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THE PLAN OF CAMPAIGN FOR INCREASED SALARIES

I. As rapidly as possible organize at least one hundred thousand teachers in the National Education Association of the United States for a campaign of sound, wholesome propaganda. Then have this organized force make liberal use of the press. We are a very rich nation. Make this known. Education in a democracy is imperative, and rests on sound teaching done by trained teachers. Make this known. Teachers are producers and are entitled to a fair share in the distribution of wealth. Make this known. Salaries have been low and living costs have doubled in twenty years. Make that known. The unskilled teacher, the mediocre personality, is not an asset but a liability. Make that known. The selected trained teacher returns her salary many fold to the commonwealth. Drive this truth home.

II. Much may be done, and must be done in local salary campaigns. The Committee on salaries of the Michigan State Teachers Association advocates the following method of procedure:

a. Keep down other expenses so that there may be funds for increasing teachers salaries.

b. Standardize expenses to the end that all wasteful expenditures may be eliminated.

c. Organize and maintain an educational publicity committee of teachers and school patrons. The people want to know what the teachers really need in the way of support in order that the teachers may do their work most effectively.

d. Formulate a minimum salary based on living expenses for teachers in your community for twelve months. Give publicity to this minimum, and urge upon the teachers and school board members that it is unprofessional, if not absolutely wrong for a teacher to sign a contract for the school year that does not carry with it a wage sufficiently large to cover actual living expenses for the calendar year of twelve months.

e. Reprint in your local paper important materials bearing on the salary problem.

III. The members of the National Education Association should, with united forces, back the Smith-Towner Bill, and see that this bill with any necessary amendments becomes law during the next session of congress.

IV. The fight for higher professional standards should be unrelenting. State legislation providing proper requirements for public school service should be pushed as never before. States that require but six weeks of professional training should go quickly to one year of such training, and then to two years beyond high school graduation for all grade teachers.

V. In reference to resuming specie payment John Sherman said: "The way to resume is to resume." The way to raise teachers salaries is to raise them. A very successful campaigner in raising war relief funds when asked the secret of his committees' success replied, "We hop to it." The time is fully ripe for all school men "To hop to it" is a campaign for decent and just salaries.

We need more intelligent, aggressive fighters and fighting. Let us hope that those who have been fighting will keep up the fight and by their example and precept inculcate the fighting spirit in those school men who have been neutral or pacifists in this vital campaign.

We need a Roosevelt of preparedness in every school district, in every country, in every village, and in every city, large or small. Such men and women never really fail. For the child of our day, let us now and here highly resolve that this campaign must be fought and won without delay.

—The closing paragraphs of President D. B. Waldo's address at the Chicago meeting of the Department of Superintendence on "Adequate Compensation for Teaching Service in the Public Schools."

THE CHICAGO MEETING

The Chicago meeting of the Department of Superintendence sets a new record of attendance and it emphasizes the value of a pointed purposeful program. The enrolment past beyond the 8,000 mark, nearly double that of any previous meeting of the Department and approaching the large enrolments of the meetings of the N. E. A. itself. The program was exceptionally strong. The work of the presiding officer, Superintendent Hartwell, won the admiration of all. The following is taken from the account of the meeting in the School Board Journal:

Leading Features

The discussion of the largest single project undertaken by the N. E. A., the largest attendance in its history, and the strongest program in many years—these were the outstanding features of the first post-war convention of the Department of Superintendence, held in Chicago, February 24 to 28. The nationalization of education held the first place on the program and in the minds of the seven thousand persons in attendance. Practical problems of administration discussed in a forward looking spirit, ran a close second in arousing interest. From the standpoint of program, size, physical conditions and general spirit, the meeting was the most satisfactory in many years. This appraisal of the convention may appear unwarranted in its superlatives, but it reflects accurately the feeling of the great majority of the men and women who came to Chicago from all parts of the union.

The Program

Mr. Hartwell built the program with the idea that speakers discuss things which require immediate decision, which involve new objectives, and which demand the shifting of educational formations. He succeeded fully in this intention and it was notable that he brought forward men who are on the firing line, who have in most cases not been on national programs in the past, and who have constructive plans and ideas to present. Every speaker was prepared with a set paper and had apparently thought thru his problem to a point which gave him a clear, well rounded view and enabled him to talk helpfully and suggestively. The firmness and tact of the chair held the individuals well within their time limits and the sessions within fatigue-preventing length. Very few speakers read; the majority of the men address their audience effectively and vigorously. The result was that the assembly was on the qui vive at all times and keenly appreciative of all that was said. Perhaps the fact that most of the men had not before enjoyed the honor of addressing the Department contributed to their success. If that be true, future presidents should gain from the present experience.

President Hartwell

Mr. Hartwell proved himself a splendid president and program builder. He is a courageous, straightforward man of affairs and he handled the meeting with vigor, tact and kindliness. His manner of holding speakers within their time limits sets a new precedent, one that might be followed by all future presidents.

RESOLUTIONS OF DEPARTMENT OF SUPERINTENDENCE CHICAGO, FEBRUARY 24-MARCH 1

Schools Have Met the Test of War.

The American public schools have met the test of the war. The entrance of America into the war on the side of right and humanity was due primarily to the fact that the schools had kept alive in the hearts of her youth the ideals of liberty and freedom. The schools nourish the spirit of democracy, and produced a soldier whose initiative, resourcefulness, courage and morale were the marvel of the world, who with only a few months training demonstrated his superiority to the picket soldiers of Prussian autocracy, trained from youth for war.

While we recognize the defects of our educational system with its glaring inequalities of opportunity, we take justifiable pride in the war service record of the American schools. In the crisis of war the schools were a mighty agency for Victory. Every classroom was profoundly touched by the war. Patriotic instruction in the schools was a most powerful instrument in bringing the people to a full realization of their world responsibilities, and it was especially potent in guaranteeing the loyalty of millions of our immigrant population.

In the light of a century of achievement in fostering American ideals and in view of the devoted service of the American classroom teachers and pupils during the war, we pledge the continued devotion of the public schools to true Americanism and world democracy.

Favors League of Nations to Enforce Peace

Affirming that the recent world war was a war to end war, and that the formation of a League of Nations will preserve the peace of the world, and perpetuate the ideals for which America entered the war, and believing that the League of Nations is a logical extension of the spirit of our American institutions to include the civilized nations in a world democracy, we, the members of the Department of Superintendence of the National Education Association, do hereby go on record as favoring a League of Nations to enforce peace, and that we do hereby pledge ourselves to use our influence to secure its adoption by our own country, the United States of America.

That the Secretary of the Association is hereby instructed to send by telegraph copies of this resolution to the President of the United States, Honorable Woodrow Wilson, Ex-President William Howard Taft, the President of the United States Senate, and the Chairman of the Senate Committee on Foreign Relations.

Urges Creation of International Commission on Education

Since Education is the principal means by which a responsible world democracy can be evolved, and a League of Nations maintained, be it resolved that the Department of Superintendence of the National Education Association strongly endorses and gladly accepts the resolutions adopted by the National Council of the League of Nations now in session in Paris and sent to it at Chicago by cable. This Department urges the creation of an International Commission on Education that shall be an active organ in a League of Free Nations, whose duties should be to provide for a world education in the elements of democratic citizenship, and the extension of the privilege of education to all people and to all classes.

Immediate Creation of Department of Education

Declaring that education in a democracy is the most important function of the government, that it is a national, state and local responsibility, and that each should contribute to its support, we urge, therefore, the passage by Congress of the Smith-Towner Education Bill. In order that education may be given proper recognition by the National Government, we ask for the immediate creation of a department of education with a secretary, who shall be a member of the President's Cabinet.

Eradication of Illiteracy and Americanization Thru the Schools

Insisting that our democracy shall be kept safe for the world, we demand resolute, sustained measures that shall eradicate illiteracy from all sections of the country. The complete Americanization of all native and foreign born residents is the paramount duty of the hour. The leadership of this should be assumed by the public schools.

Adequate Physical Training for All

In view of the fact that 30 per cent of those examined for military or naval service in the late war were found to be physically unfit, we call for Federal, State and local programs which will provide adequate physical training for all the youths of the nation.

Endorses N. E. A. Educational and Legislative Program

Noting that but a portion of the teaching force of the country contributes to the maintenance of the National Education Association, we recommend that professionally minded teachers shall become active members of that body. We heartily endorse the campaign now under way to secure voluntary contributions in aid of the program of the Association, in order to obtain nation-wide publicity and support for the creation for a Department of Education.

Minimum Preparation and Minimum Salaries

Recognizing that more than half of the children of the United States are under the instruction of teachers inadequately trained, and but temporarily in the profession, we believe that a minimum of two years of professional training, following a four years' course in an accredited high school, should be adopted as a standard to insure that we have better teachers for American schools. To attain this end we recommend that this Department urge thruout the nation that the minimum salary of any teacher of any grade be not less than \$1,000.

Committee on Apportionment of School Funds

In order to discover the practice and determine standards for a just apportionment to the several departments of the schools of the funds collected by Boards of Education for their current expenses, we recommend that a Committee of Superintendents be appointed by the President of this Department to make a study of this question and report at the next meeting of the body.

Endorsement of National Program of Thrift Thru Instruction

As essential to character formation, to the welfare of the American people, and to the promotion of a National habit, we urge that the present National program of thrift instruction, and the sale of Thrift and War Savings Stamps become a permanent part of the public school procedure.

We recommend that a Committee of the National Education Association be named to cooperate with the Savings Division of the Treasury Department in pushing a campaign in all State School systems.

National School Service

We tender our highest appreciation to the United States Government for its efforts to coordinate war service activities thru the publication of "National School Service." We request that this invaluable periodical be made a permanent organ of a Department of Education, with such a broad independent policy as will enable it to continue to speak the message of all departments at Washington to the public schools of the land.

Indiscriminate Closing of School

We condemn the wholesale and indiscriminate closing by the State and local Boards of Health of schools which have adequate medical inspection and supervision during epidemics of contagious and infectious diseases, and suggest the isolation and quarantine of stricken persons.

Red Cross and Boys Working Reserve

We recommend the Junior Red Cross for its announst purpose of interesting the pupils of America in the relief of the needy children of Europe. The program of the Boys Working Reserve merits support under special educational safeguards.

Commends President Hartwell and His Forward Looking Program

We desire to congratulate the program committee of the Department for the virility, vision and inspiration of the discussion presented during the sessions of this week. We commend warmly our Executive, Superintendent E. C. Hartwell, for his part in the preparation of the admirable forward looking program, and as a Department we tender our sincere thanks for his firmness, tact and skill as presiding officer.

RECORDS OF WAR ACTIVITIES

To County Councils of Defense:

The Montana Council of Defense is in receipt of a request from the Council of National Defense asking it to cooperate in the work of preserving the records of war activities on the part of the schools in Montana. School authorities are requested to send a copy of the school's war work to the National Education Association, 1400 Massachusetts Avenue, Washington, D. C., to be placed in the archives of the National Capitol. This material will then be available for the use of committees of the National Education Association, the Bureau of Education, the American Library Association, the National Board for Historical Service and other national bodies in compiling a series of valuable volumes to be placed in each of the libraries of the country.

The Montana Council of Defense requests members of county councils to bring this subject to the attention of school authorities in their communities so that Montana may be properly represented in the compilation suggested.

CHARLES D. GREENFIELD, Secretary.

Note—The Council of National Defense has received word of similar action from many other states.

PRESIDENT WILSON INVITED TO MILWAUKEE

Recognizing the tremendous value which the word of our National Leader, President Woodrow Wilson, may have in advancing the cause of education at this time; recognizing also his great interest in the cause to which he devoted many years of his life, and in the profession which the war has shown to be one of our greatest national assets, we, the members of the National Education Association, assembled, at the meeting of the Department of Superintendence, do hereby earnestly urge President Wilson to be present at, and address the coming Peace Session of the National Education Association, to be held in Milwaukee, Wis., the first week of July next.

We believe that nothing could do more good than his presence and his word of counsel and encouragement to advance the vital educational program which the National Education Association has undertaken.

—Resolutions of the Department of Superintendence.

THE ISSUE

The issue before our profession and before all who wish well for our country is best expressed by asking the question, What kind of teachers do we want for American boys and girls? There can be but one answer in a democratic society. We want the choicest of our young men and young women to engage in this profession and to render a most important service. In order to secure these recruits for the teaching profession, salaries must be greatly increased. A minimum of one thousand dollars a year throughout the United States would do more for democracy than the same amount of money spent for any other purpose. The United States is wealthy enough to provide the one-half billion dollars that it would require to bring about this desirable result. During the past year it has been found necessary to spend approximately double that amount in the increase of wages of railroad employees in order to keep our railroads running to a fair degree of efficiency. The first increase in the salary of railway employees imposed a tax, in terms of freight and passenger rates, of four hundred and seventy-five million dollars upon the American people. An equal amount would increase immeasurably the efficiency of our schools. We need not feel that we are pleading our own cause when we demand adequate salaries for American teachers. One who is interested in the welfare of his country must hope to provide a well-trained teacher for every American boy and girl. This is all that we are asking when we demand a minimum of one thousand dollars for American teachers.

—Part of an address by George D. Strayer, President of the National Education Association at the Chicago meeting of the Department of Superintendence.

INTERNATIONAL COMMISSION ON EDUCATION

The following resolution was unanimously and enthusiastically adopted by International Conference League of Nations' Association and cabled to George D. Strayer, President of the N. E. A., by Dr. F. E. Spaulding, who now has charge of American education in France: Leon Bourgeois, President: "That this meeting agrees that an international Commission of Education should be an active organ in a League of Free Nations, Education is the principal means by which a responsible world democracy may be evolved and the League of Nations maintained by an International Commission on Education will promote the fundamental needs of democracy. This plan therefore should provide for a wide-

spread education in the elements of democratic citizenship and the extension of the privilege of education to all people and classes." Dr. Spaulding adds: "Get cable at once from National Education Association and many other Educational, Scientific and Civic Organizations endorsing resolution and urging that an International Commission on Education be established. Address cables American Committee to Negotiate Peace, Paris."

Note—The Department of Superintendence cabled resolutions urging an International Education Commission.

EQUALITY OF EDUCATIONAL OPPORTUNITY

There is no equality of educational opportunity in the United States today. One boy goes to school in a hovel taught by a teacher relatively uneducated and without opportunity for professional training, without books, shops, apparatus, or supplies, while another boy goes to school in a marble palace with a well-paid, splendidly educated, professionally-trained teacher, with gymnasium, shops, and libraries available for his use. Half of our population live in the country, villages, and small towns. The children in these communities will rule the nation no less certainly than the children in our larger cities. Potentially they promise much for the perpetuation and development of our democracy. We have neglected them. The realization of the promise of democracy will come to pass when we accept the fact that the equalization of educational opportunity can be provided only when the wealth of the nation is put back of the education of the children of the nation.

If we seek to establish this democratic system of education we will need to distribute large sums of money appropriated by our national government. We will need in this field, as in the case of commerce, labor, agriculture, and the rest, a representative in the President's cabinet. If once we admit the fact that it is the business of the nation to provide education for all of the children, we must then acknowledge this function by the establishment of a branch of the government coordinate with those other departments now represented in the President's cabinet. We are the only nation in the world, among those associated with the overthrow of autocracy and for the establishment of democracy, which has not its Ministry of Education.

—Part of address by George D. Strayer, President of the National Education Association.

WANTED—BARBERS AND TEACHERS

The want ads printed below were sent to the Field Secretary of the N. E. A. by an army officer stationed at Raleigh, N. C., with the following comment:

"I am sending you herewith a clipping from the January 13, 1919, issue of the "News and Observer," Josephus Daniel's organ in Raleigh, N. C. You will note that these two want ads appear in the same issue. What incentive is there for a person to prepare himself to teach in a high school when a colored barber in the same town, who very probably cannot sign his own name, can make as much in two weeks as a high school teacher can make in a month?"

WANTED—Colored barber for white trade in camp town; permanent position. We guarantee \$25 per week. Right man can make \$35 per week. Let us hear from you at once. Fleming & Elliott, 6 Market Square, Fayetteville, N. C. 11—3t.

WANTED—Teacher of Latin for the Lumberton High School, Lumberton, N. C. Salary \$70. W. H. Cale, Superintendent. 11—3t.

THE MILWAUKEE PROGRAM

The presence of our War President, of prominent educational representatives from England and France, and the part taken by laymen representing labor, manufacturing, commercial and agricultural interests, are among the attractions of the program of the next annual convention of the National Education Association, to be held at Milwaukee, June 29 to July 5. According to definite arrangements already made by the president, Dr. George D. Strayer, four afternoons, those of Monday, Tuesday, Wednesday, and Thursday, will be devoted entirely to department meetings. In order to reduce the number of meetings held on any one afternoon, President Strayer has requested department chairmen to combine their programs with those of other closely allied departments. A summary of the general program, as so far announced, is as follows:

Monday Evening. The session will open with the customary addresses of welcome and response, and the president's address, which will point the educators of the country to their opportunities to do forward-looking, constructive work.

Tuesday Forenoon. At this session, the nation's laymen will be heard in a program in which will appear the most prominent national leaders, representing labor, manufacturing, commercial and agricultural interests.

Tuesday Evening. Rural education, elementary education, secondary education, higher education, and physical education will be represented in a comprehensive program whose theme is the organization of American education for the development of democracy in the United States and the world.

Wednesday Morning. A working session of the Association will be held. Representatives of each of the important committees of the Association, of the Commission, and the Field Secretary will appear, give fundamental facts and discussions, and make necessary recommendations. The entire session will be devoted to mapping out definitely the important work directly before the Association.

Wednesday Evening. Distinguished educational representatives from England and France will bring stirring messages from overseas.

Thursday Morning. The classroom teachers of the United States will have a real inning at the general session. Rural teachers, kindergarten teachers, elementary teachers, high school teachers, and college teachers will unite in an all-teacher program to discuss the teachers' contribution in a democratic society.

Thursday Evening. It is hoped that the President of the United States will give the teachers of America an inspiring message.

Friday Morning. This session will be devoted entirely to the business meeting.

Friday Afternoon. A general program will be given by the representatives of the Nation's greatest welfare agencies co-operating with the public schools.

The following Committee on Resolutions has been appointed:

Fred M. Hunter, Superintendent City Schools, Oakland, Calif., Chairman.

Carlton B. Gibson, Superintendent of Schools, Savannah, Ga.

Mary D. Bradford, Superintendent of Schools, Kenosha, Wis.

May Trumper, State Superintendent of Public Instruction, Helena, Mont.

A. E. Winship, Editor School Journal, 6 Beacon Street, Boston, Mass.

R. J. Condon, Superintendent of Schools, Cincinnati, Ohio.

Olive Jones, Principal Public School No. 120, New York City.

THE SMITH-TOWNER BILL

Our N. E. A. bill received much attention in both the Senate and House of Representatives of the Sixty-fifth Congress, but together with hundreds of other important measures, was buried in the congested legislation of the short session. The bill will be carefully revised and perfected, and reintroduced in both houses at the opening of the next Congress, which will probably convene in special session early in June. We give a brief analysis of the bill, all the essential features of which will be preserved.

The American Federation of Labor has endorsed this bill and is giving it strong support. It has also received the endorsement of scores of Commercial Associations, Women's Clubs, Parent-Teacher Associations, Rotary Clubs, and other organizations throughout the country. Resolutions of endorsement and letters urging its passage should be sent to members of Congress until it is enacted into law.

Title

"A bill to create a Department of Education, to authorize appropriations for the conduct of said Department, to authorize the appropriation of money to encourage the states in the promotion and support of education and for other purposes."

Establishes a Department of Education

The bill establishes a Department of Education, with a Secretary at its head, thus giving Education recognition in the President's Cabinet along with Agriculture, Commerce, Labor and the other Departments. At present the administration of educational affairs is parceled out among more than eighty different bureaus, boards and divisions of the several Departments of Government. The Bureau of Education in the Department of the Interior was established for the collection of statistics and the dissemination of information.

Consolidates Bureaus and Authorizes Educational Research

The bill transfers the Bureau of Education to the Department of Education and authorizes the President to transfer such other educational bureaus, commissions, boards, divisions and branches as, in his judgment, should be administered by the Department of Education. It is made the specific duty of the Department to encourage the states in the development of public educational facilities, and authorizes investigation and research in the fields of illiteracy; immigrant education; public school education, especially rural education; physical and health education and recreation; preparation and supply of competent teachers; and in such other fields as come within the provision of the Act. It authorizes the encouragement of higher and professional education, and the appointment of educational attaches to foreign embassies to investigate and report on the educational systems of other countries.

Authorize Appropriations for Specific Purposes

The bill authorizes the appropriation of \$100,000,000 annually to be apportioned among the states for the following purposes:

1. To encourage the states in the removal of illiteracy, \$7,500,000.
2. To encourage the states in the Americanization of foreigners, \$7,500,000.
3. To encourage the states in the equalization of educational opportunities, and for the partial payment of teachers' salaries, providing better instruction, extending school terms and otherwise providing equally good schools for all children, \$50,000,000.

4. To encourage the states in the promotion of physical and health education and recreation, \$20,000,000.
5. To encourage the states in providing facilities for preparing and supplying better teachers, \$15,000,000.

Preserves State Autonomy and Local Control

The appropriations are allotted to the states on condition that the state, or local authority, or both, shall furnish an equal amount for each specified purpose. The administration and control of education is left entirely to the states, and to local authorities, the Federal Government exercising supervision only to the extent necessary to see that the several amounts appropriated are used by the states for the purposes specified in the Act. The bill provides that the funds allotted to the several states shall be paid quarterly to the respective state treasurers, and disbursed on the order of the state's chief educational authority, as designated by the state legislature.

ARGUMENTS FOR THE BILL

The Removal of Illiteracy

The war demonstrated beyond a doubt that education is a subject of great national importance. The selective draft revealed that there were 700,000 illiterate males in America between the ages of 21 and 31. These were called out by our great free country to defend principles they could not understand and to uphold with their lives a constitution they could not read. Our American officers labored to make them efficient soldiers; provision must now be made to make them efficient American citizens. In peace as in war, men are valuable in proportion as they are educated and intelligent. The last census shows that there are in this country more than five and one-half million illiterates over ten years of age. The nation must encourage and assist the states to remove this unfortunate condition which is a menace to our country. These ignorant masses lower American standards and are exploited by greedy profiteers and unprincipled leaders. Anarchy and social disorders thrive on illiteracy.

Physical and Health Education and Recreation

Again, it was found that more than 700,000 of those examined for military service were physically unsound, and that a large proportion of the defects discovered could have been prevented or removed by proper attention in youth. This great problem deserves more consideration than it has received in the past. Here may be found the source of enormous economic and industrial loss, and the cause of much poverty and misery. The conservation of the human resources of the nation is certainly as important as the conservation of its other resources. Our people, particularly the industrial classes, are vitally interested in the promotion of the physical welfare of all thru physical and health education and the encouragement of wholesome recreation.

Americanization Vital to National Welfare

The Americanization, not only of the more than 13,000,000 foreign-born in our country, but of the many native-born who are ignorant of their duties and responsibilities as citizens of our free country, is a matter of vital importance. A government of the people and by the people, made up of people from every land, must necessarily be determined by the character of its composite citizenship. Therefore, the welfare and perpetuity of our nation demand that all possible encouragement be given to the states in the development of a citizenship physically and intellectually sound, and imbued with the spirit and ideals of true Americanism. Thus only can our Republic be made safe, efficient and enduring.

Teachers Must Be Better Trained and Better Paid

To meet these urgent demands, constructive legislation is needed to encourage and strengthen public education in the states. As the teacher is of first importance in every educational undertaking, we must make provision for more competent, better trained teachers. But to obtain and keep good, experienced teachers it is evident that adequate salaries must be paid. The Bureau of Education reports that the average salary paid teachers in this country in 1918 was \$630.64, which is \$243.00 less per annum than the average wage paid to scrubwomen in the United States Navy Yard. Is there any wonder that results are not always satisfactory? Inefficient schools are almost invariably the result of inadequate support. Low salaries are driving many good teachers out of the profession and filling the ranks with the immature, inexperienced and untrained. Of the 600,000 teachers in America, 100,000 are less than 20 years old; 150,000 have served two years or less; 30,000 have had no education beyond the eighth grade; 200,000 have had less than a high school education. The Federal Government should investigate this great problem so vital to the welfare of the more than 22,000,000 children of America, and give aid and encouragement to the states in its solution. Our government has been accused of giving more thought to agriculture and commerce than to education; more attention to live stock than to children. The government should give no less attention to those highly important agencies, but more to education.

Equal Educational Opportunities for All

The promotion of social justice and the general welfare demands the equalization of educational opportunities thruout the country. We sometimes boast that this is a land of equal opportunity, and yet we know that all the children of America do not have an equal chance for an education. The heaviest burdens often fall upon those least able to bear them. Every American, however, fortunate his condition, should be deeply concerned in the fact that we have in our country 1,534,000 native-born whites, 2,227,000 colored, and 1,650,000 foreign-born who cannot read and write. Where are these found? Principally in the congested cities of the north and in the remote districts of the south where educational advantages are poorest, and where they should be best. The light must be turned on in these dark places. We have spent billions of wealth and thousands of lives to uphold our ideals of liberty and justice, nor have we caviled over who was paying most. Shall we, as a nation, begrudge a few hundred millions that every child in America, whether born in the crowded city or in the sparsely settled rural district, shall have the advantage of a good common school education? This is simply guaranteeing equal rights and a square deal to all.

Encouragement of Education Demands National Attention

That the Federal Government should bear its part in the support of public education is the natural result of a process of development. Our school system began as a local institution. First there was the subscription school for the benefit of the families in a neighborhood who were able and willing to contribute to its support. Then there developed in some localities schools supported by local taxation, offering free the rudiments of education. Finally certain states came to recognize the importance of education, and past laws establishing more or less imperfect free school systems. Other states followed, and gradually free schools became general, but even today educational opportunities vary greatly in different parts of the country. Now the broader aspect of public education is being recog-

nized, and this great institution that was first local, and then received consideration from the states, is now commanding increased attention from the Federal Government. It is fundamentally sound that the nation, the state and the local community should share in the support of an institution essential to the highest good of all. The principle of federal aid has already been established along lines which are no more intimately related to national welfare than is education.

Other Nations Leading. Time for America to Act

The other great nations are giving particular attention to public education since the war, and notwithstanding their enormous war debts are appropriating more for this purpose than ever before. The Fisher Educational Bill, recently enacted by the English Parliament, is a most advanced measure. Education is represented in the Cabinets of England, France and Italy. The time has come in America when the great importance of education from the national standpoint makes it appropriate and necessary that a Department of Education shall be established to coordinate and administer the various educational activities of the Government, and that the Federal Government shall give aid and encouragement to the states in the removal of illiteracy, the Americanization of immigrants, the promotion of physical and health education and recreation, the preparation of teachers, the equalization of educational opportunities, and the improvement of our public schools, to the end that every child and every citizen in the land, entitled to the protection of our flag and the blessings of liberty guaranteed by our constitution, shall receive freely what Abraham Lincoln asked for all, "An unfettered start and a fair chance in the race of life."

BRINGING RESULTS

You may have, if you wish, additional copies of the letter to superintendents and boards of education, prepared by Field Secretary Magill, for members of your Board of Education or for citizens.

We are receiving many reports showing that this letter is bringing results. A Michigan Superintendent writes, "Your letter on teachers' salaries received, and I wish to thank you for the same. Our school board yesterday afternoon voted unanimously to increase the minimum salary of grade teachers from \$600 to \$800 per year. We think this is pretty good for a town of less than five thousand. We are very grateful to the National Education Association for such valuable data for the use of school officials. I believe that boards of education all over the United States are willing to pay decent wages to teachers when convinced that higher wages are necessary in order that teachers may live properly and equip themselves properly for their work."

KENDALL'S HEROISM

State Commissioner Calvin N. Kendall, of New Jersey, has poured hot shot into the taxpayers' camp. In five years the increase in the pay of teachers in New Jersey was but sixteen per cent while the cost of living increased sixty per cent. He suggested that members of Boards of Education allow their wives \$544 for all expenses for the year—board, lodging, clothes, travel, etc. He said frankly that the standards of the schools cannot be raised without a large increase in salaries.—*A. E. Winship.*

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INCREASED SALARIES FOR TEACHERS

The following letter, prepared by Hugh S. Magill, Field Secretary, and sent to superintendents and boards of education, throughout the country, has already helped to get increased salaries for thousands of teachers for the coming school year.

To Superintendents and Boards of Education:

The time is approaching for the election of teachers and the fixing of their salaries for the ensuing school year. The recommendation of the Superintendent and the action of the Board on this important subject will, in every case, effect not only the teachers concerned, but particularly the welfare of the children, and, in a broad sense, the cause of education generally. Permit us to call your attention to a few facts which bear upon this subject.

The National Education Association is deeply interested in teachers' salaries because of the vital relation of this subject to the welfare of the schools. The N. E. A. Committee on Teachers' Salaries, Tenure and Pensions, under the Chairmanship of President Joseph Swain, made a valuable report on this subject which was published last July. The Association has continued its investigations, and from the latest data obtained, supplementing the reports of the Railroad Wage Commission, the War Labor Board, the Bureau of Education, and other authorities, it can be shown conclusively that under existing economic conditions teachers' salaries are entirely too low.

From the Bureau of Education Bulletin No. 4, 1919, we quote the following: "Salaries of teachers are so low that they offer neither incentive to professional preparation nor encouragement to long tenure. Moreover, the new and more lucrative opportunities which the war has made available to teachers have made serious inroads on the profession. It can not now be expected that qualified persons will continue to teach, or that capable ones will prepare for teaching, unless radical and sweeping changes are forthcoming in the salary scale."

The Bureau of Education has made an estimate, based on a nation-wide investigation, that there were at least 50,000 vacancies in the public schools of the country at the opening of school last fall. One county in Pennsylvania reported fifty-three rural schools without teachers. In addition to these vacancies the Bureau further estimates that there were no less than 120,000 untrained and inexperienced persons placed in teaching positions in order to keep the schools open.

Authorities differ as to the increase in the cost of living. Bradstreet places it at 119 per cent since the beginning of the war. Dun at 94 per cent. The Labor Bureau at 103 per cent. Admittedly some items were not considered in making the above estimates, but from a study and comparison of available reports on the subject, an increase of 75 per cent since 1915 might be considered a conservative estimate. The necessity of increasing salaries and wages to meet this increase in living expenses has been officially recognized by the highest authorities.

By general order of the Director-General of Railroads, issued May 25, 1918, and based on the investigations and report of the Railroad Wage Commission, the wages of all railroad employees receiving less than \$250 a month were increased. The Commission stated in its report that a man receiving \$85 per month on January 1, 1916, should receive an increase of 40 per cent, making his wages \$119 a month in May, 1918, in order to give him the same living he previously had. This conclusion was approved and taken as the basis of the increases allowed. Those receiving less than \$85 a month were given a higher per cent of increase, and those receiving more, a lower per cent, gradually decreasing as applied to higher

salaries. This action of the Government was accepted as fair and equitable, but what about teachers' salaries which average, at the present time, much lower than the average wage received by railroad employees before their wages were increased?

Statistics obtained by R. C. Moore, Secretary of the Illinois State Teachers' Association, and published in the February, 1919, issue of the "Illinois Teacher," show that the average monthly wage of fifteen miners for a certain month, taken from the pay roll at the mine, was \$217.78, while the average monthly salary of the fifteen teachers in the same town was \$55. In another town a certain miner, who, by the way, was an Austrian alien, drew more than \$2,700 in wages last year, while the high school principal in that town, an American girl, trained for her work in a university, drew a salary of \$765.

Congress has repeatedly recognized the necessity of increasing wages and salaries in order to meet present economic and industrial conditions. The Johnson-Nolan bill, H. R. 152, providing that the minimum wage of all civil employees of the United States shall be \$90 a month, or \$1,080 a year, has already passed the House of Representatives and is now under consideration in the Committee on Education and Labor in the Senate. Please note that this is a minimum wage and applies to all employees including watchmen, janitors and charwomen. W. F. Ogburn, statistical expert of the National War Labor Board, testified at the Senate Committee hearing on this bill on January 28, 1919, that after a study of some six hundred families in New York last summer, he reached the conclusion that the minimum cost of living of a family consisting of a husband, wife and three children, was between \$1,350 and \$1,400 a year. Continuing, he stated: "Since that time the cost of living has increased in such a way that it could be maintained by both the friends and enemies of this bill that today, in the large eastern cities, the minimum level of subsistence must be about \$1,500."

At this same hearing a petition was presented and placed on record, signed by Judge Landis, Judge Carpenter, and more than a score of other United States officials, praying that the wages of elevator men and watchmen in the Federal Building at Chicago who received \$60 a month, and also the wages of charwomen, be increased \$1 a day "in order to meet in part the very great increase in the cost of necessities and that Federal employees may enjoy at least a living wage."

Throughout the country teachers are leaving the profession which, on account of the low salaries paid, is becoming less attractive to capable young men and women. Normal schools and teachers' training schools have fallen off alarmingly in attendance. The situation is particularly serious in rural communities where the salaries of many county superintendents and teachers are appallingly inadequate. One of the ablest county superintendents of Indiana writes: "When a teacher becomes efficient the city pays her more money and naturally she leaves." Continuing, with reference to low salaries, this superintendent declares: "There is one thing certain, the more progressive will not further sacrifice their time and energy, regardless of the fact that they like their work better than anything else and have prepared themselves for it."

Dr. P. P. Claxton, United States Commissioner of Education, in a recently published article, states: "It is only by very large increases in pay of teachers that we may hope to improve our schools appreciably. Small increases of 5, 10 or 20 per cent will not avail, for they will not be sufficient to hold in the schools men and women of superior ability. Teachers are now paid less for their work than any other class of workers, and the increase in their pay in the last few years has

in no wise been in keeping with the increase in pay of other workers, or with the increase in the cost of living. Many of the better teachers are leaving the schools and their places are taken by men and women of less native ability, less education, and culture, and less training and experience. As an inevitable result the character of the schools is being lowered just at a time when it ought to be raised to a much higher standard." Continuing, Dr. Claxton declares that the remedy is to increase teachers' salaries until they shall average at least \$1,500 a year.

The right kind of education is absolutely essential to the preservation of our democratic ideals. The recent war, with its terrible cost in money and human lives, was largely the result of the false philosophy of the Germans as taught in their autocratically controlled schools, and the chaotic condition in Russia today is due, in a large measure, to the illiteracy of her people. The Commission on Industrial Relations in the conclusion of its final report declares: "Real social service is the highest attainment the individual can aspire to reach. The State should properly be held responsible for the education of her children, in order that the best possible use shall be made by the greatest possible number of the opportunities of life as they present themselves from year to year."

This very grave situation demands immediate attention. The problem must be solved by those who are responsible for the support and administration of our public schools. State legislatures should furnish the needed revenues, or make it possible to raise the necessary funds by taxation. Because of the importance of the subject from the national standpoint, Congress should give Federal aid. The responsibility of giving adequate salaries to all teachers rests, in the last analysis, on Boards of Education by whom teachers are employed. They will be sustained in their efforts to meet this situation by public sentiment which has become aroused to an appreciation of the crisis confronting us.

Immediate action should be taken, not only as a matter of simple justice to the teachers, but for the highest good of the children of our country, and with the purpose of sustaining and strengthening our public school system, so essential to the welfare of our free institutions and all that we as a nation hold most dear.

Very truly yours,

NATIONAL EDUCATION ASSOCIATION,

Hugh S. Magill, Field Secretary.

Now and then an associate member writes in asking why he does not receive the N. E. A. Journal. Nine times out of ten it is because he has failed to return the coupon attacht to his receipt, which he is directed to return for the Proceedings.

THE NEW OFFICERS

Superintendent E. U. Graff, President-elect, and Miss Charl O. Williams, Secretary-elect, have the honor of serving at the semi-centennial meeting of the Department of Superintendence, and Cleveland has the distinction of having received the largest vote as the location for this meeting.

REPORT NUMBER SIX, APRIL 1, 1919

VOLUNTEERS IN THE ENLISTMENT OF THE PROFESSION

The table and diagram show the number allotted to each state, and the percent progress made in the drive for new recruits in each state. Percentages are based on paid memberships only.

State	Quota	Re- cruits	PERCENTAGE			
			25	50	75	100
Alabama	1,748	14				
Arizona	228	57				
Arkansas	1,776	10				
California	2,800	2025				
Colorado	1,000	300				
Connecticut	1,006	119				
Delaware	120	177				
District of Columbia	294	113				
Florida	814	13				
Georgia	2,396	18				
Idaho	546	99				
Illinois	5,470	4328				
Indiana	3,204	115				
Iowa	4,464	150				
Kansas	2,498	134				
Kentucky	2,068	68				
Louisiana	1,212	433				
Maine	1,164	436				
Maryland	1,036	298				
Massachusetts	3,040	268				
Michigan	3,360	630				
Minnesota	2,912	366				
Mississippi	1,826	18				
Missouri	3,638	630				
Montana	720	26				
Nebraska	2,054	197				

REPORT NUMBER SIX, APRIL 1, 1919

State	Quota	Re- cruits	PERCENTAGE			
			25	50	75	100
Nevada	110	43				
New Hampshire	518	15				
New Jersey	2,660	551				
New Mexico	322	30				
New York	8,652	640				
North Carolina	2,312	43				
North Dakota	1,348	70				
Ohio	5,092	1174				
Oklahoma	2,064	131				
Oregon	1,010	57				
Pennsylvania*	6,880	3547				
Rhode Island	446	12				
South Carolina	1,344	6				
South Dakota	1,144	160				
Tennessee	2,128	326				
Texas	4,166	52				
Utah	546	373				
Vermont	546	16				
Virginia	2,084	135				
Washington	1,512	160				
West Virginia	1,680	112				
Wisconsin	2,748	894				
Wyoming	272	10				

*Includes advanst enrolment of Pittsburgh meeting.

**Includes part of the enrolment Chicago meeting.

One state has gone over the top and plans to double its quota. At least three other states expect to reach their quota by May 1. What one state has done any other can do.

Let each member share the responsibility of bringing his state up to it s full quota.

MILWAUKEE MEETING JUNE 28-JULY 5

The following states will have headquarters at the Pfister Hotel:

Maine	North Carolina	Maryland
New Hampshire	South Carolina	District of Columbia
Vermont	New York	Virginia
Massachusetts	New Jersey	West Virginia
Rhode Island	Pennsylvania	Georgia
Connecticut	Delaware	Florida

The following states will have headquarters at the New Plankinton:

Ohio	Kentucky	Mississippi
Indiana	Arkansas	Louisiana
Illinois	Tennessee	Texas
Michigan	Alabama	Missouri

The following states will have headquarters at the Wisconsin:

Minnesota	Montana	Wyoming
Iowa	Alaska	Colorado
Oklahoma	Idaho	New Mexico
Kansas	Washington	Arizona
Nebraska	Oregon	Nevada
South Dakota	Utah	California
North Dakota		

Registration Headquarters

The registration headquarters, the Secretary's desk, the President's desk and the Post Office will be at the Auditorium. All official matters will be transacted at this center. The Commercial Exhibits will be in the Auditorium also.

INFORMATION

The general meetings will be held in the auditorium which accommodates an audience of ten thousand or more. Department meetings will be held in the large assembly rooms in the auditorium building and in nearby churches and theaters. Four of the assembly rooms in the auditorium building accommodate audiences of one thousand or more. The names of hotels and rates are given on another page. For further information regarding hotels and rooms you are referred to chairmen of the proper committees. The following are the names of some of the chairmen of important committees:

Chairman General Committee, S. N. Vanscoy, President Milwaukee Association of Commerce.

Chairman Executive Committee, Milton C. Potter, Superintendent City Schools.

Chairman Committee on Housing and Hotel Arrangements, Frank Kroening, Assistant Superintendent City Schools.

Convention Secretary, Frank Cleveland, Milwaukee Association of Commerce.

Mr. Kroening, Chairman Hotel Committee, and Mr. Cleveland, Convention Secretary, M. A. C., should be addressed care N. E. A. Committee Headquarters, Milwaukee Association of Commerce.

Arrangements have been made for the opening of the best homes in the city of Milwaukee to visiting teachers at nominal rates. Members may depend on Assistant City Superintendent Frank Kroening to carry out their wishes in the matter of locating rooms for them.

MILWAUKEE HOTELS

Members Milwaukee Hotel Association

Hotel Wisconsin—3rd St., near Grand Ave.

\$1.50 to \$2, double \$2.50 to \$3. With bath \$2.50 to \$3.50, double \$3.50 to \$6.00.

Hotel Pfister—Wisconsin and Jefferson Sts.

\$2.00 to \$3.00, double \$3.00 and up. With bath \$2.50 and up, double \$4.00.

Republican House—Third St., corner Cedar.

\$1.25, double \$2.00 and up. With bath \$2.00 and \$2.50, double \$3.50 to \$4.00.

American Plan \$2.75, double \$5.50 With bath \$3.50, double \$6.50.

Hotel Maryland—137 Fourth St.

\$1.25 to \$1.75, double \$2.00 to \$2.75. With bath \$2.00 to \$3.50, double \$3.00 to \$4.50.

Hotel Martin—Wisconsin, corner Van Buren St.

\$1.00 to \$1.50, double \$1.50 to \$2.25. With bath \$1.75 to \$2.50, double \$2.50 to \$3.50.

Hotel Gilpatrick—223 Third St.

\$1.00 to \$1.25, double \$2.00. With bath \$2.00 to \$3.00. Double \$2.50 to \$4.00.

Hotel Charlotte—138 Third St.

\$1.25, double \$2.00. With bath \$2.00, double \$3.00.

Hotel Blatz—East Water, Corner Oneida St.

\$1.00 to \$1.50, double \$1.50 to \$2.50. With bath \$1.75 to \$2.50, double \$2.50 to \$4.00.

Hotel Plankinton—West Water, corner Sycamore.

\$1.50, double \$2.50. With bath \$1.75 and up, double \$2.75 and up.

Hotel Schlitz—Corner Grand Ave. and Third St.

\$1.25, double \$1.75. With bath \$2.00 double \$3.00.

Hotel Globe—Corner Wisconsin and Cass Sts.

\$1.25 and up, double \$2.00 and up. With bath \$1.75 and up, double \$3.00 to \$3.50.

Hotel Juneau—225-9 Wisconsin St.

\$1.00 and up, double \$1.50 and up. With bath \$1.75 to \$2.50, double \$3.00.

Hotel Marquette—188 Wisconsin St.

\$0.75 to \$1.50, double \$1.00 to \$2.50.

Hotel Carlton—Milwaukee St., Cor. Juneau Ave.

\$1.25 and up, \$2.00 and up. With bath \$2.00 and up, double \$3.00 and up.

Hotel Atlas—Third and Sycamore Sts.

\$1.00, double \$1.50 and up.

Hotel Medford—Cor. Third and Sycamore Sts.

\$1.25 and up, double \$2.00 and up. With bath \$1.75 and up, double \$2.50.

Hotel Randolph—134 Third St.

\$1.00, double \$1.50 and \$2.00. With bath \$2.50, double \$3.50.

Hotel Aberdeen—909 Grand Avenue.

\$1.25 and up, double \$2.25 and up. With bath \$2.50, double \$3.50. American Plan \$3.00 and up, double \$5.00 and up. With bath \$3.50, double \$6.00 and up.

Hotel St. Charles—City Hall Square.

\$1.00 and up, double \$2.00 and up. With bath \$1.50 and up, double \$2.50

Hotel Miller—Third St., near Grand Avenue.

Without bath \$1.25 and \$1.50, double \$2.00 and \$2.50. With bath \$1.75 to \$3.00, double \$2.50 to \$4.00.

Ample Accommodations for the Largest Crowd.

HELPS IN SALARY CAMPAIGN

The National Education Association was represented by President George D. Strayer and Field Secretary Hugh S. Magill at the joint committee hearing of the New York legislature on the Teachers' Salary Bills, March 12. The N. E. A. was glad of this opportunity to contribute its influence to the campaign for better salaries for New York teachers.

INFORMING THE FOLKS AT HOME

Superintendents who attend the meetings of the Department of Superintendence have as a rule kept their home people in touch with the doings of the Department by ordering and having sent to them during the week a few of the best daily papers of the convention city. One superintendent who continued this practice at the recent Chicago meeting received a telegram from his board of education on the last day of the meeting asking whether the convention had been in session during the week.

MR. MAGILL AVAILABLE FOR ADDRESSES

Field Secretary Hugh S. Magill will be available for a limited number of addresses before large meetings on the work of the Association. It is expected that his expenses will be paid by those engaging him, and if more is contributed the additional amount will be applied to the general work of the Association. The greater part of Mr. Magill's time will be required in looking after educational legislation in Congress, and teachers' salary bills before state legislatures, but he will be able to give considerable time to field work. He has engagements to speak at Johnstown, Pa., Baltimore, Philadelphia and Boston.

SCHOOL BOARD JOURNAL AND AMERICAN SCHOOL

The School Board Journal has favored the Department of Superintendence at each annual meeting for many years with a daily directory of the outside attendance at the convention. At the Kansas City meeting the American School started the practice of printing a daily four page paper, giving brief accounts of the meetings and containing items of personal mention. At the recent Chicago meeting many expressions of appreciation were heard at registration headquarters for the kindness of Mr. Bruce and Mr. Pearce in rendering this service to the Association.

THE BUFFALO BUILDING PROGRAM

What other city has done as much in arranging for the accommodations of its schools and in providing employment for the returned soldiers as Buffalo, New York? This city on the recommendation of Superintendent E. C. Hartwell and the board of education voted \$8,000,000 for school buildings and the building program is now under way.

PRESIDENT HARTWELL'S MEETING

Chicago was a delightful host. Fifty per cent more enrolled than ever before. Twice as many as at Atlantic City.

The Chicago papers failed absolutely to be of service. Chicago was almost certain to be selected as permanent meeting place because of location, hotels and halls, but the Chicago press makes it probable that the Department will never come there again. We are sure that the neglect of the press was accidental and incidental and not intentional.

President E. C. Hartwell made a record by beginning on the minute, by having every speaker begin on the minute and close on the minute.

We heard no criticism and much praise of the efficiency of Secretary J. W. Crabtree's arrangements. The hotel scheme with the "breakfast room," directly off the hotel lobby, converted into headquarters, was ideal.

One-thousand-dollar minimum wage for all teachers was the slogan of the Chicago meeting.

The auditorium is the one meeting place for 8,000 persons to hear every word of every speaker who has even a fairly good voice.

—A. E. WINSHIP in *Journal of Education*.

CHAIRMEN OF LOCAL COMMITTEES MILWAUKEE MEETING.

JUNE 29-JULY 5

Executive	M. C. Potter
Finance	W. H. Pipkorn
Housing	Frank Kroening
Membership	Anna Doerfler
Exhibits	Frank Bruce
Music	W. O. Miessner
Entertainment	H. O. Berg
Decorations and Badges	Emily N. Dorn
Information	Albert E. Kagel
Transportation	W. P. O'Connor
Reception	John H. Puelicher
Program of Arrangements	M. A. Bussewitz

Address any of these in care of N. E. A. Committee Headquarters, Milwaukee Association of Commerce.

THE NATION MUST RESCUE ITS SCHOOLS

The man who denies that education is a national matter is capable of denying that our Army and Navy are national matters, of thinking that our states and towns and cities, left to themselves, could carry on the war. Which is not to imply for a moment that education is merely a national matter. May the time never come when the people in this locality or that lose control over the teaching of their own children. But the child is of concern to a wider region than the place in which he is born; and the wealth of a community is no measure of the promise of its human material.

Can we permit boys and girls of rare gifts, not to mention average boys and girls, just because they happen to have been born on the outskirts of the country to have only the outskirts of an education? Those boys and girls are the nation's highest assets. The nation must do its share toward bearing the burden of their training. The nation, the state, and the locality each has its function.

The nation, either directly or thru the states, must subsidize and stimulate the struggling community, holding it meanwhile to the highest standards; the state, up to the limit of its power, must do the same; while the locality must be looked to to preserve the principles of variety and individuality against the encroachments of too great centralization. Just now, however, it is the nation that must take the initiative and lead the way—if for no other reason than because, at a moment when immediate action is half the battle, legal and constitutional restrictions tie the hands of many of the states and threaten a delay that will be fatal.

But suppose the nation cannot be made to see its duty. Then there is only one other way, the second of the two methods already mentioned: the teachers, by concerted action and the application of the principle of collective bargaining, must compel the nation to wake up.

But surely this will not be necessary. The war is training the national imagination to see things on a new scale. It is no longer a day when we say, "This ought to be done. We will do it, provided we can get the money." It is a day rather when we say of whatever is vital to the public welfare, "Let this be done." And then we get the money.

It is a day of big things. It is preeminently a day when those who are serving the state must be granted the right of way. The teachers of the country are not only serving the state now; they have been serving it all their lives. They are the captains of the army of understanding: not alone of that technical understanding upon which military victory depends, but of that larger human understanding upon which depends the whole hope and future of the world. If we spend billions to save the world, can we not spend millions to make the world worth saving? If we pour forth our treasure without stint to those who shape our steel and iron, can we not grant at least a living wage to those who are molding our life itself? The nation must come to the rescue of its schools. For a nation without education is a coast without a lighthouse.—*Page of July report of Committee on Teachers Salaries.*

RURAL EDUCATION A NATIONAL EMERGENCY

This statement shows the rural schools to be sadly deficient in the chief essentials of efficient schools—term, teachers, buildings, equipment, supervision, organization and administration, courses of instruction. This condition of rural education constitutes a national emergency and demands the fullest cooperation of community, state, and nation for its immediate relief. The task is too great and too difficult to be performed successfully without Federal support.

In a democracy every child is the community's child, the state's child, the nation's child. The obligation for his proper education for the greatest service to community, state, and nation is, therefore, a three-fold obligation to be equitably apportioned among them. More than half the nation's children are enrolled in rural schools taught for a short period of years by untrained, poorly paid, peripatetic teachers, in poor buildings, poorly equipped. The safety and strength of a democracy are determined by the intelligence and character of the masses of its people. Civilization is no stronger than its weakest link. Manifestly the weakest link in the chain of the nation's education and civilization is the rural school. It must be strengthened, let the cost be what it may. It is the task and the duty of the nation to do its part in strengthening the rural school. Rural education presents the greatest problem in American education. The rural school must be made adequate to its task of educating properly the rural population. If the rural school fail, rural civilization will fail; if rural civilization fail, American civilization will fail. To make the rural school adequate to its task will require the expenditure of much larger sums of money than heretofore—larger than most of the rural states and communities alone can provide—and will necessitate much costly and difficult redirection and readjustment of its works.

—J. Y. JOYNER, Raleigh, N. C.

THE VOLUME OF PROCEEDINGS

The Annual Volume of Proceedings for the year 1918 is now on the press. It will be mailed out early in April. The Yearbook will be mailed out a few days later.

According to the printing contract with the University of Chicago Press, which has been in force for several years, the Proceedings have been printed in the Journal month by month and in April or May, using the same type, the Annual volume has been printed. The Executive Committee plans to provide in the new contract to print the Volume in September and October, using the same type for continuing the Journal during the rest of the year. Under the new plan teachers will have the use of the Volume for reference during the school year.

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