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The Pittsburgh Meeting

The Educational Journals have given excellent accounts of this great meeting. The attendance was better than the attendance of last year, altho decrease by an increase in railroad rates the week before the meeting opened. Few of the speakers were absent. The messages were on a high plane. They were both informational and inspirational. The leading citizens as well as the leading educators of the country had part on the program. Abstracts of papers and addresses will be given in the Journal and in the bound Volume.

Mrs. Mary C. C. Bradford presided with dignity and grace. In this meeting she won the undisputed right to be clast with the best presiding officers of the Association. The weather was perfect. The thoughtful, well planned work of the local committee added to the comfort and pleasure of members and to the success of the meeting. Members attended the meetings. There were hundreds who attended every one of the ten general sessions. The interest was intense thruout the week. It was just as intense during the last session as during the one on Wednesday. The closing address was a fitting climax for the great program of the week. The members were all there to hear and appreciate it. The meeting was the more impressive and successful thruout because the teachers in attendance like other teachers all over the United States, feel that the present crisis with its enforst changes in educational standards affords an opportunity to teachers as well as a responsibility, and each one is anxious to know how to render the most efficient service.

The outstanding work of the Pittsburgh meeting was that of laying foundations for effective work during the present school year. The following is part of the outline of constructive work to be done: Putting into effect the items in the Declaration of Principles known as the Associations' Educational Platform; carrying out the program proposed by the N. E. A. Commission and adopted by the Association; putting into effective operation the joint recommendation of the Committee on Salaries and the Commission concerning teachers' salaries and the employment of a Field Secretary and assistants for this work; and pledging at the business session 100,000 new members and appropriating all funds necessary for doing the work outlined.

Associate Members

An amendment was proposed at the Pittsburgh meeting which if past at the next annual meeting, will provide for converting an associate membership of two years' standing into an active membership without the payment of the \$2.00 enrolment fee. This amendment will doubtless pass by a unanimous vote. All associate members of last year are urged to retain their membership during the present year, so as to become active members after the next annual meeting.

Once a Member Always a Member

The slogan generally accepted by the active members of the Association last year, "Once a member always a member," should be kept before the teachers of the country. Altho living expenses have increast seventy-five per cent and teachers salaries have advanst only slightly, and altho teachers cannot easily make ends meet during the present crisis, they are retaining their membership in the National Education Association and paying their annual dues. There were fewer withdrawals last year than during any previous year for a decade. This permanency in membership means as much or more to the N. E. A. as large numbers of new members mean. Let each member

make this slogan, a part of his contract with the Association, and let us show even fewer withdrawals for this year than for last year.

A Field Secretary

Joint Resolution of the Committee on Salaries, Tenure and Pensions, and the Commission on the National Emergency in Education.

OUR SCHOOLS ARE IN DANGER. Their present support cannot keep up former standards, much less meet war demands.

THE MONEY NOW AVAILABLE is not sufficient to instruct five million illiterates, to Americanize thirteen million foreigners, to provide physical and health education for all children, to secure adequate school terms and attendance, to pay teachers a living wage, to provide for their professional preparation, development, security, and protection in disability and old age.

THE TEACHERS OF THE COUNTRY were not receiving a living wage before the war; their present situation is critical. In 1915 they received an average annual salary of \$543. The increase since then has been small.

IMMEDIATE NATIONAL AID is urgently needed. Increased local taxation and state support will not suffice, such support will of necessity be available in very unequal degree even if it could be had quickly.

EDUCATION IN AGRICULTURE AND THE MECHANIC AND HOUSEHOLD ARTS has long been recognized as essential to national welfare, and national funds are provided to equalize its burdens and maintain its standards.

GENERAL PUBLIC EDUCATION is even more essential to national welfare, to promote the allegiance, intelligence, morality and devotion of all citizens.

NATIONAL SUPPORT OF GENERAL PUBLIC EDUCATION, begun in 1785, confirmed in the ordinance of 1787, and extended thereafter, should now be increased to the extent of a liberal co-operation with the state, and thru the state, with the local community.

A NATIONAL DEPARTMENT OF EDUCATION should be established to carry out this program of co-operation.

THE NATIONAL EDUCATION ASSOCIATION in order to collect full information concerning the present state of public education, to enlighten public opinion, and to aid in securing appropriate local, state and national school support, hereby authorizes the executive committee to secure the full time, for a term of not less than three years, of an educator of recognized ability and experience, and to provide for the organization, correspondence, travel, publication, and other expenses of his office, a total sum including salaries, of at least ten thousand dollars a year.

JOSEPH SWAIN,

Chairman, Committee on Salaries, Tenure and Pensions.

GEORGE D. STRAYER,

Chairman, Commission on the National Emergency in Education.

NOTE: This Resolution was unanimously adopted by the National Education Association at Pittsburgh, July 5, 1918.

The Building of the New Civilization*

MARY C. C. BRADFORD, Denver, Colorado

The past year has been one of steady climbing, of eager, yet persistent, pushing toward the summit, where alone creative decisions can be made. The present situation is pregnant with vital issues. The tragic, yet augustly beautiful national and international crises—blood-stained, yet diademed with the stars of a lofty idealism, are conditioning educational thinking and acting, and putting educational systems to the acid test of social and spiritual results.

The old civilization is passing away. Within its collapsing walls the foundations of the new civilization are being laid. The old was materialistic, aggressive, egoistic, and consequently, cruel. It was outwardly splendid, even sumptuous, and efficient to the point of fetishism, yet it contained the seeds of death, for that which selfishly seeks its own, must, of necessity, lose all. The great conception of human unity burned but dimly in the consciousness of the chief exponents of the old order. Superficial thinking and living had weakened both brain and emotional power, and the incessant craving for sensation lead to waste of every plane.

It has been said that nothing can be wrought out in the daily life of a Republic that has not first been put into its schools. It may then be asked: Have the schools of the United States so utterly failed in producing a high type of national life, that the war is being hailed as the transformer of the schools into a life higher and nobler than they have yet manifested. My answer is, that the schools have performed the great task assigned them better, perhaps, than any other social agency, but that a great national consciousness, conscience and unification can only be accomplished whenever a community activity knows itself a functioning part of the great whole, dedicated to the welfare of that whole thru the rich free and equal development of all its individual units.

The war has gone far toward providing the schools with fresh subject matter, and it has quickened them to a sense of patriotic obligation. "The linking of education to life" which has been striven for thru many decades, has come almost at once thru the stress of the great conflict thru which the world is passing to a fairer day. The demands made by the government upon the schools have resulted in a most desirable re-adjustment of methods and an enlargement of vision, and this process will undoubtedly continue until waste shall become eliminated in the school as well as in our other life activities. School administrators have begun to recognize themselves as governmental agents and the government, in turn, has been willing to acknowledge gratefully the indispensable service of the school.

The Junior Red Cross activities make the school children warriors of mercy, soldiers of healing, volunteers of helpfulness. The War Savings Societies enlist the schools as a financing agent of the war, as economic factors in the solution of the Nation's and the world's problem of justice enthroned upon victory, as the body-guard of the home, safeguarding its welfare, as builders in one of the world's greatest constructive efforts. These are samples of the intensive extension of the functions of the school into the public service, and their relation to the course of study modifies, in large measure, the subject matter to be taught.

The great dream of human brotherhood, thrown upon the screen of history by the God of Nations when the American Republic was born, can only come true in full splendor of universal application thru the instrumentality of all the human beings living

*The annual message of the president of the association at the Pittsburgh meeting.

under the American flag, and this instrumentality can only be thus perfected by the development of the schools to the full measure of their opportunity for service. Straight thinking, clean living, hard work, joyful play, and mighty loving must characterize the individual citizen and the collective action of all the citizenry in a Republic, and it is the mission of war-modified education to produce this individual type and collective development.

The National Education Association, recognizing the changes that must be brought about in American education as a result of the war, has undertaken the mighty task of preparing a national program, this program having been necessitated by the war emergency. The Commission of the National Education Association that has been entrusted with this duty, will make a report during this meeting, and the Commission lays its work before you as a proof of devotion to your interests, the interests of the teaching profession at large, and to the welfare of the children of the world.

The Commission glimpses the far-flung influence of unified international educational ideals and practices. It foresees that the creative soul within each nation can work best thru educational methods. The Commission is the servant of the common good. It is the extension of your vision, your powers, your zeal for sacrifice, your ability to build.

Your President submits to you the work of this Commission as the great achievement of the educational year of Nineteen-seventeen and Eighteen. It is also a prophecy of still greater advance for the fulfillment of which you will be largely responsible.

But in additional ways, the Association feels honored. It has been used as the transmitting medium of the government's wishes, and it rejoices in the fact that no appeal for National Service has gone unheeded by this great body.

The sense of unity between the members of the teaching profession of the several states and the National Education Association has been extended and quickened during the past year. Even in the remote places of our land, the teachers have come to feel that there is a body thru which they can speak, in which they can function, by which they may make their needs known, to which they can offer service and thereby extend their patriotic effort for the welfare of the Nation.

Friends, peace must be won from under the shadow of victorious swords. It can only come thru the triumph of the Armies of the Free Nations on the battlefield. It can be retained only by a war-modified education which will be able to contribute to the majestic structure of the new civilization. Thru Education must be developed the qualities that make for the Immortality of Nations.

As Supreme builders of the New Civilization I greet you. From the Mount of Vision, to which this Association has climbed, it can see the Promised Land of fruitful service. Enter in and possess it in the name of the Childhood of the World, that the New Civilization may be born of an impulse and develop thru a process that will guarantee its immortality.

As the bloody flower of war becomes transmuted into the rose of the dawn of a new day, let us fit ourselves to live worthily under the sunlight of the transformed era. Let the Heralds of the Dawn be the teachers of the World. Let us prepare ourselves for the triumph of a nobler citizenship. Let us know that the creation of such a citizenship is our task, our privilege, our coronation.—(An abstract).

National Education Association

OF THE UNITED STATES

Plans for the Drive

Official Representatives in Each State

The official representative of the National Education Association in each state is the State Director. The official body representing the N. E. A. Commission in each state is the State Commission, composed of the State Director, the State Superintendent, the President of the State Teachers' Association, and two or more members appointed by these three. Those in charge of the local drives for volunteer memberships are requested to follow the plans outlined herein and to observe also any new policies, plans or suggestions sent out by the director.

All faculties, teacher study groups, classes of normal school and college students, and all other organizations within the state participating in the study of the problems of the "Readjustment of Education During and After the War" are requested to cooperate with the State N. E. A. Commission and to carry out its plans and suggestions in the study of these vital questions.

Manager of the Drive

The superintendent of the county or city schools is authorized by the N. E. A. and its state director to have general charge of the drive for new members in the schools under his supervision and to appoint such special assistants and committees as he considers necessary. The normal school, college, or university president is also authorized to serve as manager. The manager of the drive and his assistants work gratuitously in order to aid the National Education Association in rendering a patriotic wartime service to the teaching profession and to the country. If in any case the superintendent or president cannot serve as manager of the drive, he is expected to appoint some one full of enterprise and push in his place.

Collecting Fees and Reporting

It is of advantage for the manager of the drive to collect the fees, \$4.00 each for new active members, and \$2.00 each for associate members, to have the proper data blanks filled out, and to send them to the secretary with the monthly report. If preferable, however, the manager may simply enlist those desiring membership, giving names and addresses, and leaving the N. E. A. office to collect the membership dues. Or, if the manager wishes, he may send in both paid and unpaid memberships. *All membership fees collected by the manager should be sent direct to the N. E. A. Secretary.* A duplicate of the monthly report should in each case be sent to the state director.

Vital Points of Information

*The manager should decide upon plans for placing before his teachers the following points of information:

The value of membership in the National Education Association from both the professional and personal point of view

The Pittsburgh Declaration of Principles

The policies and plans of the N. E. A. Commission

The State's quota of members pledged at the Pittsburgh meeting

The need of organized effort for fostering pride in the teaching profession

The need of cooperation to retain an adequately prepared teaching force in the schools

The emergency need of team work for increased salaries for teachers in all ranks of the profession

This information may be given at meetings called for the purpose or by placing printed matter in the hands of each teacher.

New N. E. A. Force at Work

It is important for teachers to know that work of the N. E. A. for increased salaries and for necessary school legislation is actually in progress. The Pittsburgh meeting pledged 100,000 new members and definitely authorized the executive committee to use at least \$10,000 for enhancing the interests of the teaching profession through the employment of a Field Secretary. D. B. Waldo, President of the Kalamazoo State Normal School, Michigan, and J. A. C. Chandler, Superintendent of City Schools, Richmond, Virginia, two

school men widely known and of recognized ability, have been employed, each half of his time, to do the work of the Field Secretary. A statistical expert and clerks to provide the necessary help for the field workers, are also on duty.

Working Together for the Common Good

Teachers have been slow in applying this truth to the work of their own profession. The present war crisis in education forces teachers to recognize and to adopt this principle for the advancement and increase of influence of the teaching profession. Thousands of teachers are volunteering this year in the enlistment of the profession. With worthy aims and high resolves they are uniting and working. They are demanding of the public a reasonable living and saving wage. They are setting high professional standards for themselves. Best of all, they are consecrating their finest energies to the service of childhood and to the upbuilding of our democratic society.

Enlist now, and join the army of those who seek their highest good in the betterment of the group.

Department of Superintendence

The meeting of the Department of Superintendence will be held in Chicago February 23 to March 1. Application has been made for permission to hold this meeting which will of course be granted, when hotel headquarters will be selected and other definite arrangements made for the meeting. The next number of the N. E. A. BULLETIN will give complete information.

The Child

W. H. SWIFT, National Child Labor Committee, New York, N. Y.

There is no true American soldier but will scorn all the care and provision made for him if it is made at the expense of childhood or if he but knows that the childhood of his country is being neglected. No sordidness will becloud his vision. He is learning what it takes to make a full man and we may expect a swelling of proper social thinking upon his return from Europe. Knowing well what he will think and say when he comes back, we cannot find it in our hearts willingly to ignore or neglect any child.

PLAN TO MEET THE EMERGENCY IN EDUCATION

GEORGE D. STRAYER.

President of the National Education Association; Professor of Educational Administration, Teachers College, Columbia University.

—Reprinted by permission from the New York Times

THE public schools of the United States are facing a most serious crisis. Changes—and radical ones—must take place in our system of education, not only while the war is in progress, but after peace has been declared. The present struggle has brought into clearer perspective the meaning of public education in our democratic society. The demand upon the schools for service was never before so great, but their efficiency is imperiled by the withdrawal of competent teachers, by the falling off in the enrollment in teacher-training institutions, by the tendency everywhere apparent to shorten courses and lower standards, and by the growing difficulty of securing adequate revenues.

The Commission Program

An ambitious and far-reaching plan for meeting the emergency was adopted by the National Education Association at its meeting recently held in Pittsburgh. The program which was developed by the Association's Commission on the Emergency in Education contemplates the founding of a national department of education and the providing of support amounting to one hundred million dollars annually by the National Government for certain parts of the public school system. A project so revolutionary as this, requiring for its success so large a sum of money from the Federal Treasury, should receive the careful consideration of all intelligent and public-spirited citizens to the end that the American people may be informed concerning the reasons which have led a body consisting of more than twenty thousand educators, representing in their national organization more than six hundred thousand teachers, to advocate this measure. I shall attempt to set forth here the causes and conditions which have convinced us of the necessity for taking the action which we have proposed.

Poor Schools Invite Disaster

In the supreme struggle in which we are engaged thinking men and women have been quick to accept the policy of retrenchment in both public and private enterprises in order that our whole energy may be devoted to the

winning of the war. Every patriotic American has willingly given up luxuries and comforts which he once looked upon as necessities for the sake of making available for the nation services and materials which he formerly consumed. Unfortunately, there has been a tendency among those who think loosely to class public education with other types of public service which are not absolutely essential. School terms have in some cases been shortened. Men have seriously suggested that the restriction imposed by the child-labor legislation be removed. Boys and girls have in many cases felt that they were serving their country best by leaving school and going to work. One has only to inquire concerning the experience of our allies to realize the fallacy which lies back of this sort of thinking. The fundamental elements of a nation's strength are to be found in the intelligence and morale of its people. The present war is a war of engineers—a war in which the more intelligent and those most steadfast will win. If the war were to end tomorrow the problems of reconstruction would demand the highest qualities of intelligence not only in our leaders, but in our whole population. If the war is to continue for years the success of our cause will, in no small measure, depend upon the work which is even now being done in our public schools. These schools now constitute a most important part of the nation's second line of defense. To permit these schools to deteriorate is to invite disaster.

War Reveals Weaknesses

The war has brought to attention most forcibly some of the weaknesses of our present school system. We were amazed to find that thousands of men born in this country were unable, although subject to the call to the colors, to understand enough English to carry out the commands of their officers. There were thousands who came into the army—stalwart, patriotic Americans, first-class fighting men—who could neither read nor write. These men were asked to sacrifice everything, if needs be their lives, in order that our institutions and our ideals might prevail in the world; and yet many of them could only dimly, if at all, appreciate the cause in which they were enlisted. We realize now the necessity for a system of education which will eliminate illiteracy and which will require of every man who would become a citizen of our country, not only the ability to speak and to read English, but an understanding of our institutions and of our national ideals.

Commissioner Finley's Plea

In the crisis much has been done to meet the situation by providing education for men in the camps and for the education of the general public. In our army cantonments the Young Men's Christian Association and the Knights of Columbus have undertaken a great program of education. The National Government, through the Committee on Public Information, and by means of the bulletins issued by practically every department and administration, has sought to inform the public concerning the causes of the war and to secure the co-operation of all the people. But as great as this work is, it can in no sense take the place of a system of public education which is to develop to the highest degree possible the intelligence of every boy and girl who is later to assume the responsibility and to enjoy the privileges of citizenship. Commissioner Finley of the New York Department of Education brought to us from France less than a year ago the advice which she gives. "Do not let the needs of the hour, however demanding, or its burdens however heavy, or its perils however heartbreaking, make you unmindful of the defense of tomorrow of those disciplines through which an individual may have freedom, through which an efficient democracy is possible, through which the institutions of civilization can be perpetuated and strengthened. Conserve, endure taxation and privation, suffer and sacrifice to assure those whom you have brought into the world that it shall be not only a safe but also a happy place for them."

Americanize Foreigners

The present emergency makes it clear that we can no longer tolerate schools in which children are taught in a foreign tongue. These schools have been centres for the perpetuation of ideals foreign to our system of government. In them the kind of training has been given which would fit boys and girls for service under the flag of our chief enemy. The nation must assume responsibility for the education of all foreigners who come to our shores if we are to insure the safety and continuance of our free institutions. We need a national system of education which will provide for the complete Americanization of millions of foreigners.

Abolish Illiteracy

The five million or more illiterates in the United States of over ten years of age must be educated if they are to make any real contribution to the development of our democratic society. The burden of providing edu-

cation should rest upon the nation. The results which are to be secured are of national and not of local significance.

Health and Recreation

A program for health education should be undertaken throughout the country. A very large percentage of applications of enlisted men were rejected in the early days of the war. Even with the standards which have prevailed in the draft, thousands of men who ought to be in the very prime of physical vigor have been rejected as unfit. We may properly pride ourselves on the gains which have been made in the past generation or two in the physical efficiency of our people, but we may not rest satisfied with this achievement. If we are to accept the responsibility which has been placed upon our shoulders in the defense of democracy in the world we must seek to develop the highest type of physical manhood. To this end we need in our schools everywhere a type of medical service which will not only discover defects, but remedy them. We must carry into the homes of our people an understanding of the laws of health. We must teach our children the meaning of good food, pure air, and healthful exercise. We must establish ideals of physical fitness in the minds of our American people.

Extend Compulsory Education

One of the great lessons of the war already learned by our allies is that the period of compulsory education should be continued at least until 18 years of age. In England the numbers taken for work in the fields and factories at first caused a neglect of education. Juvenile delinquency increased to an alarming extent. England woke up to the necessity for continued education for all boys and girls. In the Fisher bill which is now before Parliament it is proposed to provide for compulsory continuation school education until 18. In France a similar extension of the period of compulsory education is proposed. And in each of these countries it is not simply for the sake of developing greater skill that it is proposed to extend the period of education. The argument in support of the legislation which is advocated is, rather, that of the development of appreciation and understanding of the principles and ideals for which these free peoples are fighting. It is not the German notion of developing a more efficient slave for the State—cog in the war machine—but, rather, the development of an individual who will, because he understands and appreciates the meaning of liberty, be willing to co-operate in the establishment of a democratic society.

Half-time Employment

In most of our States the period of compulsory education ends at 14. We have deluded ourselves into thinking that preparation for citizenship could be accomplished during this period. If we had only stopped to consider the question we must have realized that the ideals and purposes which control in the lives of men and women are not gained before 14 years of age. We would have recognized the fact that the years between 14 and 18 are of the greatest significance. For those who go to work there should be, between 14 and 16 years of age, half-time school work, and a limit placed upon the hours of labor not to exceed twenty-four hours per week. This half-time arrangement would not interfere with the proper employment of these young people, and would insure the training which would enable them to participate more efficiently in the occupations in which they might be employed. They should be trained as well in the fields of history, literature, and music. We should seek to develop in them that power of appreciation which would give them the ability to enjoy the nobler pleasures. Between 16 and 18 years of age a minimum of eight hours per week on the employer's time, in daylight hours, should be required of all boys and girls. The education for citizenship should be continued, and the development of a better understanding and appreciation of the vocation in which they are engaged should be obtained through the teaching of those subjects which furnish the theoretical background for the processes in which they are engaged. We should seek above all to keep in school those of superior ability. In England it is seriously proposed to support boys and girls in secondary schools whose parents are unable to provide for this longer period of education.

Scarcity of Trained Teachers

The war has brought to our attention the alarming deficiency in the number of adequately trained teachers. The fundamental weakness of our schools today is to be found in the immaturity, the brief tenure, the inadequate preparation, and the small salaries of an overwhelming majority of our teachers. Approximately a fifth of all the children of the United States are being taught by boys and girls not yet 21 years of age, who have not had more than one or two, or rarely three or four, years of education beyond the eighth grade of the common schools. Every six or seven years these five million children are replaced by another group of boys and girls, equally numerous, who have provided for them teachers with the same limited opportunities for preparation for their work. If we are to

develop a democracy which is to persist and to lead in the development of those ideals which President Wilson has placed before us it will be because we have replaced the immature boy and girl teachers with men and women trained for that profession which is charged with the responsibility to hand on to each succeeding generation our social inheritance. We are coming to realize that the training of these teachers is the business of the nation. As the situation is at present, those States which most adequately prepare teachers are investing their funds in the training of teachers for the nation, for the more enlightened communities constantly take from whatever source they are available the better-trained and more competent teachers.

Rebuild Rural Schools

The inadequacy of our present scheme of education is nowhere more important than in the sparsely settled parts of our country. Rural schools are less efficient because the teachers in them are less well prepared, as well as on account of the more limited opportunity provided in the way of equipment, courses of study, and the like. For the most part our rural communities are less able financially to support public education than are our cities. The expense of maintaining a rural school of from fifteen to twenty pupils must of necessity be very much greater per pupil than is the maintenance of a city school of equal standing, where from forty to fifty children are taught by a single teacher. The mere item of transportation may cost the rural community half as much per pupil as is spent in the maintenance of city schools. A fundamental principle of our democracy calls for the equalization of educational opportunity and of the burden of taxation involved in the support of public enterprises. Approximately half of the children of the United States are enrolled in rural or small village schools. These children have not had opportunities equal to those enjoyed by the children of urban communities, and such equality of opportunity cannot be provided under our present system of support without placing a most inequitable burden upon rural communities. The problem of rebuilding these rural schools is of too vast magnitude to be affected fundamentally by anything short of a national movement. The time for that movement has clearly come.

Increase Teachers' Salaries

We cannot hope to secure for service in our schools the choicest of our young men and our young women until we are willing to pay teachers a living wage and to make it possible for all to find in teaching a worthy life career.

The average annual salary of teachers in the United States is less than \$600. Even in the cities of more than ten thousand population the average salary is not above \$800.

The report of the Railroad Wage Commission calls for an increase of 42% in the wages of railroad employees receiving \$600 annually, and for 41% increase for those receiving \$800 annually. Increases in teachers' salaries during the period of the war have not averaged 10%. Surely teachers who are to inspire and instruct children who are to assume the responsibility of citizenship in a democratic society, should be considered in the readjustment of wage scales made necessary by the increased cost of living in war time.

It may confidently be asserted that the maintenance of their place in the community, the equipment of books and travel, and the complete devotion to the public service which is required of them might place them in the wage scale even above railway employees. If we want competent teachers we must pay for them. We know that in the present emergency teachers have gone into other types of service because the salaries paid enable them to live comfortably. We know, as well, that wherever the rewards are sufficient the type of service demanded is forthcoming. Men and women will secure the training required, and will continue in the service of the State in the field of teaching if only we provide adequate rewards. I look forward confidently to an increase of from 50 to 100 per cent. in the salaries paid to teachers. If we fail to take this action our schools will be less well taught, and the nation will be less strong.

National Department of Education

It is with conditions in mind such as I have attempted to describe above that the National Education Association has become sponsor for a bill drafted by its Commission on the Emergency in Education, which provides for the creating of a national department of education and for the appropriation of funds from the National Treasury for the promotion of education in the several States. The idea of national support for public education is not new. The nation has long given support to agricultural colleges and experiment stations. It has more recently entered the field in the promotion of agricultural education and in the training of teachers in the fields of agriculture, and of industrial and household arts. Several of the departments or administrations of our national Government spend large sums of money in educational work. Reference has already been made to the activities undertaken under the direction of the War Department for the education of enlisted or conscripted men. Many of our most thoughtful leaders recognize

the necessity for careful investigation in preparation for the reorganization of education which must take place in the immediate future. The National Education Association believes that these ends can be best achieved through the establishment of a national department of education, with a secretary who shall sit in the President's Cabinet. It believes that there should be transferred from other departments or administrations such bureaus or agencies as deal with educational affairs. We believe that such a department of education should co-operate with the States in the development of a more efficient system of education. We have the example of our allies, England, France, and Italy, in which such ministries of education already exist and in which these officers of the Government have taken the lead in the development of a program of education during and after the war.

For the initial expenses of this department the bill prepared by the commission and endorsed by the National Education Association proposes that Congress appropriate for the first year the sum of \$750,000. This sum would be used in inaugurating and carrying on such inquiries or investigations as the emergency might demand. It would include the organization of a staff competent to conduct investigations along any line of education to the end that a more efficient system of public education be developed.

National Support for Education

The bill carries, as well, the provision for the allotment of moneys to the various States to supplement their own resources. It is proposed to distribute money for the elimination of illiteracy to the several States in the ratio which that State's illiterate population bears to the total illiterate population of the country. In like manner, that money be granted to the States for the teaching to immigrants of the English language, their training in the duties of citizenship, and their development in understanding and appreciation of the principles and ideals of our democratic society, the money to be apportioned in the ratio which the immigrant population of any State bears to the total foreign-born population of the United States. In order to co-operate with the States in equalizing opportunities in education it is proposed that moneys be assigned for the improvement of schools of less than college grade to the end that the length of school term may be equalized, that local interest may be stimulated, and that rural schools be improved. It is likewise proposed that national support be given for the development and carrying on of a program of physical education and recreation, including the medical examination of school children, the employ-

ment of school nurses, and the instruction of the people in the laws of health and sanitation. Provision is also made in the bill for the granting of support to the several States in support of those institutions in which teachers are trained, in order that teachers may be better prepared for their work and for the sake of developing greater efficiency for those already in the educational service. The bill provides that any apportionment which the Government makes for these purposes shall be matched by a like amount appropriated by the State and local authorities.

The Burden Distributed

Our association advocates this measure, and is committed to the policy of advancing it, because we are convinced that in the present emergency, and even after the war, national support is necessary if educational opportunity is to be equalized. We believe that the administration and control of public education should be left in the hands of the several States, but we recognize the fact that sources of revenue once available for the locality of the State have been taken over by the National Government. It is, of course, possible for enlightened communities to add still further to the burden of taxation, but unless such taxes are evenly distributed throughout the nation the tendency would inevitably be to drive out of the communities levying the heavier taxes the wealth which is now available for this purpose. It is only as the burden is distributed over the

whole nation, and the funds made available by the national Government, that we can hope for the great increase in support which is necessary for the maintenance of an efficient system of public schools.

Democracy Needs Best Schools

Within the past year the American people have awakened to a new consciousness of their national unity. They have always looked to the public schools to lay the foundation upon which is based intelligent loyalty to our national ideals. Men and women everywhere are coming to realize the necessity for strengthening our public school system. There is coming to be a demand that every boy and girl be provided with that sort of education which will send him or her from school sound physically, trained mentally, and grounded in an appreciation and understanding of the ideals and purposes of our democracy. I confidently believe that these ends can be realized only when there is a clear recognition of the need for a national plan for education and a more generous provision in support of public schools. The people of the United States have pledged their lives, their fortunes, and their sacred honor to the cause of democracy in the world. If free Governments are to endure we must establish in this country a system of public schools which will develop an intelligent, law-abiding, liberty-loving citizenship. The hope of our humanity is to be fulfilled in the lives of the children who are even now in our public schools.

If you do not receive National School Service write, Committee on Public Information, asking that your school be placed on the mailing list. Use the war material and other suggestions in your school. Similarly if you are not receiving copies of School Life write the Bureau of Education. These semi-monthly magazines contain up-to-date information.

Let every member of the National Education Association assist in the drive for 100,000 new members.

Commission Condemns Teaching in Foreign Languages

Strong for English Language in Schools

The following resolution was unanimously past by the National Education Association Commission on the National Emergency in Education at its session of April 12, 1918, at N. E. A. headquarters, 1400 Massachusetts Avenue:

The National Education Association Commission on the National Emergency in Education and Necessary Readjustment During and After the War, representing thousands of loyal and patriotic teachers, believes the practice of giving instruction to children in the common branches in a foreign tongue to be un-American and unpatriotic, and we believe that all instruction in the common branches for all children in every state in this Union should be in the English language. We therefore recommend that the instruction in the common branches in both private and public schools in all states be given in the English language only, and that every legitimate means, both state and federal, be used to bring about this result.

States Have Taken Action

The following states have abolished teaching in the German language in the public schools:

Alabama, California, Connecticut, Delaware, Louisiana, Maine, Mississippi, Montana, North Dakota, Oklahoma, South Dakota, Tennessee, Utah and West Virginia.

The following states are said by the American Defense Society to have the question under consideration:

Arizona, Arkansas, Florida, Georgia, Idaho, Indiana, Kansas, Michigan, Missouri, New Jersey, New York, Ohio, Rhode Island, Texas, Virginia and Wisconsin.

Information to be Sent to Field Secretaries

Those who have special information and data which will assist President D. B. Waldo in his efforts for increased salaries for teachers of all ranks throughout the country are requested to send the same to him at N. E. A. headquarters. Those who have special suggestions for the drive for national support for education are requested to correspond with Superintendent J. A. C. Chandler addressing him also at headquarters.

It is in order for members to let U. S. Senators and Congressmen know the wishes of the profession for a National department of Education, with a secretary in the president's cabinet.

THE ACTIVE MEMBERS AT THE BUSINESS MEETING, PITTSBURGH MEETING, PLEDGED BY A UNANIMOUS VOTE, 100,000 NEW MEMBERS DURING THE PRESENT YEAR.

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SUPPLEMENT

N. E. A. BULLETIN

September

AN EDUCATIONAL PLATFORM

The Program of the Commission on the
National Emergency in Education

and

The Declaration of Principles
adopted by the National Education Association
at Pittsburgh, July 5, 1918

WASHINGTON
THE NATIONAL EDUCATION ASSOCIATION
1918

**Commission on the National Emergency in Education and the Program
for Readjustment During and After the War**

- George D. Strayer, Chairman of Commission and President National Education Association, Professor of Educational Administration, Teachers College, Columbia University, New York.
- Lotus D. Coffman, Secretary, Dean of the School of Education, University of Minnesota, Minneapolis, Minn.
- Robert J. Aley, President, University of Maine, Orono, Maine.
- Sarah Louise Arnold, President, Simmons College, Boston, Mass.
- W. C. Bagley, Professor of Education, Teachers College, Columbia University, New York.
- F. D. Boynton, Superintendent of City Schools, Ithaca, New York.
- Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colorado.
- J. A. C. Chandler, Superintendent of City Schools, Richmond, Va.
- George B. Cook, Member of State Board of Education, Little Rock, Ark.
- Elwood P. Cubberley, Dean, School of Education, Leland Stanford University, Stanford University, Calif.
- Agnes E. Doherty, Teacher of History and Economics, Central High School, St. Paul, Minnesota.
- Susan M. Dorsey, Assistant Superintendent Public Schools, Los Angeles, Calif.
- David Felmley, President State Normal School, Normal, Ill.
- Thomas E. Finegan, Deputy State Commissioner of Education, Albany, New York.
- J. M. Gwinn, Superintendent of City Schools, New Orleans, La.
- Ada Van Stone Harris, Director of Elementary Practice Teaching, Pittsburgh, Pa.
- E. C. Hartwell, Superintendent of City Schools, Buffalo, N. Y.
- Henry W. Holmes, Professor of Education, Harvard University, Cambridge, Mass.
- W. A. Jessup, President, Iowa State University, Iowa City.
- James Y. Joyner, State Superintendent of Public Instruction, Raleigh, N. C.
- A. J. Matthews, Treasurer National Education Association, President State Normal School, Tempe, Arizona.
- William B. Owen, President, Chicago Normal College, Chicago, Ill.
- Carroll G. Pearce, President, State Normal School, Milwaukee, Wis.
- Josephine C. Preston, State Superintendent of Public Instruction, Olympia, Washington
- Walter R. Siders, Superintendent of Public Schools, Pocatello, Idaho.
- Payson Smith, State Commissioner of Education, Boston, Mass.
- Frank E. Spaulding, Superintendent of City Schools, Cleveland, Ohio.
- Nina C. Vandewalker, Kindergarten Director, State Normal School, Milwaukee, Wis.
- J. W. Withers, Superintendent of City Schools, St. Louis, Mo.

NATIONAL EDUCATION ASSOCIATION

1400 MASSACHUSETTS AVENUE N. W.

WASHINGTON, D. C.

J. W. CRABTREE, Secretary

ORIGIN AND WORK OF THE COMMISSION

The present shortage of teachers, the necessity to provide more efficient workers in war activities, and the training of hundreds of thousands of men in short courses to meet war-time emergencies, are among the questions which have led the educators of America to act together to make necessary adjustments in education during and after the war. To that end, Mary C. C. Bradford, President of the National Education Association, appointed a committee to represent the Association in mapping out a program for the "rebuilding of civilization thru a war-modified education." Dr. Thomas E. Finegan, President of the Department of Superintendence, at the recent meeting in Atlantic City, appointed a committee to cooperate with the National Education Association Committee. These committees with the members of the Executive Committee and the Board of Trustees of the National Education Association, met in Washington, March 7-9, and completed the organization of the Commission on the National Emergency in Education and the Program for Readjustment During and After the War.

The Commission has since met twice in Washington and once in Pittsburgh. Cooperating with the Commission are state commissions in the several states, each composed of the state superintendent, the state director of the National Education Association, the president of the state teachers association, and other representative educators appointed by them. International relations between the educational bodies of the allied countries have also been established.

This Commission plans to enlist the services of all the educators of the country and to cooperate with all the agencies related to educational readjustments in outlining a progressive program of education. Among the problems considered definitely by the Commission are: Higher salaries for teachers, adequate teacher training, a complete program of health and recreation, rural education, immigrant education, the education of adult illiterates, training for all forms of national service, the coordination of war service in the schools, the creation of a national department of education, and the extension of national cooperation with the states in strengthening the public schools.

THE NATIONAL EMERGENCY IN EDUCATION

- I. The Nature of the Present Crisis Faced by the Public Schools of the United States.**
- II. The Preparation, Supply, and Compensation of Teachers.**
- III. The Importance and Needs of Rural Education.**
- IV. A Complete Program of Physical and Health Education.**
- V. Problems of Immigrant Education and Adult Illiteracy.**
- VI. Compulsory Continuation Schools.**
- VII. The Creation of a National Department of Education and the Extension of National Co-operation with the States in Strengthening the Public Schools.**

THE DECLARATION OF PRINCIPLES

The National Education Association, assembled in annual convention in the city of Pittsburgh, July 5, 1918, recognizes that the first great business of the nation is the winning of the war, and to this end pledges the fullest measure of service and sacrifice for the sacred cause of our country, of democracy, and of humanity.

At this fateful hour in the life of our nation, the Association reaffirms its faith in the American common school system as the only safe and sure foundation for a democracy either in peace or in war. It asserts its belief that the three-quarters of a century of free public instruction was the main factor in preparing our people for that quick and right understanding of the real meaning of this world conflict, and in making possible that hearty concord of thought and action which placed the material and human resources of the Republic on the side of righteousness, humanity and civilization. With peculiar satisfaction the Association points to the fact that 750,000 teachers and twenty-two million pupils have supported loyally every plan and purpose of President Wilson and Congress in their masterful leadership in honorable warfare for a just cause and a decisive victory.

War Crisis Shows Need for Readjustment

While this Association believes that the war crisis has disclosed to the nation, as no other event has, the strength and worth of the American school system, it does not fail to recognize that the emergencies and demands of war have laid bare certain weaknesses and shortcomings in the scope and character of public education that now call for readjustment and reorganization.

Association Commends Commission

The Association commends its Commission on the National Emergency in Education for the broad and comprehensive study of these needed readjustments.

Americanizing the Adult Population

The high percentage of adult illiteracy and the lack of understanding of the real meaning of our nation and the principles of its government, constitute a menace to national unity and national safety. This Association therefore recommends that the government

shall share with the states the responsibility of providing the funds, the organization, the administration, and the supervision necessary for Americanizing and making literate the adult population of the entire country.

A National Policy of Encouragement

The most alarming shortcoming in our system disclosed by the war is the unequal educational opportunities offered by the different states to the children of school age within those states. As long as a single state in the Union fails to provide its youth with the means of attaining certain minimum, nation-wide standards of health, intelligence, citizenship and character, our national life and unity are endangered. This Association, therefore, urges that the government shall immediately adopt the policy of encouraging all the states to establish uniform, minimum standards of health service, training for citizenship, and preparation and compensation of teachers, thru financial aid distributed to the states enforcing these standards, the amount to which any state is entitled to be determined on a simple basis. Nothing in this national policy of encouragement to the several states shall be permitted in any way to weaken the local responsibility or initiative or to subtract from the power of the state to organize, administer, and supervise the schools of that state.

Association Authorizes Field Secretary

The Association commends the thoroughgoing study made by the Committee on Salaries, Tenure, and Pensions, and recommends its report for the careful consideration and use of teachers, school boards, taxpayers, and lawmakers. In order to collect full information concerning the present state of public education, to enlighten public opinion, and to aid in securing appropriate local, state and national school support, the Association authorizes the executive committee to secure the full time, for a term of not less than three years, of an educator of recognized ability and experience, and to provide for the organization, correspondence, travel, publication, and other expenses of his office, a total sum including salaries, of at least ten thousand dollars a year.

Insure Teachers Living and Saving Wage

To the end that schools may be kept open and that the children of the Republic may have competent teachers, we declare it to be the

patriotic duty of taxpayers and lawmakers to provide sufficient revenues to insure a living and a saving wage to the teachers of the country.

Federal Child Labor Law

The Association urges the immediate enactment by Congress of a Federal Child Labor Law which will not only meet the objection found by the Supreme Court in the one declared unconstitutional, but which will extend protection to a greater number of the children of the United States.

Socialized Schools for Efficient Democracy

The schools of a modern, efficient democracy must necessarily be socialized schools. They must train for the whole life of all the people. To achieve this result, the Association recommends that larger opportunities be provided for activity which will develop initiative and resourcefulness of children, thus fitting them to meet the demands of our democracy.

College Military Units Approved

This Association approves heartily the action of President Wilson and the Secretary of War in offering a plan whereby young men above eighteen years of age may enlist in the army and continue their college courses in such institutions as have at least one hundred students ready and eligible to form a military unit.

Women to Train Girls for Civic and Social Life

The present emergency demands the careful consideration of the problem of training the girls of America for efficient and intelligent participation in the civic and social life of our local communities, of the state, and of the nation. The Association urges, therefore, that in city, county, and state school systems, women with skill in leadership be placed in charge of that part of our school work which has the direct responsibility of training the women of tomorrow to assume the new obligations of civic and social life.

Training for Citizenship Demanded

The Association demands the teaching of patriotism by every teacher from the kindergarten to the university, and the employment of only those teachers who are loyal to our national ideals. It urges

that all teachers as soldiers of the common good take the oath of allegiance. The Association further demands that all instruction in the schools of the nation be conducted in the English language.

Committee on Public Information

The Association commends the action of President Wilson in making the publicity of the best work of our public schools a part of the work of the Committee on Public Information, and expresses its appreciation of the President's support of the movement to mobilize the boys and girls of America for food production.

Commends Junior Red Cross

The Association particularly commends the patriotic service of the Junior Red Cross with the understanding that it conform to the standards, motives, and aims of the American Red Cross.

Education of Enlisted Men

The Association favors the making of liberal provisions by both State and Nation for the giving of special assistance, opportunity, and encouragement to the men in the service of the country to obtain the advantages of education that were omitted by the necessity of the great crisis.

States Urged to Adopt Prohibition Amendment

The Association urges the adoption by the states of the amendment for the prohibition of the sale and manufacture of intoxicating beverages.

Suffrage Amendment Approved

The Association favors the granting of the ballot to the womanhood of America, and urges the Senate of the United States to pass at the present session the separate suffrage amendment to our Federal Constitution.

Favors Establishment of a National University

The Association favors the establishment of a national university, the creation of a national department of education under the direction of a secretary of education, and the protection of teachers in all departments of education from unwarranted dismissal by employing bodies.

Food Administration to Prepare Conservation Program

The Association recommends that the United States Food Administration prepare in a form suitable for use in elementary schools, and particularly in the upper grades, lessons and materials supplementary to existing courses, which will promote the program of food conservation. It is further recommended that the food administration call to its assistance representative school authorities familiar with the capacities of children of the different grades, to constitute an advisory council for the Food Administration in the preparation of material designed for school use.

Health and Physical Training

Realizing that good health and a good physique constitute the foundation for all life-work, physical, mental and spiritual, the Association urges that boards of education make health and physical training a major subject, with equal rating with all other school subjects, and that adequate facilities, including teachers, play field, and apparatus, be provided; and further, that care be exercised to secure those teachers best adapted to the training of boys and girls.

The Association instructs the Commission on the Emergency in Education and such other committees as may have under consideration the problems of health and physical education to inquire concerning the work that is now being done and the methods which may have proved most acceptable in the field of sex education.

Dual System of Schools Condemned

The Association favors amending the Smith-Hughes Act to prevent the possibility of establishing a dual system of schools in any state.

Conscription for Selective Service

In the emergency that now exists, the Association urges that all the manhood and womanhood of the United States be conscripted for selective service.

N. E. A. Officers Commended

The members of the Association commend the present administration of the National Education Association for the excellent program presented, and for the constructive character of the work which the Association is doing.

Patriotic Spirit of Congress

The Association wishes to express its appreciation of the National Congress for the patriotic spirit shown in the hour of crisis in its subordination of partisanship to statesmanship in national legislation.

Entire Confidence in President

Realizing the tremendous task suddenly imposed upon our Government in changing from the pursuits of peace to those of war, and appreciating the marvelous achievements in creating an army, in mobilizing all the economic forces of the nation, and especially in transporting an immense army across an ocean beset by unusual dangers, while supplying our Allies with food and war material, the Association expresses its confidence in the national administration, and especially its confidence in the ability, clearness of vision, and leadership of the Commander-in-Chief of our Army and Navy, President Woodrow Wilson.

COMMITTEE ON RESOLUTIONS

John F. Keating, Supt. City Schools, Pueblo, Colorado
Francis G. Blair, State Supt. Public Instruction, Springfield, Ill.
David B. Johnson, President Winthrop Normal and Industrial Institute, Rock Hill, S. C.
Marion LeRoy Burton, President University of Minnesota, Minneapolis, Minn.
Charles R. Frazier, Supt. City Schools, Everett, Washington
H. H. Seerley, President State Normal College, Cedar Falls, Iowa
Robert E. Vinson, President University of Texas, Austin, Texas
Katherine Sisson McLean, Dean of Women, Ohio Wesleyan University, Delaware, Ohio
Ada Van Stone Harris, Director Elementary Practice Teachers, Pittsburgh, Penn.
Alice Florer, Assistant State Superintendent Public Instruction, Lincoln, Nebraska

The National Education Association
OF THE UNITED STATES

THE ENLISTMENT
OF THE
PROFESSION

Why Every Teacher and Every Person Connected with the Schools Should Enlist as a Member of the National Education Association and have a Part in the Important War Service Work which the Association, thru its Regular Organization and the Emergency Commission, is Planning and Doing.

WASHINGTON, SEPTEMBER, 1918

The N. E. A. Commission on the Emergency in Education
Committee on the Enlistment of the Profession

WHY EDUCATORS SHOULD ENLIST IN THE NATIONAL EDUCATION ASSOCIATION

An organization including a large majority of the school people of the country will be of the greatest service to the cause of Education and to the members of the Teaching Profession. There are many professional and personal reasons why one should enlist now in this great educational organization.

Professional Reasons

Thru such an agency it will be possible:

1. To develop among school people a stronger, if possible, a universal, consciousness of the dignity of the profession and of the obligations which rest upon its members; to make clear and generally understood and accepted the standards of professional qualifications, efficiency, and conduct which should be maintained by teachers.
2. To establish a recognized and effective channel thru which the consensus of educational opinion upon important educational matters may be exprest. The school people of the country are entitled to recognition as experts on all educational questions.
3. To supply the public with correct and reliable information on subjects related to schools and education. Authentic and disinterested information is needed by the public. Too often unwise action by public bodies and unwise or injurious legislation result from inaccurate or incomplete information.
4. To promote general recognition of the significance of our entrance into the Great War and to propose plans for supplying thru the schools to the children and their families correct information as to the causes of the war, the ideals upon which we act, and the conditions upon which we can consent to make peace.
5. To counsel together and with the national government as to the service which the schools can reasonably and most profitably be ~~askt~~asked to undertake. Swarms of war activities stand at the school-room door and knock. The National Education Association Emer-

gency Commission has already given substantial help in reducing the number, and to determine which should be excluded and which admitted and encouraged.

6. To counsel with the national and state authorities as to how to deal most speedily and effectively with the great mass of adult illiterates and the thousands of immigrants who need to learn the language of the country and get an understanding and appreciation of its institutions and ideals.

7. To make clear to the general public in a way that shall bring results, the need of more money to support public education. This is not chiefly a question of better pay for teachers. It involves, also, better school houses and equipment, more adequate playgrounds, longer school terms, a larger proportion of children in school instead of in the factories and fields, more and better normal schools to provide trained teachers, special schools or classes for special groups of children, and more attention to health education and to vocational training.

8. To convince the people of the nation and their representatives at Washington that the Federal Government must cooperate with the states to a much greater extent in the financial support of public education.

9. To have the counsel and support of the greatest possible number of the members of the profession, in the vitally important work of re-apprehending and re-stating our national ideals and aims in public education as these have been shown to need readjustment.

10. To have the counsel and support of the largest possible membership in the re-statement of our national program of education and the plans for carrying out that program in the light of the necessities which the war has revealed to us.

Personal Reasons

Thru a great national organization of educators, it will be possible:

1. To provide, thru the discussions at meetings and thru publications, a means of keeping the greatest possible number of members of the profession well informed and up to date in matters pertaining to their profession.

2. To make general among the members of the profession that feeling of pride and satisfaction which comes from solidarity and

the knowledge that all are standing together in a spirit of mutual interest and mutual helpfulness.

3. To promote the complete understanding and cooperation which is so desirable between the three elements in the human machinery of the school—the official board or employers, the administrative and supervisory staff, and the teachers who deal directly with the children.

4. To bring about, thru cooperation and proper organization, such increase in the pay of teachers and such improvement in the conditions surrounding their work, as shall make it possible for them to remain in the profession and to live in a manner befitting their calling.

5. To permit the N. E. A. to employ a permanent staff adequate to attend to its routine business, to prepare and issue its publications, to assume some responsibility for influencing public opinion upon educational matters, to take an intelligent and effective interest in educational legislation, national, state, and local, and to promote the interests of the members both professionally and financially.

The Association now has a Secretary, who attends to its routine business. The Association has also authorized the employment of a Field Secretary to gather and prepare important information and to act as friend and counselor in national or state legislative matters, or in cases where the services of the Association are sought in salary adjustments or in the solution of other important educational questions.

For the effective carrying out of the work of the Association, its officers, the Emergency Commission, and the various committees, increase revenues are necessary. Increase revenues come from enlarged membership. With an enlarged membership and increase revenues, the Association will be in a position to render more effective service to every member and to promote that education which is the sure foundation of our democracy.

—Signed by the Committee on the Enlistment of the Profession

PRICE LIST

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Complete price list of publications sent on application.

Many superintendents of city schools and many presidents of normal schools are ordering Commission Series Number One at \$4.50 a hundred, to be placed in the hands of each teacher and faculty member for study and discussion at teachers and faculty meetings. County Superintendents are ordering for their teachers. Normal schools and teachers' colleges are ordering for their classes in education. The problems of re-adjustment in education will be seriously considered by practically all the teachers of the country during the present school year.

Members will receive notice as each number of the Commission Series comes from the press. The price of each number will be five cents.

The Enlistment of the Profession

The National Education Association at the Pittsburgh meeting not only adopted the important program of the N. E. A. Commission, but took action definitely pledging the support of the teachers of each state in a successful drive for 100,000 new members and for carrying out the entire program of the Commission:

France and her Colonies now enrol 110,000 teachers in a great national association. In the same proportion, the United States should enrol at least 140,000 teachers in the National Education Association. America's teachers must stand together for America's children.

Increase salaries for teachers, and a better program of progressive education to meet America's needs, are certain to result if the teachers of America stand back of the Commission on the Emergency in Education and the Program for Readjustment During and After the War. At least 100,000 teachers should enlist at once. This army can be raised if, in proportion to the total number of teachers, each state should furnish its quota of recruits as follows:

Alabama -----	1,748	Nebraska -----	2,054
Arizona -----	228	Nevada -----	110
Arkansas -----	1,776	New Hampshire -----	518
California -----	2,800	New Jersey -----	2,660
Colorado -----	1,000	New Mexico -----	322
Connecticut -----	1,006	New York -----	8,652
Delaware -----	120	North Carolina -----	2,312
District of Columbia -----	294	North Dakota -----	1,348
Florida -----	814	Ohio -----	5,092
Georgia -----	2,396	Oklahoma -----	2,064
Idaho -----	546	Oregon -----	1,010
Illinois -----	5,470	Pennsylvania -----	6,880
Indiana -----	3,204	Rhode Island -----	446
Iowa -----	4,464	South Carolina -----	1,344
Kansas -----	2,498	South Dakota -----	1,144
Kentucky -----	2,068	Tennessee -----	2,128
Louisiana -----	1,212	Texas -----	4,166
Maine -----	1,164	Utah -----	546
Maryland -----	1,036	Vermont -----	546
Massachusetts -----	3,040	Virginia -----	2,084
Michigan -----	3,360	Washington -----	1,512
Minnesota -----	2,912	West Virginia -----	1,680
Mississippi -----	1,826	Wisconsin -----	2,784
Missouri -----	3,638	Wyoming -----	272
Montana -----	720	Total -----	101,014

Each new active or associate member will be enrolled as a volunteer in the enlistment of the profession. Charts will be sent out November 1, January 1, and March 1, showing the progress made in each state towards securing the desired quota of new members.

It is a mark of distinction to reach 75 per cent of the teachers of a school in this enlistment of the profession. *It is certainly an honor to go over the top with 100 per cent of the teaching force.*