Executive Committee of this Association, subject to the usual conditions as to satisfactory railroad rates and local provisions for the meetings and business of the convention, that the annual convention for 1915 be held in the city of Oakland, Cal., with the view of accepting the invitation just presented that the International Congress of Education shall be held under the auspices and general direction of the National Education Association, and be it further

Resolved, That a Commission be appointed at this time to take the general charge and direction of organizing said Congress in co-operation with the Bureau of Congresses of the Panama-Pacific Exposition, said Commission to consist of the following:

The President and all living ex-Presidents of this Association; the past and present United States Commissioners of Education; the Executive Committee of this Association ex officio; together with ten other active members to be appointed by the President-elect of this Association, of which Commission the honorable United States Commissioner of Education shall be ex officio Chairman, and the general Secretary of this Association shall be ex officio Secretary,

Provided, however, that the cost of the International Congress of Education shall be borne by the Exposition Company, and that the cost of publishing the Proceedings of the said Congress, held under the auspices of the National Education Association, shall be borne by the Exposition Company.

Every director who spoke upon the question favored holding the 1915 meeting in the neighborhood of the Panama-Pacific Exposition, but questioned whether anything more than a recommendation could be passed at this time. They recognized the importance, if an International Congress was to be held, of getting the machinery in motion as soon as possible, and it was felt that this should and could be done.

The directors fixed the office of the Secretary at Ann Arbor, Mich., for the ensuing three years, and authorized a lease to be entered into for that length of time.

Invitations for the 1914 meeting were received from Asbury Park, Atlantic City, Baltimore, New York City, St. Louis, and St. Paul. After the presentations had been made on behalf of the several cities, the Board of Directors referred the selection of the place of meeting to the Executive Committee with power to act, after having taken a vote of preference, the same resulting in favor of St. Paul.

Director Pearse presented the following recommendations on the subject of appropriations:

Resolved, That the Executive Committee be and hereby is empowered to authorize and approve bills for the several committees of investigation, etc., as follows:

Committee on Teachers Salaries and Cost of Living\$	575.00
(and so much in addition thereto as may be necessary to enable the committee to complete and present its report, not to exceed \$2,500.00 in all.)	
Committee on Articulation of High Schools and Colleges	1,350.00
Committee on Rural Schools	1,000.00
Committee on Uniform Nomenclature in English Grammar	1,400.00
Committee on College Entrance Requirements	40.00
Committee on Vocational Education and Vocational Guidance	2,000.00
Committee on Health Problems in Education	1,500.00
Committee on Tests and Standards of Efficiency in Schools and School Systems	1,000.00
(Committee of six authorized at San Francisco in 1911.)	

Resolved, That the Executive Committee is authorized to apportion the funds indicated above except in the case of the committee first named; also to assume such responsibility as may be requisite in determining which expenditures are most important and which shall be first authorized, if it shall in any case prove to be impracticable for all expenditures authorized to be made as requested.

Resolved, That the committees of investigation named above be required to consult with the Executive Committee and secure the approval thereof before contracting obligations or making expenditures.

The above resolutions were unanimously adopted.

Director Greenwood moved that the Executive Committee be authorized and empowered to make such arrangements with the Commissioner of Education for the publication of special reports as may be mutually satisfactory to both contracting parties.

This motion was carried.

Clarence D. Kingsley, chairman of the Committee on Articulation of High Schools and Colleges, asked that the name of this committee be changed to the Committee on the Reorganization of Secondary Education, in accordance with a vote passed by the Department of Secondary Education. On motion, the request was granted.

The following resolutions presented by Director Pearse were adopted:

Resolved, That the Executive Committee be instructed to discontinue the separate publication of the Proceedings of the Department of Superintendence; all Proceedings of the separate departments to be issued together in the regular volume. Also to discontinue the duplication of material which has in the past appeared both in the Proceedings and in the Yearbook.

Resolved, That the Executive Committee be and hereby is authorized and requested to seek from the Congress of the United States legislation which will make it possible for all publications of the National Education Association to be sent thru the mails free of cost.

DEPARTMENT OF SUPERINTENDENCE

The meeting of the Department of Superintendence will be held at Richmond, Va., the week of February 23-8, 1914.

Negotiations are being conducted with railroad associations for the purpose of securing as low rates as possible. Our experience at Philadelphia last winter, when only about five hundred of the members asked for certificates, altho twenty-five hundred were present, raises the question as to whether it will be safe to accept any railroad concessions based on the certificate plan. At that meeting, many of our members took the certificates, altho they could have travelled for less money by mileage, but the majority were careless in the matter and the requisite number of certificates was not secured. For this reason, no reduction on the return trip was allowed.

OPTIMISM VERSUS PESSIMISM

Every organization succeeds or fails in proportion to the collective activity of its individual members. Many persons pass opinions as to probable outcomes without having studied the conditions leading to present situations.

The object of the National Education Association is declared in the Act of Incorporation to be "To elevate the character and advance the interests of the profession of teaching, and to promote the cause of education in the United States."

The necessity for such an Association is greater in the United States than in any other country, since our general government does not control educational methods and policies, as in other countries, but leaves this to the various states and to the local boards of education, elected by the people, without any other control or direction than that which is exercised by the superintendents of education in the respective states, whose supervision is advisory rather than authoritative. Hence the need of some general organization thru which the voluntary initiative of the teachers, and the citizens especially interested in education, may find expression.

This is the field of work of the National Education Association and its conventions are the occasions on which teachers and citizens meet to confer on educational policies. By thus annually discussing the principles and practices of education in these great conventions and in turn submitting them to the test of practice in the school room, there has been secured a harmonious combination of educational skill with scientific progress and parental interest for the improvement of educational ideals and methods,

which has placed the educational system of the United States far in the lead of the government-directed educational systems of other countries.

The Association was originally organized as the National Teachers' Association in 1857, the first purpose being to provide for conventions of teachers seeking self-improvement. It soon became apparent that it was better for the teachers of the country to secure the co-operation of the citizens, who control and direct educational policies thru the several boards of education. Therefore in 1870 the Association was re-organized at Cleveland, as the National Educational Association, since which time its policy has been to gather in annual conventions all citizens interested in education as well as the teachers of all classes and grades of schools. In 1907, at the Los Angeles meeting, the fiftieth anniversary of its organization, the Association adopted a new charter as per Act of Congress approved June 30, 1906. Under this act the Association received a national charter as the National Education Association.

The work of the Association has been carried on largely thru the annual conventions, of which fifty-one have been held in various cities of the United States. The proceedings of these conventions, which have been printed and widely distributed to members and others, constitute a library of fifty-one volumes of the most valuable educational literature published in any language.

In the early history of the Association, all members attending the convention met in one body and discussed all questions in common. Since 1870, departments representing various divisions of educational work have been formed, until now the Association has nineteen different departments. Since 1874, the Department of Superintendence has held its meeting in the midwinter season. Each department has its own officers, its own series of meetings at the general convention and its own program of topics for discussion; all co-operating under the general direction of the President and Executive Committee of the Association. The purpose of the general sessions of the Association is to review the whole field of education, to discuss questions of a nature more general than those appropriate to department programs; while the departments provide opportunity for the presentation and discussion of papers on specific and technical subjects related to the various divisions of educational work.

In addition to the work of the annual conventions, the Association during the past twenty years has undertaken a new and important field of work in appointing and financing committees, who have made original investigations of educational problems. Their

reports have been published, either as part of the volume of Proceedings or in separate pamphlets, distributed to members, and sold to others who ordered them. Some of these reports are as follows:

- Report of Committee of Ten on Secondary Schools, issued in 1893
- Report of Committee of Fifteen on Elementary Schools, issued in 1895
- Report of Committee of Twelve on Rural Schools, issued in 1897
- Report of Committee on College Entrance Requirements, issued in 1899
- Report of Committee on Normal Schools, issued in 1899
- Report of Committee on Public Libraries and Public Schools, issued in 1899
- Report of Committee on Salaries, Tenure and Pensions of Teachers, issued in 1905
- Report of Committee on Taxation as Related to Public Education, issued in 1905
- Report of Committee on Industrial Education in Schools for Rural Communities, issued in 1905 and 1908
- Report of Committee on Instruction in Library Administration in Normal Schools, issued in 1906
- Report of Committee of Seventeen on Preparation of High School Teachers, issued in 1907
- Report of Committee on Provisions for Exceptional Children in Public Schools, issued in 1908 and 1909
- Report of Committee on Place of Industries in Public Education, issued in 1910
- Report of Committee on a System of Teaching Morals in the Public Schools, issued in 1911
- Report of Committee on Courses of Study in Agriculture, issued in 1911 and 1912
- Report of Committee on High School Libraries, issued in 1912
- Report of Committee on High School Preparation of Students for Normal Schools, issued in 1912
- Report of Committee on Normal School Libraries, issued in 1912
- Report of Committee on Conservation of Vision, issued in 1912
- Report of Committee on Geometry Syllabus in Secondary Schools, issued in 1912
- Report of Committee on Uniform Statistics and Reports, issued in 1912
- Report of Committee on Teachers Salaries and Cost of Living, issued in 1913
- Report of Committee on Uniform Nomenclature in English Grammar, issued in 1913

The Association has already spent about six thousand dollars for investigations by the Committee on Teachers Salaries and Cost of Living, and for printing the preliminary report. The committee expects to complete its work next year. At the present time the following committees are at work upon lines of investigation indicated by their several names, and in addition to these there are at least a dozen departmental committees working upon reports for their special departments.

- Committee on the Culture Element and Economy of Time in Education
- Committee on Cosmopolitan High School Curriculum
- Committee on Reorganization of Secondary Education
- Committee on Rural Schools
- Committee on Health Problems in Education
- Committee on Tests and Standards of Efficiency in Schools and School Systems
- Committee on Economy of Time in Elementary Education
- Committee on High School Course in English
- Committee on Vocational Education and Vocational Guidance

What, you ask, if you have read thus far, has the above to do with the heading under which it appears? Simply this. You may have heard some person affirm that the N. E. A. was not as strong as formerly; that it had been weakened by internal dissensions and loss of outside tourist patronage. What are the facts? The Association never had as many active members as at present. It has never carried on as many lines of investigation at any one time as now. It has never had more important committees at work than today. The necessity for investigations carried on by representatives of the teaching profession, chosen by the teachers themselves, was never greater. The government, thru the Bureau of Education, is conducting extremely valuable investigations; privately endowed foundations are conducting extremely valuable investigations; and over and against them both should be placed the investigations made under the direction of persons who are at the present time connected with the everyday work of the school and the schoolroom. These investigations, directed and carried on by persons representing different viewpoints, will furnish educational data, the use of which will make for the improvement of the American School System.

The Association does need the united support of all those who believe that teaching is a profession, but to no greater degree than the individual teachers

need the influence which can be exercised in behalf of the schools, with which the profession must deal, by a strong working organization. One new active member secured by every present active member would place the Association in the best financial condition of its history. Is it too much to ask? Is it worth the effort? We believe you will answer the last question in the affirmative. Send the names and addresses of teachers whom you think should join, and then extend them a personal invitation. The N.E.A. is just entering upon the most useful period of its existence.

DO IT NOW.

DECLARATION OF PRINCIPLES

It has seemed fitting at this, the Fifty-first Annual Convention of the National Education Association, which marks the opening of the second half-century of its work in behalf of national educational interests, that a series of Declarations, or Pronouncements, be made by this Association, setting forth the present conception of certain leading phases of national education.

It is hoped that these declarations may serve as an accepted guide by not only the members of this Association, but by all teachers in the United States.

FOREWORD—THE PROBLEM STATED

Martin G. Brumbaugh

In formulating a statement of the meaning of education in the United States, it is essential to determine first of all the scope of our national educational activities, and, in the second place, to define somewhat in detail the agencies thru which we aim to achieve the ends visioned in our educational endeavor.

An examination into the scope of American educational activities discloses a complex situation. We have no central authoritative bureau whose pronouncements are binding upon educational agencies throughout the country. Each state is authorized by law to establish and maintain its own educational activities. Legally therefore there are as many answers to the question of the scope of our educational endeavor as there are legislative pronouncements in the several states. Moreover, each state by legislative enactment delegates large elements of directive power to local educational agencies. This tends further to lessen uniformity and to hinder satisfactory analysis.

However, this confusion in procedure is, as a matter of fact, more apparent than real; for it must be kept in mind that our population is homogeneous and expresses itself in legislation more uniformly than one might suppose. There is, nevertheless, the absence of a central authoritative pronouncement and corresponding freedom of procedure on the part of the several states in matters affecting public-school legislation.

The National Bureau of Education, altho its functions are in a large way advisory and their acceptance voluntary, has had nation-wide influence in defining the trend of public education and is rapidly approaching an activity that gives hope in the near future of the realization of some central guidance which will be of value in all legislative procedure, and, thru that, in the molding of public sentiment toward a harmonious educational endeavor. For the present, it is safe to assume that the scope of our educational endeavor is best expressed in terms of the accredited agencies in our educational system.

In attempting to define the end of educational endeavor in the republic, it is well to keep in mind the fact that in part the aim of the school is to prepare the individual for the widest possible participation in governmental functions. The interest of the state in education is primarily that of guaranteeing to itself, and, therefore, to its own perpetuity, an enlightened citizenry. It seeks to achieve this result by imparting to each pupil as effectively as possible the common elements of an approved education. These elements expressed in the formal elements of the curriculum, are the tools of democracy. The keynote here is education for co-operation, to the end that the entire population may be able to think together and thus to plan to live together under civil order.

In another sense, the aim of our educational endeavor is to fit each individual for the widest participation in the legitimate activities of organized society. To accomplish this, it seeks to discipline the mind so as to make it readily capable of a rational approach to the real problems of life. It also aims in this connection to inform the mind upon such substantial and fundamental matters as underlie all economic procedure. The keynote here is education for orderly co-operation, to the end that the individual may make a maximum contribution to the common good.

The school aims also to conserve the physical well-being of the individual: by securing proper physical environment during the school years; by systematic training in wholesome physical disciplines; and by imparting such a fund of practical knowledge relating to hygiene as to guarantee the continuance of this care by the individual as a self-regulated, informed unit of society. Knowledge must not be bought at the price of health. The keynote here is education for the conservation of the health and, hence, of the physical vigor of the race.

Finally, it aims, by its organization and administration, and by formal instruction, to insure such habits of reaction on the moral side as to establish the conduct of the individual both as a citizen and as an economic unit above criticism. This moral phase of our education seeks to secure from each pupil courtesy, which is the virtue of the social life; and dependableness, which is the virtue of the ethical life. It also endeavors, and to be typical must succeed, in establishing in each pupil the crowning good of a humble spirit, which is the virtue of religion. The keynote here is a reverent regard for the rights of others and a wise orienting of the individual for right living.

It may, therefore, be claimed that the education provided by the republic aims to establish a stable, enlightened citizenry capable of performing satisfactorily the social, vocational, and moral obligations incumbent upon each citizen.

THE NATIONAL BUREAU OF EDUCATION

Philander Priestly Claxton

The Constitution of the United States makes no mention of education. Our federal government maintains no general system of public schools. There is as yet no national college or university. The creation, maintenance and control of schools and school systems are left to the several states. Education has remained a function of the state and not of the nation.

Yet the nation as a whole is no less interested in education than the states. Citizens of the several states are also citizens of the United States. The duties and responsibilities of national citizenship are no less important or difficult than the duties and responsibilities of state citizenship. The welfare of state and nation alike depends upon the intelligence and virtue of their citizens.

For this reason the federal government has from the beginning encouraged education in the several states and provided for schools and other means of education in its territories and possessions. For the support of education in schools of all grades it has appropriated nearly one hundred millions of acres of public lands and many millions of dollars of federal funds.

In the early history of the country the conceptions of education were simple and its problems appeared easy of solution. For the masses of the people only a meagre beginning in the three R's was attempted. For a few there was added a minimum of geography, history and elementary science. A smaller number still gained some knowledge of the classics and higher mathematics. Little provision was made for commercial, professional or technical education. There was no state, county or city supervision of schools. Each school was a separate and unrelated organism. There were no normal schools for the education and training of teachers and education as a course in college or university was unknown. No professional preparation of teachers was required or expected; nor were there any recognized standards of academic education. There were no national or state education associations, and few local organizations of teachers. As a result of these conditions the percentage of illiteracy in all parts of the country was large and the standards of schools and colleges were low and uncertain.

In the second and third quarters of the last century these conditions began to change. Systems of public schools were organized with state, county and city supervision. Normal schools for the professional education and training of teachers were established. Schools were graded and classified, and attempts at standardization and correlation were begun. Teachers and school officers, until then content for the most part with their own meagre experience, began to feel the need of some knowledge of the work of other teachers and school officers in their own and other states and countries.

State departments of education could give some help in the sphere of elementary and secondary education, their ability to do so varying widely from state to state. The associations were valuable chiefly in creating sentiment, stimulating ideals and pointing out defects and needs. There was no general agency on which all alike might depend for accurate information in

regard to education in this and other countries and for comprehensive investigations into the vital problems of administration and of education in schools of all classes, and for a clear presentation of the organization, methods and results of education by agencies of all kinds.

Out of the feeling for the need for such a central agency grew the demand for a National Education Office, which was created by Act of Congress in 1867.

Over the schools of the states the Bureau of Education has no executive authority. The autonomy of the states in regard to education is no way affected by it, nor can be. It is a servant and not a master. Its only authority is to serve. It was created and exists in response to the right which the people of the United States have to demand of the federal government such service as is requisite for the general welfare but can be rendered not at all, not so well, or only at much greater cost by the state governments:

The functions of the Bureau of Education are:

1. To serve as a clearing house of information in regard to education in the several states of the Union and in all the countries of the world.
2. To make careful and thoro studies of schools, school systems and other agencies of education, of their organization and management, of methods of teaching and of such problems of education as may from time to time assume special importance, and to give to the people the result of these studies and also the results of similar investigations made by other agencies.
3. To give, upon request, expert opinion and advice to state county and city officials and to respond to appeals from individuals and organizations for advice or suggestions for the promotion of education in any part of the country.
4. To serve as a common ground of meeting and a point of correlation for all educational agencies of whatever grade, both public and private thruout the country.
5. To serve as a point of contact in education between the United States and other countries.
6. To co-operate with any and all persons, organizations and agencies in working out the higher and better ideals of education, holding them before the people for their inspiration and formulating practical plans for their attainment.

Immediate demands on the Bureau of Education are for:

1. Help in working out the difficult problems of the rural school in its support, management and adaptation.
2. Help in formulating standards of city school administration on the side both of education and business management.
3. Help in readjusting the work of the high school to the lower school, to college and to life.

4. Help in working out a more effective correlation between the units of the systems of higher education in the several states:
5. Leadership in devising plans for a better adjustment of the education of the schools to the practical needs of life without losing its culture value.
6. A series of comprehensive studies in the education of exceptional children.
7. Direction in school sanitation and hygiene, and in the health education of children.
8. The initiation of a comprehensive and effective system of home education.
9. Help in bringing teachers, officials and people to a comprehension of the fact that education is one thing and not many, whether for the service of the individual, of society, or of the state.

The most pressing needs for the Bureau of Education are for:

- (1) Groups of able men and women, experts in their several departments, to work with freedom, patiently and persistently, at their several problems.
- (2) Money for printing, traveling expenses and for making such exhibits as may be necessary to bring the results of their investigations to all the people in the most effective way.

THE STATE IN EDUCATION

Payson Smith

The state is the largest educational unit. It must bear the ultimate responsibility for the right education of all its children. This responsibility does not end with those institutions that are maintained at public cost. It extends to all institutions and organizations that have to do with the education of the people. None may exist without the authority of the state and to the state each must be held responsible for the efficient discharge of the function it assumes.

The state department of education is the agency which represents the state in its organized control and direction of education. It is not an autocratic bureau whence proceeds authority, it is the means by which the state interprets in action the educational purposes and policies of its people.

The state department of education, whatever its form of organization, has three distinct tasks to discharge.

First, it must be held responsible for investigating all educational activities and their results. It should be the depository of information regarding all the institutions and organizations that undertake any phase of the people's education.

Second, the state department of education must report in terms intelligible to the people the result of its investigation. Educational progress depends in American schools upon the

support and co-operation of the people. These are impossible without the constant and repeated enlightenment of the people with respect to every important movement undertaken. But the function of the state department as a disseminator of educational information does not end either with the formal or with the more popular reporting of the activities within the state's own bounds. It should extend to the spreading among the people as widely as possible the undertakings and results of education elsewhere, and particularly should it engage in a work of propaganda regarding those outside activities that seem most desirable and possible of adaptation to the state's present condition and needs.

Third, the state department of education must be charged, in a measure, with fixing the standards that will control the broader phases of the state's educational policy. In discharging this function the state department is fundamentally an interpretive agency trying to express in its concrete rules, regulations and definitions, the consensus of educational sentiment and opinion of the state. Its task is to keep as near as possible to the highest level of public thinking at the same time that it keeps within its consideration all the factors to which any educational policy must go back for a part of its final judgment.

The state, in creating a department of education and endowing it with the authority to direct certain large steps of procedure, does not contemplate the destruction of local autonomy or even unnecessary limitation. The largest liberty consistent with the people's accepted standards will conserve, not reduce, educational efficiency. As the freedom of the individual teacher must be protected so must the town, city, or county be as little hampered as possible in working out the solution of its own problems.

Hence the state department of education must be:

1. The state's supreme agency for the expression of the state's educational ideas and plans.
2. The one bureau responsible for the adequate investigation for the people of all phases of their educational undertakings.
3. The source of reliable information of all matters both within and without the state that may affect the educational welfare of the people of the state it represents.
4. A leader in promoting legislative acts on these points of the state's educational procedure which the people have been prepared to sustain.
5. An organizer of standards with respect to courses of study, qualifications of teachers, construction and equipment of school buildings and all other general features of educational administration, leaving to the local educational agency the largest possible freedom within its own field.
6. A harmonizer of all the institutions and agencies of the state into a co-operative body for the advancement of all the educational interests of the state and its citizens.

THE UNIVERSITY AND COLLEGE

James H. Baker

The character of universities has always been largely determined by the dominant thought and interests of the people in a given period of history. Within a few years in this country there have been vital changes in the ideals of higher education, due to the attempt, more or less conscious, to adapt educational aims to civic needs. In discarding many former traditions a period of reconstruction has followed; but already there is a clear vision of future lines of development.

Any analysis of the problems of the modern university must include the following: the adaptation of the College of Liberal Arts—whether separate or a school of the university—to the needs of society as a whole; the adequacy of the university organization in preparing for specialized activities; the broader humanism demanded of higher education; a general view of the relation of higher education to democracy; some special questions.

The one fixed curriculum of the early New England college in its day served a useful purpose. Today we must meet the demand for specialized knowledge; the claims of new thought and interests; the new problems of government and society. Colleges are now organized, especially in the last two years of the course, with a broad vocational aim. Subjects are presented in groups leading toward the professions, teaching, business, applied science, or special fields of culture. Emphasis is given modern subjects and the application of principles to real life and present-day problems.

The first function of the college, so far as it represents general education and not preparation for graduate or special schools, is to make the enlightened citizen. Society needs the college man in its business as society, and as never before—the man who is acquainted with history, the political and economic and social sciences, the physical sciences, the sentiments and ideas embodied in literature, who has perspective and can interpret the present by the past and by the understanding and logic of organized knowledge. He is needed as the representative of clear thought on the questions of the day, as the advocate of an independent press, of wisdom in legislation and efficiency in administration. In short the scholar is needed to preserve the real treasure of the past, to extend knowledge, and to analyze the problems of our civilization.

Today the entire university adapts itself to the demands of society. Special schools within the university are provided for law, medicine, engineering, agriculture. Within the Arts College is found such forms of organization as the College of Commerce and the College of Education. The highest opportunity for formal scholarship and intensive preparation for vocations is offered by the Graduate School. Moreover, in many states, state-supported institutions extend the work of the departments to cover a large outside field. A careful study of results in one state shows that the university's influence materially aids farming, engineering, teaching, municipal government, and legisla-

tion; that it improves the character of the press and the tone of society; develops intelligent interest in sociological problems, and creates greater variety in life and a better philosophy.

The old ideal of the university, in effect, was often exclusive. The new ideal leads to efficiency and service—a broader humanism. Learning is not alone for the congenial few. The social aim is emphasized. The university is supposed to represent the highest interests and aspirations of the people. The teacher, while no less the scholar, is more related to life; the student is stimulated by a large purpose of usefulness; the graduate should be "fruitful and friendly to all mankind." The university becomes more or less responsible for advocating clear thought, right legislation, good government, justice to all classes, state pride in every good cause, a philosophy of hope and courage. There is no more significant fact in the history of civilization than the new spirit of the scholar—emerging from the cloister, coming forth into the light, among men.

Our great problem today is to bring together higher education and democracy—the union of the science and power of the schools with the popular will. The scholar must recognize the larger function of science and a wider altruism. The people must have faith in the work of higher education as representing the best interests of society, in the graduates as the instruments of a better civilization. There can be no completely successful democracy without the learning and vision of the scholar combined with the right impulses of the people.

In this period of rapid changes and new interests, we must not forget that profound science, foundation principles, research, a large philosophy of life—the scholar and thinker—are the great need of the American people; that humanity is more than prosperity; the relation of man to men more important than man's relation to nature.

We must refer to the investigation, now being conducted as a national question, on Economy of Time in the period of general education. This aims to prove that the period can be reduced two years without loss in knowledge or power, and the college degree can be reached at about the age of twenty; that the university—namely the graduate and professional schools—should then be built upon the complete college course.

The question of a National University is not a dead issue. As conceived today, such an institution would represent profound scientific research in every field, the study of every vital problem of government and society, a hopeful idealism. It would represent, as politics cannot, the power of efficiency and the spirit of service in government. It would become the most effective instrument of a higher scientific and civic standard.

THE NORMAL SCHOOL.

J. G. Crabbe

The American normal school has created, stimulated, idealized, and in this generation brought ideals to the knowledge of the people. The normal school stands for democracy in education and is unalterably opposed to the centralization of educational power.

Its professional spirit is a spirit of consecration.

The normal school has been established in all lands where there exists a system of state-supported schools. It is a vital part of the public-school system because well-trained teachers are a prime requisite for efficient schools.

Teaching is an art, based upon a body of professional knowledge—knowledge of the purpose of the school and of the laws of development of the child. It is the business of the normal school to organize this knowledge and develop this art.

The public schools were very elementary in character in the early days of the normal school. Today they are no longer elementary; special forms have developed, courses have broadened and new researches in science, new demands for vocational training, and new problems in the rural community and in society have found lodgment in the public schools. There is need for the departmental teacher and the special teacher, while school supervision and administration have become a profession. Principals and superintendents should be trained in a professional atmosphere where the same ideals are set up, the same principles and methods taught, as are taught to the teachers who are to work under their leadership. The normal school should regard these problems of public-school education as distinctly its own and attack them with the enthusiasm and energy inspired by a great mission.

The twentieth-century normal school is dedicated to higher education, with the special function of supplying teachers for the rural schools, the elementary schools, and the high schools.*

Its entrance requirements as to scholarship will be practically the same requirements that are now demanded by the colleges—graduation from a four-year high school.

It will extend its courses of instruction and practice, as conditions may demand, to four-year courses,* thus giving it as high a standing in the way of discipline and scholarship as the college now possesses.

It will widely extend the field of professional experimentation and investigation.

It will try out its graduates as to their ability to teach and manage schools by such a period of practice-teaching as will settle the case beyond peradventure.

It will plan effectively to train teachers for rural schools, to stimulate and foster every educative agency toward the development of rural community life, and to elevate the professional position of the rural teacher.

It will set up definite ends of education that will relate

*James H. Baker, a member of the Committee on Resolutions, called attention to the opposite view of the universities, colleges and high schools, and to the fact that this statement raises the question of the place for the preparation of high school teachers, involving costly duplication by normal schools of the colleges of liberal arts—whether separate institutions or departments of universities—the function of university departments of education, economy, scholarship standards of secondary teachers.

themselves to the life of the people in all departments of human interest and will thus become a great social energy. As the public school is going to become, next to the family, the most potent social agent, so the normal school is going to fit teachers to perform this educative function.

For a half-century the leaders among normal schools in this country have been devoted enthusiasts and of boundless ideas; they had the greatest faith in education and the intensest love for teaching; they were superior teachers possessing remarkable skill in the conduct of instruction and inspiration. We reaffirm our faith in the devotion, the patriotism, the consecration of these men and women who have made possible the achievements of the American normal school.

But the twentieth-century normal school will develop such a spirit of enthusiasm and devotion in its pupils as will do for the schools of the country at large what is now done in a limited number of centers.

THE CITY SCHOOL SYSTEM IN AMERICAN EDUCATION

Carroll Gardner Pearse

The problem.—The American city school system serves a cosmopolitan population living under the new and complex conditions which press upon the dwellers in modern cities. Education is to train for life, and a public educational system is to train the young people of the community to be intelligent, effective individuals, and to be good and useful citizens, having economic value and able to help wisely in the decisions of public questions.

The city school has for its problem:

To give the youth of the community that knowledge of the elemental arts of reading, writing, and computation, which all need; to put them in possession of the general knowledge which is the inheritance of civilized men, makes its possessors able to understand measurably well the conditions under which men live upon and enjoy the earth, and renders them able to mingle, understand each other's speech, and judge the content, the standards, and the intent of each other's minds.

To give to youth ideals of life and of the things worth while for the citizen to strive for and sacrifice for. This involves knowledge of the individual's duty to his family and his neighbors, to the city into which he and his neighbors are organized for protection and the promotion of the general welfare, to the larger governmental unit into which local communities organize themselves and which they call a state.

To fix in the heart of the youth the history and traditions of our people and of the local and general governments which they have built up for themselves; to make each one, using his general knowledge as a background, able to act intelligently, whether at the ballot box, addressing his fellow-citizens, or in official position.

To make each citizen a valuable economic unit, trained to do the best he is capable of in some useful trade or profession. To do this, the city school system must first help the youth and his parents to get such information about him and about various employments, as will make them best able to decide into what employment the youth should go; second, to see that either in the schools or elsewhere the young man or woman can be trained for this work.

The instrumentalities.—To do this work the system must have teachers for the schoolrooms where the pupils are brought into the presence of the educator. The conditions in city schools are difficult, both on account of the number of pupils given to each teacher, and on account of the home, social, and industrial conditions usual in cities; for these reasons it is important that in city schools the teachers should be thoroly trained and of good personality.

Classrooms must be well equipped. Young people who live in the open, near field, forest, shore, mountain, have much to stimulate thought; but city youth, shut off from wholesome familiarity with natural things, must have illustrative material, which shall interest and entertain, lead to useful employment of hands and wholesome physical exercise. Full equipment of wall blackboards and charts, interesting objects from nature or industry, laboratories, workshops, gymnasiums—these are not the luxuries or incidentals, but the necessities of city schools.

When all pupils led outdoor lives, had vigorous exercise at work and play, youth brought to school stronger muscles, bigger frames, more vigorous hearts, breathing and digestive organs, steadier nervous systems, than city youth today. Then less essential it is now vital that classrooms have the best arrangement for floor and air space, heating and lighting, air renewal, the best-modeled school desks; in buildings the best sanitary conveniences.

In the country dooryard, on the village green, children can play; cities cover all their land with houses and pavements. The city school must surround itself with play space, so that its children may be enticed to active games and muscle-building play—and sports not only build bodies, but train to self-government and the habit of fair play.

The organization.—Rural communities, in town or school district meeting, rule their schools and choose school boards. City schools are best organized where the city school district is an independent corporate unit whose people by free vote select the school board which rules the schools; those city schools are worst ruled where school affairs are entangled with the affairs and the politics of the city government; where school board members owe their first allegiance to the political power which appoints them, not to the schools.

The school board must control its funds and decide what funds the schools require; no schools can thrive where the power of the purse resides in a city council or other outside body, which can grant or refuse to allow the school board's estimate of the funds required for the schools, or can otherwise meddle in school management.

A city school board must not be too large; it becomes a little legislature; nothing can be considered or settled on its merits. It must not be too small: it will fall under the spell of a single strong spirit. From seven in the small city to eleven in a large, marks the range. The board needs at hand its attorney, as counselor or legal adviser; its auditor who keeps its accounts, prevents improper payments, and keeps the members advised as to the status of school funds.

The work of education is administered thru the chief educational executive, the superintendent of schools, and the assistants and supervisors who are necessary to assist him; within the broad lines laid down by the board he must organize and administer the educational work of the system. It is his duty to initiate new departures and present them to the board for sanction; to execute the plans when approved; to nominate assistants in the educational work; to see that their time is fully employed, and their energies directed toward proper ends.

The material side of the school system is best handled by its business manager. Thru this officer and his assistants, under general directions of the board, purchases are made, buildings erected, and they and the grounds about them improved and kept in repair. That important element of school management, the janitor service, is in his province. He not only purchases, but distributes supplies for schools.

The school board deals best with these its two executive officials thru two great committees which together comprise all the membership of the board. The superintendent of schools consults with the school management committee; its minor instructions come from them, the work and business of the department, after being digested by the committee, goes up to the board for approval; in the same way the buildings and property committee deals with the material affairs of the system, consulting with and advising the business manager, and passing up to the board matters which require the action of the full body.

The teaching work of the system is done by the principals and teachers, the former as the executive head in each school, bearing responsibility for its general management and success, the attentiveness of teachers to work and in following directions, the effectiveness of the janitor service, the good behavior and regular attendance of the pupils, the general comfort of all. The teacher, the ultimate agent of the system in the actual work of education, deals with the pupil; only when there is a good, loyal, zealous teacher in each room can any school system be really good. Both principals and teachers receive suggestion and counsel from the superintendent, from his assistants, and from the supervisors of special subjects who visit the schools as required and, in their offices, consult principals and teachers who call.

The administration.—Successful administration of a city school system rests first with the school board. If its members understand good methods and follow them, if they fix the responsibilities of their executive officers, and give them power to carry out the tasks set; if they keep to the determination of

general policies and beyond that are sympathetic advisers and helpers of the executive officers; then the schools prosper. But if the members are seeking for favors for themselves or their friends; if they mix politics in their board work; if they interfere with the work or the professional recommendations of the executive officers, and "jog their elbows" whenever the officials try to carry out an important piece of work; then only inefficiency and disaster can result.

Administration depends upon the executive officers. If given a free hand, within proper limits, they are well advised as to measures and methods, able to make wise selection of assistants and organize well the forces under their charge; if they have courage to say "yes" and insist upon it when necessary; if they can say "no" and stick to that with equal firmness; if they keep in touch with their committees in all matters demanding consultation, then the administration will be successful and strong.

Successful administration depends upon the public and the press. If the press has an interest to report the facts without "color," and does not hesitate to praise or to blame, as required, then are the citizens greatly aided in forming a just estimate of the schools and their administration. If the people inform themselves as to what is being done or attempted, either thru the press, by visiting the schools, or by consulting with the school officials, then the schools are likely to have the sympathetic support, financial and moral, of the people who pay for them. But if the press carps, or misrepresents; if influential citizens, either aspiring to public notice or adverse to reasonable expenditure, attack the schools without due information; if politicians attempt to climb to favor and to office by pulling down the schools; then is administration difficult and success more than doubtful.

SECONDARY EDUCATION

Charles Hughes Johnston

For the first time in our educational life as a nation we have consciously and in earnest set about the work of educating all our adolescents, male and female. For the first time we are calling with one voice for scientific and attested principles upon which to base our high-school administration. For the first time we are really seeing, not acknowledging, the socializing work to be done by the high school. Our ideals are shifting from the vague general externally imposed standards of mental discipline and college preparation to those translatable into twentieth-century individual and social requirements; sound health and a health conscience; the ability to use the intellect upon the problems in the give-and-take of ordinary social, civic, and commercial life; taste and the observance of the demands for the beautiful in both personal and community concerns; an economic sense which demands soundness and integrity in business; a civic and moral consciousness which upholds and contributes to the community ethics upon which social progress depends; and a religious sense which assures loyalty to a per-

manent system of values. If our one and one-fourth million adolescents now in American high schools acquire these things, our nation's future is assured. The demands are insistent and they are elemental.

The problems of American secondary education are naturally multiplying. In addition to the traditional and generally accepted problems of high-school administration and the supervision of instruction, there is evolving what we may term a new educational science in regard to the strictly social administration of high-school work. The supervisory program ahead requires that we work out and put in operation a system of general principles of adolescent pedagogy which is clearly based on the problems arising out of the age of the high-school student and his likely participation in the activities of his community. This done, we must refine the special pedagogies of all constants in the curriculum, and evolve from the same basic point of view workable pedagogies for the newly admitted branches. No old pedagogies can serve us here. This is a decade's program.

Far beyond this instructional program, however, the social administration of our high school presents alluring problems of a novel but critical character. These have to do, first, with more firmly establishing the conception of secondary education as a social enterprise as well as an instructional operation; second, with the institutional relationships which the high school must sustain to other and similar agencies of democracy; and third, with those problems of the various organizations within the high-school body itself. Under each of these divisions pioneering treatises must be written, systematic experimentation carried on generally, and the socializing function established as a matter of fact, not as an easy assent to a generality, established so that the complex industrial and moral currents of the modern world may interpret and not obscure the high school's mission.

Heretofore we have been sadly unaccustomed to think cooperatively upon these problems. Unlike the professionalism which has to an extent guided the development of lower and higher grades of education, the high school has meandered along somewhat aimlessly in academic paths and has been strangely unmindful of the interesting and urgent work waiting to be done. Now exploitation of this waiting work has begun. The people, the patrons, the taxpayers, the citizens, have caught the spirit of looking for results. The administrators of high schools, superintendents, principals, supervisors, and teachers, are doing genuine curriculum thinking. And these resulting curriculum variations, adapted to student groups classified with reference to social and individual needs, are as naturally put in operation today as they were ignored twenty-five years ago. We accept the fact that the high school is a socializing institution. High-school supervision likewise is being recognized as a problem itself which cannot be dismissed nor solved merely by the importation into the high school of principles discovered to apply elsewhere. With this is coming among high-school teachers the professional spirit and consciousness which have been until recently so conspicuous by their absence. Standards are being recognized

for high-school teaching, and certification laws in most states look definitely toward a long-desired minimum standard for admittance into the high-school teaching profession. Parallel with these encouraging tendencies has come the institutional recognition of the field of secondary education by colleges and universities. Secondary education has itself become a department of study in these higher curriculums with an actual model high school as its laboratory. It constitutes a field for research where one may hope soon to be able to call in the service of experts and to have available results of scientific investigations.

Surveys of state conditions for high-school teaching show concrete problems in bewildering numbers and varieties, both administrative and pedagogical. The sign of progress is just this fact, that we can survey, name, and work definitely toward the ultimate solution of these problems. Every state is in some serious way devising a method and imbedding it in statute for providing free high-school education for all its boys and girls. State recognition of its own obligation in the matter of high-school education is of profound significance. Equally so is the modern relation of colleges and universities to high schools. Entrance requirements are gradually coming to have a different educational meaning. Instead of externally imposed informational tests of arbitrary chosen subject-matter, they now are looked upon as co-operative devices which may safely insure a reasonable standard of proficiency on the part of the graduating high-school student, regardless of the subject-matter which was used to bring about this proficiency. College inspection of high schools has accordingly changed its character where it existed before, and become a co-operative administrative and supervisory work for making one educational institution more successfully articulate with another. Where entrance examinations are still in operation, they have changed their character correspondingly.

With this impetus to become self-orienting the American high schools have forsaken the earlier ideal of uniformity and conformity to a standard type academically conceived for them by outsiders. Hundreds of high schools now have their own individuality, as, for different reasons, Grand Rapids, Louisville, or Richmond, Ind., to say nothing of the industrial and agricultural and commercial variations of the type. An almost analogous issue to that of separate kinds of high schools is that of the differentiation and multiplication of curriculums within the single high school itself. With these artistic, domestic, and otherwise vocational colorings for our different curricula or high-school plants as the case may be, has come inevitably the related human obligations. We are face to face with these personal problems of vocational guidance and the somewhat less frequently formulated but probably more fundamental one of avocational guidance. Related in turn to these problems, which must find expression finally thru some systematic and approved method of high-school administration, comes the question of how in defined procedure one is to set about moral instruction and training which will enable high-school students to possess and obey a twentieth-century moral conscience.

In short, the question of secondary education is uniquely one of how most adequately to formulate a working conception of the high-school organization, how to extend its reach to all our adolescents, and how to refine our procedure in accordance with such ultimate purposes. The prime issue is shifting from the literal but important secondary question of extension over four years or five or six years, including upper grades, or six including first two years of college, and shifting from the impersonal and more or less superficial problem of how to direct the academic procedure of imparting some choice bits of information from stores precious by virtue of mellowness of age, to that of training the student's powers as social usage and our common life demand. High-school education, however it may differ from other grades of education, is not, in our civilization, primarily a luxury, academic or otherwise. It is in the broad sense a necessity. Fortunately it at length burdens the community conscience, and has become the measure of our educational democracy.

THE RURAL SCHOOL

Harold W. Foght

Rural education must reflect our agricultural life.—The rural school is the educational institution of the open country and the rural-minded village. It is the school of the half of the American people producing the raw materials from the soil, and as such it must reflect the daily life and interests of our agricultural population. This does not mean that the schools are to be solely agricultural in nature. The universal elements of education must continue, as heretofore, to hold first place in the schools; but there must be a new emphasis placed on local application to country community needs. The schools must be organized on principals broad enough to produce an agricultural citizenship of highest ideals, filled with a desire to live their lives on the farm absorbed in the intensive cultivation of the soil. Clearly stated, the rural schools must aim to make more scientific farmers than we now have; must make the occupation more remunerative, and the whole life in the open country more worth living and freer from city domination.

Changes in national life and in school systems must go hand in hand.—There was a time in our history when all the schools, town and country alike, had more things in common than now. This was before steam and electric power gave us the great machine age with its greatly specialized city life. The first rural teachers were city-bred and city-trained; had city ways and sympathies, and brought with them to the country the city courses of study. But in the early days this was of little consequence, since even city life, so called then, was provincial in nature, in many ways scarcely more than an overgrown rural life. But times have changed. Our towns have become mighty centers of commerce and manufacture. The needs of city life have found expression in courses of study preparing the children for the new and varied activities there. But the rural schools have been slow to put themselves in consonance with the great

changes in our national life. It has been difficult to realize that the rural district should have a school system of its own, complete in itself, independent of courses of study formulated for city children. All of which is quite possible of realization without sacrificing any of the universal elements of education which are the same whether given in the country or in town.

Gradual reorganization of the rural-school system.—Educators have for some time realized that rural schools cannot fill their mission well so long as they remain complementary to city schools. That it is quite possible and practicable to organize schools for the open country and rural villages unaffected by city schools has been demonstrated in a definite way by leading agricultural nations of Europe. The beginnings are being made in some parts of the United States to re-establish the old principle of "equal rights for all," by providing in the country, for country people, as complete a system of education as is being offered the youth of the cities. But these beginnings, while encouraging, are at present wholly inadequate. The reorganization must provide, within reach of all country children, carefully graded elementary schools, and a sufficient number of rural high schools adapted to the particular needs of the given community, to the end of giving country folk a genuine farm culture and a scientific knowledge of agriculture without going away from home to secure it. Such reorganization may be expected to furnish the trained leadership required to put our rural population on a more stable social-economic basis.

Rural teaching as a life profession a first essential in this reorganization.—The trained leadership needed in country districts cannot be realized until a staff of teachers, professionally trained and with the right vision and power, establish themselves there as permanent teachers. The peripatetic one- or two-term teachers have failed to establish themselves in country leadership, and must go.

This change from amateur to professional teaching can be hastened (1) by providing, thru legal enactment, a liberal sliding scale salary, increasing definitely with the length of tenure; (2) by making it obligatory upon the community to erect teachers' cottages, thus keeping the teachers in the country permanently; and (3) by encouraging teachers' colleges, normal schools, high schools with teacher-training classes, etc., to organize thoroughgoing departments in country life and country teaching, from which to draw the teachers willing and able to undertake the difficult task of teaching real farm schools.

Satisfactory unit of organization.—Of as vital importance as professional teaching is the adoption of a unit of organization large enough so that the management of the school may be efficient, economical, and intelligent. The small independent district of the open country has generally proved too small to be intrusted with final legislation in matters of importance. Especially is this true where the taxing power is concerned. The union of several townships into strong administrative units is to be commended for the older states where the township (town) is the unit in local government. In the middle-western and western states a change should be made from the small district,

as well as township, to the county basis of organization. When one school board, elected from the area at large, controls all the schools, a more uniform standard of excellence and equality in school provision is sure to prevail. In sections where the large unit prevails excellent results may already be seen in the consolidation of weak, retarded schools into real firm schools ready for the professional teacher.

Trained supervision of rural schools.—Rural school supervision, as now generally practiced, does not discharge the important duties of close, intelligent, helpful supervision. This problem is difficult of solution, especially in the sparsely populated sections. But, generally speaking, steps should be taken immediately to provide each state department of education with a number of state rural-school supervisors, who help local supervisors to standardize their efforts. Local supervision must be made close enough to be genuinely helpful, and this contemplates a continuous professional relation between local supervisors and teachers.

A redirected course of study.—As indicated above, the course of study must in its special interest be agricultural in nature, i. e., it must be based on country-life needs. The program to be adopted should in all particulars economize the time of teachers and pupils alike. The reorganization demands that greater attention be paid to a thoroughgoing teaching of the fundamental studies; but will at the same time necessarily force some subjects that have long held place in the traditional curriculum into the background, since these have failed to express the activities and needs of the community. New subjects of vital importance to rural progress are finding places in the new courses of study. Thus nature-study, agriculture, manual training and domestic science, farm accounting, music, physical education, etc., must speedily come to play an important part in the life of progressive farm schools.

In the main, however, the process of redirection is not so much one of adding new subjects to the curriculum as of putting new leaven into the old essentials. To illustrate: the schools are already teaching less of stocks and bonds, cube root and Troy weight, and more of dairy problems and rotation of crops, spraying mixtures and handy farm methods.

A strong consolidated rural school.—The rural school of the future is to be a farm school—a school that will relate itself to the life of the rural community. It must be built with this in view, in ample grounds, i. e., Nature's own laboratory. It must be sanitary and well adapted to the new kind of teaching; it must be attractive and so large and centrally located as to become from the first the natural community center for intellectual, social, and other purposes.

In states where for good reasons the one-teacher school will continue to persist for many years to come it should be made incumbent on the state superintendent of public instruction, or other authority appointed for this purpose, to see that the faulty lighting and ventilation, and generally utter lack of sanitary appliances of these schools be remedied. It is especially to be recommended that the old-fashioned outdoor toilets be

abandoned altogether. Common decency and good morals demand a thoro reform in this breeding-place of vice. Anywhere in the open country where it is possible to obtain flowing water, sanitary indoor toilets can be constructed at a surprisingly small cost.

Rural schools the most vital factor in solving the rural life problem.—Of the many factors entering into the socialization of American rural life none is more vital than the rural schools. For it is school education, after all, that must furnish the leadership so essential to the solution of the rural life movement.

In summary then: (1) without strong men and women professionally prepared for their work in the redirected rural schools, there can be no satisfactory adjustment of rural life; and (2) unless the schools are reorganized on a more satisfactory basis for administrative and supervisory purposes the schools themselves cannot become genuinely "redirected" nor their management become honestly efficient, economical, and intelligent.

CHILD HYGIENE AND THE PUBLIC SCHOOL

Leonard P. Ayres

Health is the foundation on which rests the happiness of a people and the power of a nation. To insure the efficiency of its citizens, the state requires its youth to attend school and pursue studies designed to contribute to that efficiency. But individual efficiency rests not alone on intelligence and education; it is equally dependent on physical health and vigor. Hence, if the state is to make mandatory training in intelligence, it must also provide training to secure physical soundness and capacity. Education without health is useless. It would be better to sacrifice the education, if in order to attain it the child must lay down his good health as a price.

We therefore indorse all agencies which extended and varied experience has shown to better the health of school children, safeguard them from disease, render them healthier, happier and more vigorous, and to insure for them such physical and mental vitality as will best enable them to take full advantage of the free education offered by the state.

Among such agencies, the following are of special importance:

1. Medical inspection for preventing the spread of contagious disease; and for the discovery and cure of remediable physical defects;
2. Dental inspection for the purpose of securing sound teeth among school children;
3. School nurses, who work with doctors, teachers, and parents to improve the health of the children;
4. Open-air schools, for giving to the physically weak such advantages of pure air, good food, and warm sunshine as may enable them to pursue their studies while regaining their physical vigor;

5. Special classes for the physically handicapped and mentally exceptional in which children may receive the care and instruction fitted to their needs;
6. School gardens, which serve as nature-study laboratories, where education and recreation go hand in hand, and increased knowledge is accompanied by increased bodily efficiency;
7. School playgrounds, which afford space, facilities, opportunity, and incentive for the expression of play instincts and impulses;
8. Organized athletics, which aid in physical development, and afford training in alertness, intense application, vigorous exertion, loyalty, obedience to law and order, self-control, self-sacrifice, and respect for the rights of others;
9. All adjuncts of better sanitation in school houses, such as sanitary drinking cups and fountains, systems of vacuum cleaning, improved systems of lighting, heating, and ventilation.

The health movement in our public schools has been transformed during the past decade from a purely negative movement, having as an object the avoidance of disease, to a splendidly positive movement, having as its aim the development of vitality. We desire for the youth of the future schools in which health instead of disease will be contagious, in which the playground will be as important as the book, and where pure water, pure air, and abundant sunshine will be rights and not privileges. In these schools the physical, the mental, and the moral will be developed together and not separately; the child will live not only in healthy surroundings, but in surroundings where he will acquire habits of health which will be life-long.

VOCATIONAL EDUCATION

Edwin Gilbert Cooley

David Snedden, Collaborator

I. The complete aim of education may be variously expressed as preparation for citizenship, self-realization, etc.

II. The complete aim of education may be subdivided into four principal concrete aims, each having a definite place in contemporary education: (a) physical education, which prepares persons for prolonged physical health and bodily usefulness; (b) vocational education, which prepares the individual for the useful and effective performance of the duties related to self-support; (c) civic and moral (or social) education, which trains the individual for effective participation in group life as citizen, patriot, parent, etc.; and (d) cultural education, which fits the individual for effective participation in the aesthetic, intellectual, and other cultural activities of civilized life.

III. It is desirable that opportunities for vocational education in schools shall not be restricted only to those entering the professions, but shall be made available for all. Vocational education heretofore has been carried on by other agencies than schools. These agencies are no longer adequate for the needs of modern society. The school system must, therefore, supplement the other agencies and should include:

1. A system of elementary schools, including kindergartens, which cover the period from infancy and childhood up to the age of fourteen or fifteen. The purpose of the work of the elementary school should be all-round development, including training of the eye and hand, as well as covering the ordinary academic ground in the field of literature, geography, history, and the three R's;
2. A system of secondary schools, both academic and technical, for youth who can devote more time (a) to their education before entering business or industrial life, or (b) to the preparation for the colleges and universities;
3. A system of higher institutions, including those which prepare for the professions, such as law, medicine, engineering, etc.; and
4. A system of vocational continuation schools, part-time and full-time trade or technical schools for youth who wish, or are compelled, to enter vocational life without the broader foundation provided by the secondary schools, the colleges, and universities.

It is desirable that the vocational schools suggested under subdivision 4 be added to our present school system, both as a means of preparing the individual for self-support and with a view to supplying that minimum of instruction and training which is indispensable as a preparation for citizenship. No school system can safely permit its pupils to leave at fourteen. At this time character building really begins; the boy or girl is usually subjected to new temptations and new responsibilities. If the instruction and guidance of the school is not continued, much of the result of the previous instruction in the elementary school will be lost. As Frederick Paulsen says:

It will be the mightiest problem of the twentieth century to build upon the elementary school as a general and fundamental form of school a new finishing educational institution, or to give to the elementary school instruction its necessary conclusion in a kind of vocational high school; a school whose problem will be the carrying forward and making fruitful of the general education for vocational activity.

IV. Vocational education is a problem of adolescence and can rarely be carried on with young people under fourteen years of age. The most effective vocational education, therefore, will be that provided in schools for young persons from fourteen years of age and upwards.

V. Vocational education will require for its complete development a great variety of institutions and agencies, according to the occupations for which preparation is being made. Some of these will be all-day schools, some evening schools, some part-time schools, and some seasonal schools; but no school for boys and girls between fourteen and eighteen should be held in the evening or after the completion of a day's work in a vocation.

VI. All vocational education requires that during its progress somewhere and somehow the individual intimately concern himself for a considerable portion of his time with concrete productive work. If possible this should be carried on in commercial establishments on a part-time or other basis.

VII. Vocational education should be made compulsory for young people from fourteen to eighteen years of age who are not in other forms of school. This can be done on the so-called part-time basis, the state requiring that young persons of these ages shall attend a vocational school for at least four hours per week.

VIII. Vocational education in schools for the rank and file of workers can be carried on with public support and under public control.

IX. The support of vocational education should not be provided only by the local community. Owing to the mobility of labor, the benefits of vocational education tend to diffuse themselves; hence it is only equitable that the state as well as the local community should assist in meeting the cost of vocational education.

X. While it is especially important that this new type of school which takes boys or girls on leaving the elementary school and provides a practical vocational education should also consider the needs of the man and the citizen, on the other hand it must be recognized that the vocation should stand as the central point of this system of instruction as the occupations of man stand at the central point of every well-regulated life and exercise a reaction upon all the remaining activities. A good citizen will necessarily be a man or woman who is both able and willing to earn a decent living.

XI. Such vocational schools will keep in mind that the boys and girls in them are endowed with the usual interest in amusements and social activities of various kinds. In the organization of such schools, therefore, play and excursions, entertainments and festivals, libraries and reading-halls, tools, books, and other apparatus must be supplied them. The problem is here as elsewhere with the whole boy and includes his recreation.

XII. "No boy or girl ought to be treated," as Churchill put it, "merely as cheap labor." Up to eighteen years of age every boy and girl who is not in school should be learning a trade or vocation, as well as earning a living. No person should be permitted to employ boys or girls during the formative years without assuming some responsibility for their learning a vocation.

INTERNATIONAL PEACE AND EDUCATION

Ellwood P. Cubberley

An important new function which our schools must assume is that of instilling into the minds of the next generation such ideas of universal brotherhood and the inter-relations of peoples as will tend to promote international peace and good will. The world of today is vastly smaller than it was even half a century ago, and at the same time life in it is vastly larger and more significant. Today, as a people we belong to the world and no longer to a township or a county. Each year sees the different nations drawn into closer intellectual and commercial relations, and this process is certain to continue. The consolidation of diverse peoples into nations of size and importance; the breaking down of the old racial barriers; the spread of knowledge and education; the progress of trade and manufacture; the increasing ease of intercommunication; the intermigration of peoples; the newer concepts of law or order, and the rapidly increasing expense of even armed peace,—these are forces of importance looking toward the time when wars between nations shall cease, when the international courts shall be established, and when the present barriers in the way of international commerce shall in large part be superseded by laws promoting national specialization and international trade.

In addition to mere instruction, our schools should take upon themselves the work of instilling into the minds of the children ideals of these larger world relationships. To this end our histories are being rewritten, with a view of eliminating much of the present emphasis on wars, party contests, and glorification of the country right or wrong, and emphasizing instead peace, friendliness and larger world conceptions, and dwelling upon the progress of civilization and the finer deeds of heroism instead of on the butchery and self-sacrifice of war. Our school readers need to be touched by something of the same international spirit, and our geographies should incorporate more relating to the civilization of peoples.

It is often stated that it will be some time before wars between nations shall cease. The best hope lies in making a

beginning somewhere, and our schools offer the best place to begin. To teach kindness, courtesy, humanity, and international honor, and to emphasize the importance of the arts of peace, are as important functions of our schools as instruction in the accumulated knowledge of the ages.

Respectfully submitted by the Committee,

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