

JUN 2 1919

U. S. Railroad Administration Has Granted One and One Third
Fare for Round Trip for Milwaukee Meeting

N. E. A. BULLETIN

Vol. VII, No. 6

June, 1919

Whole Number 41

Entered as second-class matter December 8, 1917, at the post-office at Washington, D. C., under the Act of August 24, 1912. Published September, December, January, February, April, and June, by the National Education Association of the United States. Acceptance for mailing at special rate of postage provided for in Sec. 1103, Act of October 3, 1917, authorized July 1, 1918. Office of publication, 1400 Massachusetts Avenue, N. W., Washington, D. C.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

OFFICERS FOR 1918-19

George D. Strayer, President.....New York, N. Y.
J. W. Crabtree, Secretary.....Washington, D. C.
A. J. Matthews, Treasurer.....Tempe, Ariz.

CONTENTS

	Page
Milwaukee Meeting	4
General Program	6
A Call to Service.....	8
Milwaukee Hotels	9
Convention Notes	10
State Headquarters—Department Programs.....	12
Chairmen of Local Committees.....	12
America's Unfinished Work.....	15
Resolutions—The Drive	17
Contributions to Emergency Fund.....	18
Salaries and Standards.....	19
Justice for the Foster Parents of Our Children.....	20
A Summer Institute.....	22
The Educational Bill.....	23
Arguments for the Bill.....	29
The Volume in September—The Coupon Plan.....	32

HEADQUARTERS STAFF

J. W. Crabtree, Secretary.....Washington, D. C.
Hugh S. Magill, Field Secretary.....Washington, D. C.
Helen T. Hixson, Recorder.....Washington, D. C.
Wm. E. Snodgrass, Assistant Secretary.....Washington, D. C.

National Headquarters of the N. E. A., 1400 Massachusetts Ave. N. W.,
Washington, D. C.

OFFICERS

EXECUTIVE COMMITTEE

George D. Strayer, President N. E. A. Executive Committee	-----	New York, N. Y.
Mary C. C. Bradford, Vice-President N. E. A.	-----	Denver, Colo.
Carroll G. Pearse, Chairman of Trustees	-----	Milwaukee, Wis.
A. J. Matthews, Treasurer N. E. A.	-----	Tempe, Ariz.
George B. Cook, Member by Election	-----	Little Rock, Ark.

BOARD OF TRUSTEES

Carroll G. Pearse, President State Normal School	-----	Milwaukee, Wis.
James Y. Joyner	-----	Raleigh, N. C.
Walter R. Siders, Superintendent Schools	-----	Pocatello, Idaho
Agnes E. Doherty, History and Sociology, High School	-----	St. Paul, Minn.
George D. Strayer, Teachers College, Columbia University	-----	New York, N. Y.

VICE-PRESIDENTS

Mary C. C. Bradford, State Superintendent of Public Instruction	-----	Denver, Colo.
M. L. Brittain, State Superintendent Public Instruction	-----	Atlanta, Ga.
J. A. Churchill, State Superintendent Public Instruction	-----	Salem, Ore.
Milo B. Hillegas, State Superintendent Public Instruction	-----	Montpelier, Vt.
John R. Kirk, President State Normal School	-----	Kirksville, Mo.
Anna E. Logan, Assistant Superintendent of Schools	-----	Cincinnati, Ohio
A. S. Cooke, County Superintendent of Schools	-----	Baltimore, Md.
H. R. Driggs, Department of English, State University	-----	Salt Lake City, Utah
F. L. Pinet, Secretary State Teachers' Association	-----	Topeka, Kan.
Ida L. M. Fursman, Linn School	-----	Chicago, Ill.
Isabel Lawrence, Training Supervisor State Normal School	-----	St. Cloud, Minn.

BOARD OF DIRECTORS

Directors Ex-Officio

George D. Strayer	-----	New York, N. Y.	A. J. Matthews	-----	Tempe, Ariz.
Mary C. C. Bradford	-----	Denver, Colo.	Carroll G. Pearse	-----	Milwaukee, Wis.
J. W. Crabtree	-----	Washington, D. C.			

LIFE DIRECTORS

Aley, Robert J.	-----	Orono, Me.	Harvey, Lorenzo D.	-----	Menominee, Wis.
Bradford, Mary C. C.	-----	Denver, Colo.	Jewett, A. V.	-----	Abilene, Kan.
Bicknell, Thomas W.	-----	Providence, R. I.	Johnson, David B.	-----	Rock Hill, S. C.
Board of Education	-----	Nashville, Tenn.	Jordan, David Starr, Leland Stanford Univ.	-----	Cal.
Brown, Elmer Ellsworth	-----	New York, N. Y.	Joyner, James Y.	-----	Raleigh, N. C.
Butler, Nicholas Murray	-----	New York, N. Y.	Marshall, T. Marcellus	-----	Stouts Mills, W. Va.
Claxton, P. P.	-----	Washington, D. C.	Maxwell, William H.	-----	New York, N. Y.
Cook, John W.	-----	DeKalb, Ill.	Pearse, Carroll G.	-----	Milwaukee, Wis.
Cooley, Edwin G.	-----	Chicago, Ill.	Skinner, Charles R.	-----	Albany, N. Y.
Corson, Oscar T.	-----	Columbus, Ohio	State Teachers' Association of Illinois	-----	
Eliot, Charles W.	-----	Cambridge, Mass.	Swain, Joseph	-----	Swarthmore, Pa.
Gove, Aaron	-----	Denver, Colo.	Taylor, A. R.	-----	Decatur, Ill.
Graham, H. A.	-----	Mt. Pleasant, Mich.	Teachers' Institute	-----	Philadelphia, Pa.
Green, James M.	-----	Trenton, N. J.	White, Charles G.	-----	Menominee, Wis.

STATE DIRECTORS FOR 1918-1919

Alabama, J. H. Phillips, Superintendent of Schools.....	Birmingham
Arizona, C. O. Case, State Superintendent of Public Instruction.....	Phoenix
Arkansas, J. R. Jewell, Dean, College of Education, University of Arkansas.....	Fayetteville
California, A. H. Chamberlain, Secretary State Education Assn.....	San Francisco
Colorado, H. B. Smith, Secretary Colorado Education Association.....	Denver
Connecticut, Janet M. Purdue, New Haven High School.....	West Haven
Delaware, A. R. Spaid, Commissioner of Education.....	Dover
District of Columbia, S. E. Kramer, Assistant Superintendent of Schools.....	Washington
Florida, W. N. Sheats, State Superintendent of Public Instruction.....	Tallahassee
Georgia, M. L. Brittain, State Superintendent of Education.....	Atlanta
Idaho, G. A. Axline, President State Normal School.....	Albion
Illinois, R. O. Stoops, Superintendent of Schools.....	Joliet
Indiana, H. Lester Smith, Dean School of Education.....	Bloomington
Iowa, L. H. Minkel, Superintendent of Schools.....	Fort Dodge
Kansas, T. W. Butcher, President State Normal School.....	Emporia
Kentucky, Cora Wilson Stewart, President, Illiteracy Commission.....	Frankfort
Louisiana, D. T. Powers, State University.....	Baton Rouge
Maine, A. O. Thomas, State Superintendent of Schools.....	Augusta
Maryland, F. E. Rathbun, Superintendent of County Schools.....	Oakland
Massachusetts, Payson Smith, Commissioner of Education.....	Boston
Michigan, T. E. Johnson, State Superintendent of Public Instruction.....	Lansing
Minnesota, L. D. Coffman, University of Minnesota.....	Minneapolis
Mississippi, E. E. Baas, Superintendent of Schools.....	Greenville
Missouri, U. W. Lamkin, State Superintendent of Schools.....	Jefferson City
Montana, W. K. Dwyer, Superintendent of Schools.....	Anaconda
Nebraska, E. L. Rouse, President State Normal School.....	Peru
Nevada, Samuel O. Welday, Superintendent of Elementary Schools.....	Elko
New Hampshire, Thedora Richardson, Grade Teacher.....	Manchester
New Jersey, Z. E. Scott, Assistant Commissioner of Education.....	Trenton
New Mexico, J. H. Wagner, State Superintendent of Public Instruction.....	Santa Fe
New York, Thomas E. Finegan, Assistant Commissioner of Education.....	Albany
North Carolina, E. C. Brooks, State Superintendent of Schools.....	Raleigh
North Dakota, Mrs. N. C. Macdonald, State House.....	Bismarck
Ohio, A. J. Gantvoort, College of Music.....	Cincinnati
Oklahoma, E. E. Oberholtzer, Superintendent of Schools.....	Tulsa
Oregon, H. D. Sheldon, University of Oregon.....	Eugene
Pennsylvania, R. B. Teitrick, Deputy Superintendent of Public Instruction.....	Harrisburg
Rhode Island, Walter E. Ranger, State Commissioner of Public Schools.....	Providence
South Carolina, J. E. Walmsley, Winthrop Normal and Industrial College.....	Rock Hill
South Dakota, A. A. McDonald, Superintendent of Schools.....	Sioux Falls
Tennessee, Charl O. Williams, Superintendent of Shelby County Schools.....	Memphis
Texas, P. W. Horn, Superintendent of Schools.....	Houston
Utah, C. H. Skidmore, Superintendent of Schools.....	Brigham City
Vermont, Margaret R. Kelley, Superintendent of Schools.....	Derby
Virginia, S. P. Duke, State Board of Education.....	Richmond
Washington, O. C. Whitney, Acting Superintendent of Schools.....	Bellingham
West Virginia, M. P. Shawkey, State Superintendent of Schools.....	Charleston
Wisconsin, J. F. Sims, President State Normal School.....	Stevens Point
Wyoming, J. J. Early, Superintendent of Schools.....	Sheridan
Alaska, L. D. Henderson, Commissioner of Education.....	Juneau
Hawaii, Vaughan MacCaughy, College of Hawaii.....	Honolulu
Philippine Islands, Walter W. Marquardt, Director of Education.....	Manila
Porto Rico, Ralph S. Garwood, University of Porto Rico.....	Mayaguez
Saskatchewan, A. A. Kennedy, Inspector of Schools.....	Weyburn

FIFTY-SEVENTH ANNUAL CONVENTION MILWAUKEE, JUNE 28-JULY 1

Arrangements have been completed to make the Milwaukee meeting the most notable in the Association's long record of great conventions. The complete general program is given in this Bulletin. That it is one of most intense interest will be seen by glancing over the topics chosen for discussion, and the departmental programs will be on the same high plane.

Homes to Be Thrown Open

Altho this meeting will undoubtedly be the largest national convention held in any city this year, the hotel and housing accommodations will be adequate and of the best. A list of hotels with rates is given on another page. The best homes in the city will be opened to the visiting teachers and thousands can be taken care of in this way. The housing problem has been so thoroly organized that no teacher need fear any inconvenience in this respect. Cooperating with the information bureau is a clearing house where a record is kept of every available room, with experts in charge, so that prompt and efficient service will be given in securing quarters for members immediately upon arrival. Those desiring to reserve quarters in advance should address Frank Kroening, Assistant Superintendent of Schools, who is chairman of the Committee on Housing and Hotel Arrangements.

Entertainments and Excursions

Local committees are arranging many pleasant diversions for those who have an idle afternoon during the convention week. There will be excursions on Lake Michigan, including a trip to the Great Lakes Naval Training Station, automobile trips thru Milwaukee's splendid park system with connecting boulevards aggregating 150 miles, and trips on chartered street cars to principal industrial establishments and to the city's typical schools.

Vacation Possibilities

Situated in the midst of a famous resort region, Milwaukee offers great opportunities for a summer outing. Wisconsin boasts six thousand lakes and scores of summer resorts, famous among which are the Dells at Kilbourn. Dozens of these inland watering places are within a half hour's ride from the City Hall. Recreational advantages range from the more social side of resort life to "roughing it" in the wilderness for the hunting and fishing enthusiasts.

The Pageant of the Flag

Ten thousand dollars have been appropriated by the city of Milwaukee for the holding of a sane Fourth of July celebration, to be carried out by the children of the public schools. In the forenoon the children will form a great parade, marching to the center of the city and then dividing and returning on radiating lines to the various outlying parks, where the celebration will be held. The pageant will be given in duplicate in every one of these parks and promises to be one of the big features of the week.

Boy Scouts to Serve

An army of 2,600 Boy Scouts in uniform will be on duty thruout the entire convention and will render valuable service as messengers, guides and pages at the meetings. There are many departmental meetings scheduled at the same time on some days and efficient messenger service will be an important phase of the convention. Specially trained boys will be on duty at headquarters and in the various convention rooms to act as messengers for presiding officers. Other boys will be trained for duty at the railroad stations, hotels and other places where the teachers will gather. An effective group of teachers will have charge of the

information booths and each of these booths will have Boy Scouts to assist teachers in finding the hotels, convention halls or homes which are being thrown open for their entertainment.

Educational Features

Milwaukee's splendid public schools are just one phase of its great educational system. Among the many educational features the following may be briefly mentioned: A complete vocational education system and an effective extension department; six high schools, the newer ones of which are among the best examples of school architecture in the country, and in addition to these the Boys' Technical High School and the Girls' School of Trades; Marquette University, established by the Jesuits; Milwaukee-Downer College for Women, known as the Vassar of the West; the Milwaukee State Normal School, the largest of the state's normal school system; and the great continuation school with its enrolment of over 4,000 students.

Leads in Manufacturing

Milwaukee claims the greatest machinery manufactories and tanneries in the world. Its steel production is only surpassed by that of Pittsburgh, and it is the home of some of the world's greatest hosiery plants. Excursions will be made to some of the greatest industrial establishments, such as the Allis-Chalmers, and in all these plants there will be reception committees to show the visitors thru.

N. E. A. Post Office

The N. E. A. Post Office will be a special feature of the arrangements at the Milwaukee meeting for the accommodation of members. It will be located at the Auditorium near registration headquarters. All mail sent in care of the N. E. A. will go to the N. E. A. Post Office. The office will be kept open from 8:00 o'clock in the morning to 8:00 o'clock in the evening.

Every member should call regularly for mail. Call at the Post Office also to get the name of the hotel or local address of any member attending the convention. Clerks will be provided for waiting on large numbers of people preceding and following each session. Instruct your postmaster to forward your mail to Milwaukee in care of the N. E. A.

Bring Membership Receipts

Associate members should not fail to bring their membership receipts to the Milwaukee meeting. Each one should present the receipt at registration headquarters and receive the N. E. A. badge, the official program and special announcements.

Active members should as far as convenient bring receipts, tho in their case it will be possible to consult the records if receipts are not presented.

Important Committee Meetings

The following committee meetings have been announced: Executive Committee at Hotel Pfister, Saturday afternoon, June 28, at 3:00 o'clock; Board of Trustees at same place and date, at 4:00 o'clock; N. E. A. Commission on the Emergency in Education, at Hotel Pfister Friday and Saturday, June 27 and 28; Board of Directors, Monday forenoon, June 30 at 10:30 o'clock at the Auditorium; New Board of Directors, Friday afternoon, July 4, 4:00 o'clock at the Auditorium; Committee on Resolutions, Monday afternoon, June 30, at 3:30 o'clock at the Auditorium; Committee on Nominations, Thursday forenoon, at 9:00 o'clock at the Auditorium; and active members of states and territories, Monday, June 28, 5:15 o'clock at the various state headquarters.

MILWAUKEE MEETING NATIONAL EDUCATION ASSOCIATION JUNE 28 TO JULY 5, 1919

Monday Evening, June 30

ADDRESSES OF WELCOME RESPONSE

Annie Webb Blanton, State Superintendent of Public Schools, Austin, Texas

PRESIDENT'S ADDRESS

George D. Strayer, Teachers College, Columbia University, New York, N. Y.

Tuesday Morning, July 1

THE NEW WORLD AND THE DEMAND THAT IT WILL MAKE UPON PUBLIC EDUCATION

A representative of organized labor.

A representative of manufacturing and commercial interests.

A representative of agricultural interests—Henry J. Waters, Kansas City Star, Kansas City, Mo.

A representative of American homes—Ella S. Stewart, President Department of School Patrons, Chicago, Ill.

Tuesday Evening, July 1

THE ORGANIZATION OF PUBLIC EDUCATION FOR SERVICE IN THE NEW DEMOCRACY RURAL EDUCATION

Lee L. Driver, County Superintendent of Schools, Winchester, Ind.

ELEMENTARY EDUCATION

T. C. Gecks, Supervisor Primary Dept., St. Louis, Mo.

SECONDARY EDUCATION

John L. Tildsley, Associate Superintendent of Schools, New York, N. Y.

HIGHER EDUCATION

E. C. Elliott, Chancellor University of Montana, Helena, Mont.

Wednesday Morning, July 2

THE WORK OF THE ASSOCIATION

PRINCIPLES UNDERLYING THE NECESSARY REORGANIZATION OF THE ASSOCIATION
William B. Owen, Chicago Normal College, Chicago, Ill.

THE WORK OF THE COMMISSION ON THE REVISION OF ELEMENTARY EDUCATION

Margaret S. McNaught, Assistant Commissioner for Elementary Education, Sacramento, Cal.

THE WORK OF THE COMMISSION ON THE EMERGENCY IN EDUCATION

Mary C. C. Bradford, State Superintendent of Public Schools, Denver, Colo.

COMMITTEE ON RURAL EDUCATION

J. Y. Joyner, Chairman, Raleigh, N. C.

THE WORK OF THE FIELD SECRETARY

Hugh S. Magill, Field Secretary of the National Education Association, Washington, D. C.

Wednesday Evening, July 2

EDUCATION FOR THE ESTABLISHMENT OF A DEMOCRACY IN THE WORLD THE UNITED STATES

P. P. Claxton, U. S. Commissioner of Education, Washington, D. C.

FRANCE

Prof. Albert Feuillerat, Head of Department of English, University of Rennes, Rennes, France.

ENGLAND

Right Honorable Herbert Lewis, M. P., Parliamentary Secretary, Board of Education, London, England

Thursday Morning, July 3

THE CONTRIBUTION OF TEACHERS TO DEVELOPMENT OF DEMOCRACY

KINDERGARTEN

Alma L. Binzel, Minneapolis, Minn.

RURAL SCHOOLS

Marie Turner Harvey, Porter Rural School, Kirksville, Mo.

ELEMENTARY SCHOOLS

Elizabeth S. Baker, Harrisburg, Pa.

SECONDARY SCHOOLS

Essie V. Hathaway, Des Moines, Iowa

HIGHER EDUCATION

Guy Stanton Ford, University of Minnesota, Minneapolis, Minn.

Thursday Evening, July 3

PHYSICAL AND HEALTH EDUCATION

John H. Finley, Commissioner of Education, Albany, N. Y.

AMERICANIZATION

Allen T. Burns, Director Survey Committee, Cleveland Foundation, Cleveland, Ohio

ILLITERACY

Cora Wilson Stewart, President Kentucky Illiteracy Commission, Frankfort, Ky.

EQUALIZATION OF EDUCATIONAL OPPORTUNITY

H. C. Morrison, Assistant Secretary State Board of Education, Hartford, Conn.

ADEQUATE SUPPLY OF TRAINED TEACHERS

D. B. Waldo, President State Normal School, Kalamazoo, Mich.

Friday Morning, July 4

BUSINESS MEETING

Friday Afternoon, July 4

CHILD WELFARE AGENCIES COOPERATING WITH THE SCHOOLS

CHILDREN'S BUREAU

Julia Lathrop, Department of Labor, Washington, D. C.

NATIONAL SAFETY COUNCIL

Albert W. Whitney, New York, N. Y.

BOY SCOUTS

Jeffrey Morgan, Superintendent of Schools, Athens, Ohio.

THE COMMUNITY CENTER MOVEMENT

Joseph Lee, President War Camp Community Service, Boston, Mass.

RED CROSS

President Woodrow Wilson has been invited to address the meeting. The names of other distinguished citizens and educators will be added to the official program.

A CALL TO SERVICE

George D. Strayer, President National Education Association

The Milwaukee meeting of the National Education Association offers an opportunity for the teaching profession in the United States to meet for the discussion of the issues which are to determine the future of public education in the United States. Teachers, administrative and supervisory officers, those cooperating with the schools in work which makes for the welfare of children and laymen will discuss the contribution that public education shall make in the development of our democratic society. Representatives from England and from France will tell us of the progress which is being made in the realization of the aims of democracy among the peoples with whom we have been associated in the great war for the establishment of democracy in the world.

The program of work which has been undertaken by the Association will be presented for consideration and for action by the members who are present. In the business session, which will occupy the whole of Friday morning, the future program of work will be discussed and the policies of the Association determined for the years which lie ahead. It is of the utmost importance that at this meeting as well as at the other general and sectional meetings of the Association there be represented every phase of educational work and every group of individuals constituting our profession.

We look forward confidently to a meeting in which the teachers of the kindergarten of the elementary schools, of the secondary schools, and of the higher educational institutions, together with the supervisory and administrative officers as one great professional group met for the sake of developing a program which shall make certain the realization of the ideals of our profession in the building of a greater and more efficient system of public education.

We are face to face with a great crisis. If our profession is true to its obligation there must be brought to pass a great national association of teachers conscious of its power and able and willing to accept its responsibility in the development of a system of public education which will make good the promises of democracy. We shall, because of the justice of our cause, secure the enactment of that legislation which will place a Department of Education in our national government with a secretary in the President's cabinet. We shall secure those appropriations from Congress which will stimulate the states to provide a properly trained and adequately paid teacher for every American boy and girl; which shall encourage the states in their endeavor to remove illiteracy and Americanize the foreigners who live among us; which shall provide for the development of a program of physical education which will lay a sound basis in physical wellbeing for our whole population, and which will work in the direction of providing equality of educational opportunity thruout the nation.

We are enlisted in a great cause. We seek to perpetuate the democratic institutions for which our men have given their lives. We are ready to assume the place of leadership which our profession must take and we have faith in the response which the people of our country will give in support of our program.

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., Corner 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.

CONVENTION NOTES

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.

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 Committee on Resolutions has been appointed:

Fred M. Hunter, Superintendent of 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.

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

Olive Jones, Principal Public School No. 120, New York, N. Y.

Wm. D. Lewis, Principal William Penn High School, Philadelphia, Pa.

A number of Allied Associations will hold conferences at the time of the Milwaukee meeting. The programs will be printed in the official Bulletin.

The Department of Physical Education has arranged to have the following general topics discuss by some of the most eminent men and women in America: Aspects of Responsible Citizenship Develop thru Physical Education; and Relation of Health Agencies to the School.

Arrangements have been made for mass demonstrations in physical education Monday afternoon, June 30, at the Milwaukee Auditorium under the direction of Dr. Wittich.

The National Society for the Study and Correction of Speech Disorder will hold its summer meeting in Milwaukee July 4. A good program has been prepared.

The Teachers Casualty Underwriters of Lincoln, Nebr., of which Ernest C. Folsom is president, is planning for an excursion at the Milwaukee meeting. This will be one of the interesting excursions provided for visiting teachers.

The Patrons Department besides presenting a pointed purposeful program will consider the adoption of new by-laws and new plans for the work and development of the Department.

The Department of Commercial Education of which F. G. Nichols, of the Federal Board for Vocational Education, is President, will have a program of live topics discuss by leading teachers of commercial classes, on Thursday afternoon, July 3. This will be one of the large Department meetings of the annual session.

The Department of Music Education last year called together at the Pittsburgh meeting many of the leading musical directors of the country. These same men and women and a number of others will take part on the program of the Department at the Milwaukee meeting and direct the community and patriotic singing on the various programs.

The librarians who attend the summer meeting will find some interesting innovations in the program which will be one of the strongest in the history of the Library Department.

The annual meeting and breakfast of the National Council of Executive and Administrative Women will be held at the City Club July 2, at 8:00 o'clock in the morning. Reservations for the breakfast are to be made in advance by applying to Emily N. Dorn, Tenth and Prairie Streets, Milwaukee, Wis.

The Department of Higher Education will bring together at the Milwaukee meeting a large number of men and women representing all phases of Higher Education. The general topic is, The War and Its Effect on Education.

American language public school classes for illiterate foreigners are being held in industries in Milwaukee on company time and pay. This work is supervised by the public schools under the general direction of Winthrop Talbot. There are five hundred men and women in the classes to receive certificates at the time of the Milwaukee meeting. This ceremony will be noteworthy and will constitute a part of one of the general programs of the N. E. A.

The National Classical Conference will hold its annual meeting in connection with the meetings at Milwaukee. The President, Andrew F. West, of Princeton University, has prepared an exceptionally strong program and has the assurance of the presence and cooperation of leaders in that line of work from all parts of the country.

The curriculum as modified by modern educational thought will be the general topic at the meeting of the Kindergarten Department on Monday afternoon, June 30. The use of lantern slides will lend additional interest to the fine program arranged for this meeting.

The Department of Secondary Education has chosen Readjustment Problems in Second Education as the general topic for discussion at its meeting on Wednesday afternoon, July 2. This topic will be developed in a very interesting program.

Dr. Nathan C. Schaeffer

It is with deepest regret that we announce the death of Dr. Nathan C. Schaeffer, former President and life long member of the National Education Association. The President of the Association and many of his former colleagues in the work of public education represented the Association at his funeral.

STATE HEADQUARTERS

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		

CHAIRMEN OF LOCAL COMMITTEES MILWAUKEE MEETING

General	S. N. Vanscoy
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.

DEPARTMENT PROGRAMS

The programs for the meetings of N. E. A. Departments are nearing completion, but the Bulletin for June is going to press too early to contain them. Those desiring information concerning any particular program are requested to write the President of the Department. The names and addresses of the officers of each Department follow this statement. The meetings will be held on the afternoons of Monday, Tuesday, Wednesday and Thursday. Each Department will have one strong program of its own and will cooperate with two or three other Departments in carrying out their programs. This plan reduces the number of programs and promises larger audiences at each meeting. Assembly halls seat audiences of 800 to 1,200.

DEPARTMENT OFFICERS NATIONAL EDUCATION ASSOCIATION 1918-1919

DEPARTMENT OF SUPERINTENDENCE

President, E. W. Graff, Superintendent of Schools.....Indianapolis, Ind.
First Vice-President, D. J. Kelly, Superintendent of Schools.....Binghampton, N. Y.
Second Vice-President, H. S. Johnson, Superintendent of Schools.....Ogden, Utah
Secretary, Charl O. Williams, County Superintendent of Schools.....Memphis, Tenn.

NORMAL SCHOOLS

President, D. B. Waldo, President State Normal School.....Kalamazoo, Mich.
Secretary, Anna M. Tibbetts, Fargo College.....Fargo, N. D.

ELEMENTARY EDUCATION

President, Abbie Louise Day, Assistant Superintendent of Schools.....Passaic, N. J.
Vice-President, Dora M. Moore, Principal Corona School.....Denver, Colo.
Secretary, Alfie O. Freel, Principal, Linnton School.....Portland, Ore.

HIGHER EDUCATION

President, Frank L. McVey, President University of Kentucky.....Lexington, Ky.
Secretary, Edward L. Schaub, Professor of Philosophy, Northwestern University.....Evanston, Ill.

VOCATIONAL EDUCATION AND PRACTICAL ARTS

President, Arthur F. Payne, Associate Superintendent of Schools.....Johnstown, Pa.
First Vice-President, Adelaide Steele Baylor.....Indianapolis, Ind.
Secretary, Howard G. Burdge, Supervisor of Vocational Ed., Mil. Training Com.....New York, N. Y.

KINDERGARTEN EDUCATION

President, Ella Ruth Boyce, Director of Kindergartens.....Pittsburgh, Pa.
Vice-President, Edna Baker, National Kindergarten College.....Chicago, Ill.
Secretary, Barbara Greenwood, State Normal School.....Los Angeles, Cal.

MUSIC EDUCATION

President, M. Teresa Finn, Supervisor of Music, Gram. Grades and Soldan H. S.....St. Louis, Mo.
Vice-President, W. Otto Meissner, State Normal School.....Milwaukee, Wis.
Secretary, W. B. Kinnear, Supervisor Public School Music.....Larned, Kan.

SECONDARY EDUCATION

President, Frank G. Pickell, Principal High School.....Lincoln, Nebr.
Vice-President, Edmond D. Lyon, Principal, Hughes High School.....Cincinnati, O.
Secretary, Anna Willson, Principal, High School.....Crawfordsville, Ind.

BUSINESS EDUCATION

President, F. G. Nichols, Asst. Director Commercial Edu., Federal Board.....Washington, D. C.
Vice-President, James C. Reed, Head of Commercial Dept. State Normal School.....Whitewater, Wis.
Secretary, J. M. Watters, Dean School of Commerce, Georgia School of Technology.....Atlanta, Ga.

CHILD HYGIENE

President, Lewis Terman, Leland Stanford University.....Palo Alto, Cal.
Vice-President, W. G. Chambers, Dean School of Education, University of Pittsburgh.....Pittsburgh, Pa.
Secretary, Alma L. Binzel.....Minneapolis, Minn.

PHYSICAL EDUCATION

President, Randall D. Warden, Director of Physical Education.....Newark, N. J.
Vice-President, Lawrence L. Hill, Director of Physical Education.....Albany, N. Y.
Secretary, Esther Watson.....Boston, Mass.

SCIENCE INSTRUCTION

President, Arthur S. Williston, Director of Wentworth Institute.....Boston, Mass.
 Vice-President, E. R. Weidlein, Acting Director of Mellen Institute.....Pittsburgh, Pa.
 Secretary, George R. Twiss, High School Inspector.....Columbus, O.

SCHOOL ADMINISTRATION

President, Albert Wunderlich, Commissioner of Schools.....St. Paul, Minn.
 Vice-President, George W. Gerwig, Secretary Board of Education.....Pittsburgh, Pa.
 Secretary, Wm. C. Bruce, Editor School Board Journal.....Milwaukee, Wis.

LIBRARY DEPARTMENT

President, O. S. Rice, Supervisor of School Libraries.....Madison, Wis.
 Vice-President, Delia G. Ovitiz, Librarian, State Normal School.....Milwaukee, Wis.
 Secretary, Annie T. Eaton, Librarian, Lincoln School, Teachers College, Columbia University.....N. Y.

SPECIAL EDUCATION

President, Joseph P. Byers.....Philadelphia, Pa.
 Vice-President, Charlotte Steinbach.....Cleveland, O.
 Secretary, Emma Kohnky.....Cincinnati, O.

SCHOOL PATRONS

President, Ella S. Stewart, 5464 Harper Ave.....Chicago, Ill.
 Vice-President, Mrs. Gertrude S. Martin.....Ithaca, N. Y.
 Secretary, Mrs. Charlotte Greenebaum Kuh, 4346 N. Hermitage Ave.....Chicago, Ill.

RURAL AND AGRICULTURAL EDUCATION

President, H. W. Foght, Bureau of Education, Department of the Interior.....Washington, D. C.
 Vice-President, W. R. Hart, Professor of Agri. Edu., Mass. Agricultural College.....Amherst, Mass.
 Secretary, Charl O. Williams, Superintendent Shelby County Schools.....Memphis, Tenn.

CLASSROOM TEACHERS

President, Sara H. Fahey, Teacher of English, Seward Park School.....New York, N. Y.
 Vice-President, Viola Ortschild, Grade Teacher, Cauch School.....Portland, Ore.
 Secretary, Mary V. Donoghue, Grade Teacher, Stewart School.....Chicago, Ill.

WIDER USE OF THE SCHOOL HOUSE

President, Raymond F. Crist, Bureau of Naturalization, Department of Labor.....Washington, D. C.
 Vice-President, Charles D. Kelso, Principal, Los Angeles Schools.....Los Angeles, Cal.
 Secretary, Mrs. Margarita Spaulding Gerry, Board of Education.....Washington, D. C.

EDUCATIONAL PUBLICATIONS

President, Arthur H. Chamberlain, Editor Sierra Educational News.....San Francisco, Cal.
 Secretary, George L. Towne, Editor Nebraska Teacher.....Lincoln, Nebraska

DEANS OF WOMEN

President, Kathryn S. McLean, Dean of Women, Ohio Wesleyan University.....Delaware, Ohio
 Vice-President, Eva Johnston, Dean of Women, University of Missouri.....Columbia, Mo.
 Secretary, Anne Dudley Blitz, Dean William Smith College.....Geneva, N. Y.

NATIONAL COUNCIL

President, William B. Owen, President, Chicago Normal College.....Chicago, Ill.
 Vice-President, H. H. Seerly, President State Normal College.....Cedar Falls, Iowa
 Secretary, Adelaide Steele Baylor.....Indianapolis, Ind.

AMERICA'S UNFINISHT WORK

Hugh S. Magill, Field Secretary
National Education Association

The treaty of peace is completed. A league of nations seems assured. Autocracy has received a crushing blow, but the spirit of autocracy is not dead. By the blood of millions democracy has been saved, but democracy is not yet secure. Monarchy has been dethroned, but anarchy and the tyranny of the mob still threaten the world. Liberty must find her only safe abiding place in organized free government, where law is reverent and obeyed.

A great unfinisht work remains. A better civilization must be builded, founded on a higher conception of man's relation to his fellowman. The vicious spirit of greed and human selfishness must give way to the nobler impulses of human brotherhood. From the millions who perisht we must take "increast devotion to the cause for which they gave the last full measure of devotion."

The world is looking to America for guidance and she must rise to her opportunity. But to be worthy of world leadership America must recognize always that her prestige depends not upon her boundless material resources but upon her steadfast devotion to her national ideals; not upon her wealth but upon her manhood and womanhood. Regarded by the world as a pleasure loving, money getting people, we rose, stirred by a mighty passion for liberty and justice, to the support of those who were battling to save the world from autocracy and oppression. It was the inspiring and compelling influence of great ideals that lifted America to the eminence of international supremacy and leadership. The mortal conflict over, shall we forget the lessons it has taught, and, becoming grossly materialistic, predicate our greatness upon our wealth alone?

"Ill fares the land to hastening ills a prey,
Where wealth accumulates and men decay."

The principles set forth in the Declaration of Independence, the Preamble of our Constitution and the Gettysburg Address, must be more fully realized here in the United States. Life, liberty and the pursuit of happiness are not yet vouchsafed to all. Equality of opportunity is not enjoyed by all who have a right to claim the blessings of our free government. And yet, "to establish these rights governments are instituted among men." Thousands die every year as a result of insanitary conditions and from preventable diseases. There are a million and a half native born whites and two and a quarter million native born colored citizens of America, who cannot read or write.

An American soldier of pure Anglo-Saxon blood, whose parents and grandparents were born in America, when askt why he had never learned to read and write, replied, "Captain, I never had no chance." What American is not humiliated by the fact that, nearly a century and a half since our fathers gave to the world our charter of liberty declaring all men created equal and endowed by their Creator with certain inalienable rights, millions born in this country cannot read that charter nor the constitution which they are sworn to uphold with their lives. If this be a national disgrace, it establishes a national responsibility.

Education a National Issue

The most important subject before the American people today, and the one most neglected by statesmen, is the question of public education. Our fathers recognized the vital importance of this question away back at the founding of

this government when they solemnly declared in the Ordinance of 1787, "Religion, morality and knowledge being necessary to free government and the happiness of mankind, schools and the means of education shall forever be encouraged." But notwithstanding the fact that education is so "necessary to free government," and so vitally related to national welfare, it has never received just recognition by the national government. Agriculture, commerce and labor have been exalted to departmental rank, each with a Secretary in the President's cabinet, while education is still tucked away in a bureau of the Interior Department.

The national government has made liberal appropriations for the promotion of special education but has failed to go right to the heart of the subject and encourage the states in the training and support of teachers and the promotion of general education. Vocational education is important and should be promoted, but it is not so essential to the welfare of the nation as that every child should have the opportunity to obtain a good common school education. The Americanization of adult immigrants and the attempted education of adult illiterates is very necessary, but the most effective place to teach American ideals is in our public schools, and if free school privileges are guaranteed to every child in America, illiteracy will soon disappear.

Education is so vitally essential to the very life of our nation that patriotic considerations demand that the national government shall encourage and assist the states in its promotion. The nation, the state and the local community should each bear a just share of the necessary expense, for each shares in the benefits derived. In addition to financial aid, the national government should give to the states and to the people the benefits of educational research and investigation, but the administration and control of the schools must be left to the states and local communities. The federal government has no right under the constitution to undertake the supervision and control of education in the states.

Who Is Back of This Movement?

Who is supporting this movement to establish a Department of Education and grant federal aid to the states in promoting education? Those who think the promotion of human welfare is the first duty of the nation. Those who would profit by the great lessons which the war has taught, who believe that to "secure the blessings of liberty to ourselves and our posterity" America must develop through education a citizenship physically and intellectually sound and imbued with the spirit and ideals of true Americanism.

Back of this movement is the National Education Association representing the seven hundred thousand teachers of America. Back of it is the American Federation of Labor, representing the millions of toilers who want the best educational advantages for their children. Back of it are the forward looking men who believe that education is essential to democracy and the best insurance against anarchy and social disorders. And back of it are the noble women of America who have endorsed it in their clubs and organizations and who will work for it until it is enacted into law.

Of course we shall have to overcome the influence of certain rich men in the North who claim they should not be taxed by the government to help educate American children born in the South. Such men have not yet learned to think in terms of all America. They should be proud to contribute in proportion to their wealth to the education of every child under the protection of our flag, whether that child were born in the crowded city of the North

or the remote rural district of the South. We spent billions of wealth and thousands of lives to uphold liberty abroad, nor did anyone cavil over who was paying most. Shall we be less patriotic in caring for our own? Shall we begrudge a few hundred millions to make secure the foundations of liberty at home?

The ultimate success of this movement is certain. It may be hindered but it cannot be stopt. It is a part of America's unfinished work. The principle is sound. The cause is just. It is bound to win.

RESOLUTIONS

The following resolutions were adopted at the Chicago meeting of the Department of Superintendence, in addition to those published in the April Bulletin:

Mrs. Ella Flagg Young

The Department of Superintendence takes this occasion to voice the sense of deep loss that has come to the members of the profession since the last meeting of this Department in the death of Ella Flagg Young, for many years honored leader in the schools of this city and former distinguished president of the National Education Association.

Endorses Bill Providing Homes for Returned Soldiers

The Department of Superintendence of the National Education Association endorses the bill now pending before Congress, appropriating \$100,000,000 with which to provide work and homes for our soldier boys.

President Wilson Invited to Attend Milwaukee Meeting

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, 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, Wisconsin, 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.

THE DRIVE

The drive for new members is meeting with success, but the work did not get under headway in time to enable states to reach their quota before the school year ends. The total membership for the year will be about 35,000. This is an excellent record considering the fact that the schools of the country were closed on account of sickness during the greater part of the first semester. The interruption was so great during the first half of the year that active members delayed

the payment of their annual dues and thereby postponed the completion of the yearbook.

It will be much easier to reach the 100,000 mark next year than it was this year to reach the 35,000 mark. The classroom teacher is interested in the Association as never before. In many cities the grade teachers associations have made the canvass for new teachers. The Secretary's office is well satisfied with the response of the teachers for their support in the drive and in carrying forward the N. E. A. program.

CONTRIBUTIONS FOR THE N. E. A. EMERGENCY FUND RECEIVED SINCE LAST PUBLICATION

ALABAMA: Ray F. Myers.

ARKANSAS: John G. Rossman, E. B. Tucker.

CALIFORNIA: Berkeley Teachers Association, R. W. Detter, Los Angeles High School Teachers Association, Margaret S. McNaught, Albert Shields.

COLORADO: J. G. Crabbe.

CONNECTICUT: E. H. Arnold.

HAWAII: Elmer A. Brown.

IDAHO: Don C. Taylor.

ILLINOIS: Beckley Cardy Co., Thomas J. Mc. Cormack, Mary Fitch, Floyd T. Goodier, Hall & McCreary, Fred. R. Nichols, K. Irma Reading, George H. Rockwood, Helen R. Ryan, Kate Sharrard, Jesse L. Smith, Charles O. Todd, Faculty Torp High School, Clark G. Wright.

INDIANA: Georgia Alexander.

IOWA: Ernest Horn, Fort Madison Teachers Club, L. H. Minkle, Annette M. Phelan, Leota Swem.

KANSAS: Julia M. Stone, John F. Bender, J. O. Hall.

KENTUCKY: J. Virgil Chapman, Emma Dalfinger.

LOUISIANA: A. G. Alexander, Hester Ann Allyn, Berta Cole, Dr. H. C. Cooley, John Dominique, Martha Feltus, F. G. Fournet, Bertha Haupt, Hope Haupt, P. T. Hedges, A. M. Hopper, Cecile Mandot, Eureka Nitzkowski, Kate Perkins, H. L. Prather, Irene Raymond, W. W. Tison, George Williamson, R. W. Winstead.

MAINE: Elmer H. Webber, Ella C. Webber.

MARYLAND: Norman W. Cameron, Edward F. Webb.

MASSACHUSETTS: Annie H. March, Charles I. Rice, Nellie M. Whitney.

MICHIGAN: E. J. Engle, E. A. Gee, Christine M. Keck, Flora M. Miller, J. M. Patten, D. H. Roberts.

MINNESOTA: Sarah Converse, Hilda Gildemeister, S. O. Hartwell, Ethel I. Salisbury, Ivan Thorsen.

MISSOURI: George R. Crissman, C. H. McClure, A. L. Threlkeld.

MONTANA: Edward C. Elliott.

NEBRASKA: Mary N. Austin.

NEW HAMPSHIRE: Theodora Richardson.

NEW JERSEY: Bertha M. Barvis, Bloomfield Berkeley School, Bloomfield Brookside School, Bloomfield Center School, Bloomfield Fairview School, Bloomfield Park School, Bloomfield Watsessing School, T. Latimer, H. M. Maxson, George Morris, D. C. Porter.

NEW YORK: Mary Jean Miller, Harry W. Rockwell, Maude Smith, Roxana A. Steele, H. S. Weet, Administration Club Columbia University.

NORTH DAKOTA: W. L. Starkwell.

OHIO: Iza Edith Andrix, Lucretia LeR. Cavanah, Dayton Home Economics Association, Marie Gugle, Arthur O. Jones, U. L. Light, Harriet D. Rockwell, J. C. Twinem, George R. Twiss, Jessie Wolcott.

OKLAHOMA: Sequoyah School.

PARIS, FRANCE: Edwin M. Highsmith.

PENNSYLVANIA: Mrs. V. B. Bennett, Ella Ruth Boyce, Pittsburgh Teachers Association, A. L. Rowland, Mrs. L. L. W. Wilson.

PHILIPPINE ISLANDS: Ralph S. Garwood, W. W. Marquardt.

TEXAS: Marie Anderson, Teachers of the Austin Schools.

UTAH: O. D. Ballard, Melissa Bateman, Marguerite Beatty, E. R. Beck, Reid Beck, Butler School, Jane Garfield, J. H. Greer, Violet G. Guthrie, Lyda Harmer, Lavina J. Howard, C. L. Jensen, Freda Jensen, Bess Jones, Florence Jorgenson, Ray Kewley, Ruth Lindsay, Nora Lydick, Alice Mason, Ella Maycock, Willda Maycock, Vina Neilson, Enoch Nelson, L. W. Nielson, Amand Pace, Hazel M. Peterson, Louis Peterson, Parker B. Pratt, Caroline Rasmussen, Mary B. Robertson, Mabel C. Rumel, Josephine Sherman, Julia Smith, Lenora Smith, South Jordan School, Fay M. Stuart, G. O. Thornton, Justen Tolman, Mrs. Monnie L. Wade, Ada V. Wolcott, C. C. Watkins, Margaret Williams, West Jordan School.

VIRGINIA: Faculty of the State Normal School, Farmville.

WASHINGTON: A. M. Willis.

West Virginia: H. E. Odgers.

WISCONSIN: Harriet E. Grim, Etta Michaels, Ellen F. P. Peake, Rose C. Swart.

SALARIES AND STANDARDS

The fact that the N. E. A. is devoting itself largely to the campaign for increase salaries for teachers does not mean that the Association fails to realize the importance of increasing qualifications and standards. The Association will at the proper time give time and attention to those questions. Just now it is necessary to place the first emphasis on the question of better salaries. President Swain takes the view that there is danger of the profession's going into bankruptcy unless the public responds quickly to the demand for a living and saving wage for teachers. Put together these two facts and what is your conclusion: 1—The best teachers are leaving the work of teaching because of inadequate pay. 2—The normal schools and teachers colleges are graduating fewer trained teachers than during recent years for the larger number of vacancies. There is no way of retaining these best teachers in the work except by paying better salaries. There is no way of increasing the number of graduates in teacher training institutions except to offer the attraction of better salaries.

Increase salaries are necessary to retain qualified teachers and increase salaries are necessary to increase the number who are qualifying themselves for the work.

Let us continue the campaign for better salaries another year with even greater energy than during the past year. Let us at the same time see that we keep this campaign on a high level, by laying stress on the importance of the ideals of the profession and of meriting good salaries by a high quality of work.

JUSTICE FOR THE FOSTER-PARENTS OF OUR CHILDREN

It is strange that the generous-hearted American people, who poured out their riches so prodigally in response to every patriotic, every charitable appeal, and who accorded such enthusiastic and liberal support to every measure and to every group that helped win the war, should have neglected to properly encourage and reward the services of one of the noblest professions in the field of human activities—a profession that in lofty ideals, in unselfish principles, in sacred responsibilities, stands side by side with the ministry of the Gospel itself.

We wish to bespeak, with whatever power and authority we may have and with such words as may be granted to us, some measure of consideration for the foster-fathers and mothers of our children—the school-teachers of the United States of America.

There is no class of workers of which we demand so much. We commit into their keeping the minds, the bodies, and the very souls of our children in the tender and formative years of their lives, and they, receiving these children, can indeed be said to hold in the hollow of their hands the future of America. We expect these devoted men and women to watch over and care for our sons and daughters as tho they were their very own, to drill them in the arts and sciences, to train them for business and for citizenship, to instruct them in manners and in morals, to do for them those things which we would do had we the training and the leisure.

Teachers Serve Loyally in War Time

No class has assumed so heavy, so trying a burden and a responsibility with such willingness as these consecrated men and women. No class has performed their increasingly heavy tasks more devotedly, more conscientiously, and with less thought of self. No class served their country more whole-heartedly, more loyally, during the trying and tempestuous times of war, day by day pursuing their round of duty, day by day helping the young people, and thru the children the parents, to see the struggle in its true light, thus securing the cooperation of the community in every measure undertaken by the Government to win the war.

Truly they have made the nation their everlasting debtor. Truly had they not done their work so well this republic would not outlast the span of a generation.

What then have the teachers received at our hands in return? They have received little of honor and somewhat less of pay. Other classes have prospered; other classes thru powerful organizations have secured generous wages. The teachers have no spokesman, however, to demand even the simple justice of a living wage, so to them we give their petty prewar pittance, so meager, so pitifully inadequate, that it places a burning brand of shame and disgrace upon this nation.

Striking Salary Comparison

The men and women who are making the Americans of to-morrow are being treated with less consideration than the janitors who sweep out the buildings in which they are employed; they are earning on the average, less than the wages given to the scrubwomen employed in the public buildings of the United States Government. Normal-school graduates receive less salary than street-sweepers;

high-school principals and superintendents less than section foremen; country school teachers less for instructing the farmer's children than he pays his hired man to feed his hogs.

In a certain town of Illinois, for instance, the average wages of fifteen miners for one month was \$217, while the average monthly salary of fifteen teachers in the same town was \$55. In another town a miner, who, by the way, was an enemy alien, drew more than \$2,700 last year, while the salary of the high-school principal in the same town was \$765. We welcome with all our hearts the long-belated recognition that is being given to the man who works with his hands. We believe that this same workingman will be the first to join with us in asking better pay for those who teach his children.

No wonder there are fifty thousand vacancies in the teaching forces of the schools. No wonder the ranks are being filled with weak men and with immature women who merely use the profession as a stepping-stone to something better. No wonder there are thirty thousand teachers in the United States who have had no schooling beyond the eighth-grammar grade. Small wonder, indeed, that seven million of our school-children are being trained by teachers, mere boys and girls themselves, who have had no professional education whatever.

Cost of Living Outstrips Salaries

When we consider that the 740,000 teachers of America are paid an average salary of \$630 a year; when, moreover, we consider the fact that living costs have actually advanced 103 per cent since the beginning of the war, thereby cutting the buying-power of these insignificant salaries in half, we can easily determine that only a fool or a martyr would choose teaching as a profession, or would long remain in it unless these terrible conditions were swiftly remedied.

What a crime is this! What an indictment! What an unpardonable sin at the doors of an enlightened people who now find themselves at the head and forefront of the democracies of the world! How can we better prepare for the great undertakings of reconstruction than by setting ourselves immediately to remedying this perilous condition. In these trying and chaotic times when the world is beset by unrest, by anarchy, by revolution, by the devil's brood of appalling evils that follow in the train of war, we must make sure that the foundations of our republic are set on a rock that it may stand against the flood.

The peace and security of the world of the future will be in the safe keeping of the generation now in our schools. These boys and girls must "weave up the raveled sleeve" of civilization. Their hands must minister to the wounds of the nations. Their minds must meet and solve the difficult and crucial problems that will be their inheritance. Their hearts must be so imbued with the horrors of war and with the poverty and anguish that inevitably follow in its wake that they in their time will enter upon it only as a last resort in national self-defense or in support of some great principle of humanity.

Hundred Per Cent Americans Needed to Teach Democracy

Never has there been a more urgent need for high-minded, great-hearted, splendidly trained, 100 per cent American instructors to drive home the vital lessons that these times hold. Never has the future of the nation been so clearly committed into the hands of the teachers. And yet thousands of men and women of ability who would prefer to teach are reluctantly leaving their chosen calling, forst by the hard necessities of their very existence.

The teachers ask no largess at the hands of fortune. They enter their profession for service, not riches. But they invest years and money in preparation for their life-work and the knowledge they gain is shared with others who themselves use it to their own profit. Teachers, then, by every right and in all justice expect a return that will permit them and their dependents to live decently and in comfort.

In every community reached by *The Literary Digest* there are readers of foresight, of vision, broad-minded men and thoughtful women who will see—nay, perhaps have long since seen—the critical and compelling importance of this problem. We are directing this appeal to them. We urge them to compare the salaries of their teachers with the wages of those who are doing work of equal value. There will be a challenge in the facts that will stir the community to action.

Larger Investment Insures Richer Future

Let each community invest in schools so that it may thereby invest in a trained manhood and womanhood that can play their part in the great period of rebuilding and reconstruction that lies before us. Let each community set for its goal, as far as is practicable, a minimum wage of at least \$1,000 a year for the teachers of America. This would cost the nation perhaps as much as we spent so gloriously in but one week of the Great War.

We are not pleading merely for the welfare of some single profession; we are not pleading for a special class; we are pleading for America: for her larger, her brighter, her richer future, for the fulfilment of her glorious promise. We are pleading for a coming race of men and women who shall be qualified to make complete the work of our forefathers who founded this nation and dedicated it to liberty, and who will bring to full fruition the new victories that we have won in freedom's cause. We are pleading for a wider teaching of the principles, the purposes, and the ideals of this nation that all men shall know her meaning and shall have equal access to her opportunities; that the light of Americanism will so shine that it will flood every home, every heart, in our great land.

—*Editorial from the Literary Digest, May 10, 1919*

It is to the energy and skill of our army of teachers that we must ultimately look for the formation of a Democracy strong enough, and with sufficient courage, knowledge and intelligence to bear any strain which the future may impose upon our Empire.

—HERBERT A. L. FISHER, M. P., Minister of Education, London, England

A SUMMER INSTITUTE

In order to meet the desire of many teachers to be able to solve scientifically the home problems of their children, either personally or by putting families in touch with the agencies which exist to meet special needs, a Summer Institute for Social Service is to be given in Milwaukee by the Wisconsin Anti-Tuberculosis Association and cooperating agencies, July 7 to August 1, immediately following the N. E. A. Meeting.

"Schools and the means of education shall forever be encouraged."

Ordinance of 1787

THE REVISED EDUCATIONAL BILL

H. R. 7, 66th Congress, 1st Session

Introduced by Congressman HORACE MANN TOWNER May 19, 1919, and referred to Committee on Education, of which Congressman SIMEON D. FESS is Chairman.

Subject Matter by Sections

- Sec. 1. Creates Department of Education and Secretary of Education.
- Sec. 2. Assistant Secretary and other subordinate positions.
- Sec. 3. Transfer of offices, bureaus, etc. to Department of Education.
- Sec. 4. Powers and duties of Secretary of Education.
- Sec. 5. Duties and scope of Department.
- Sec. 6. Appropriation of \$500,000 for administrative purposes.
- Sec. 7. Appropriation of \$100,000,000 to be apportioned as specified.
- Sec. 8. Apportionment of \$7,500,000 for removal of illiteracy.
- Sec. 9. Apportionment of \$7,500,000 for Americanization.
- Sec. 10. Apportionment of \$50,000,000 for equalizing educational opportunities.
- Sec. 11. Apportionment of \$20,000,000 for physical education, including health education and sanitation.
- Sec. 12. Apportionment of \$15,000,000 for preparation of teachers.
- Sec. 13. Conditions under which States may receive apportionments.
- Sec. 14. Administration of Act by state and local authorities.
- Sec. 15. Duties of Secretary of Education in relation to States.
- Sec. 16. Duties of Secretary of the Treasury in relation to the Act.
- Sec. 17. Reports of States on administration of the Act.
- Sec. 18. Reports of Secretary of Education to Congress.
- Sec. 19. Date of taking effect and repealing clause.

Abraham Lincoln once declared that he hoped the day would come when this country would guarantee to all "an unfettered start and a fair chance in the race of life." The purpose of this bill is to hasten that day.

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.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby created an executive department in the Government, to be called the Department of Education, with a Secretary of Education, who shall be the head thereof, to be appointed by the President, by and with the advice and consent of the Senate, and who shall receive a salary of twelve thousand dollars (\$12,000) per annum, and whose tenure of office shall be the same as that of the heads of other executive departments; and section one hundred and fifty-eight of the Revised Statutes is hereby amended to include such department, and the provisions of Title Four of the Revised Statutes, including all amendments thereto, are hereby made applicable to said department. The Secretary of Education shall cause a seal of office to be made for such department of such device as the President shall approve, and judicial notice shall be taken of said seal.

Sec. 2. That there shall be in said department an Assistant Secretary of Education to be appointed by the President, who shall receive a salary of five thousand dollars (\$5,000) per annum. He shall perform such duties as may be prescribed by the Secretary or required by law. There shall also be one chief clerk and a disbursing clerk and such chiefs of bureaus and clerical assistants as may from time to time be authorized by Congress.

Sec. 3. That there is hereby transferred to the Department of Education the Bureau of Education, and the President is authorized and empowered in his discretion to transfer to the Department of Education such offices, bureaus, divisions, boards or branches of the Government, connected with or attached to any of the executive departments or organized independently of any department, as in his judgment should be controlled by, or the functions of which should be exercised by, the Department of Education, and all such offices, bureaus, divisions, boards or branches of the Government so transferred by the President, or by Act of Congress, shall thereafter be administered by the Department of Education, as hereinafter provided.

All officers, clerks and employees employed in or by any office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall each and all be transferred to said Department of Education at their existing grades and salaries, except where otherwise provided in this Act; and the office records and papers on file and pertaining exclusively to the business of any such office, bureau, division, board or branch of the Government so transferred, together with the furniture and equipment thereof, shall be transferred to said Department.

Sec. 4. That the Secretary of Education shall have charge, in the buildings or premises occupied by or assigned to the Department of Education, of the library, furniture, fixtures, records and other property used therein or pertaining thereto, and may expend for rental of appropriate quarters for the accommodation of the Department of Education within the District of Columbia, and for the library, furniture, equipment and all other incidental expenses, such sums as Congress may provide from time to time.

All power and authority conferred by law upon or exercised by the head of any executive department, or by any administrative board, over any officer, office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, and any and all business arising therefrom or pertaining thereto, and all duties performed in connection therewith, shall, after such transfer, be vested in and exercised by the Secretary of Education.

All laws prescribing the work and defining the duties and powers of the several offices, bureaus, divisions, boards or branches of the Government, transferred in accordance with the provisions of this Act to the Department of Education, shall, in so far as the same are not in conflict with the provisions of this Act, remain in full force and effect and be executed by the Secretary of Education, to whom is hereby granted definite authority to reorganize the work of any and all of the said offices, bureaus, divisions, boards or branches of the Government so transferred, in such way as will in his judgment best accomplish the purposes of this Act.

Sec. 5. That it shall be the duty of the Department of Education to conduct studies and investigations in the field of education and to report thereon. Research shall be undertaken in (a) illiteracy; (b) immigrant education; (c) public-school education, and especially rural education; (d) physical education, including health education, recreation and sanitation; (e) preparation and supply of competent teachers for the public schools; and (f) in such other fields as, in the judgment of the Secretary of Education, may require attention and study.

In order to carry out the provisions of this section the Secretary of Education is authorized, in the same manner as provided for appointments in other departments, to make appointments, or recommendations of appointments, of educational attachés to foreign embassies, and of such investigators and representatives as may be needed, subject to the appropriations that have been made or may hereafter be made to any office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education; and where appropriations have not been made therefor the appropriation provided in section six of this Act shall be available.

Sec. 6. That for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, the sum of five hundred thousand dollars (\$500,000) is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, to the Department of Education, for the purpose of paying salaries and conducting investigations and paying all incidental and traveling expenses and rent where necessary, and for the purpose of enabling the Department of Education to carry out the provisions of this Act. And all appropriations which have been made and which may hereafter be made to any office, bureau, division, board or branch of the Government, transferred in accordance with the provisions of this Act to the Department of Education, are hereby continued in full force and effect, and shall be administered by the Secretary of Education in such manner as is prescribed by law.

Sec. 7. That in order to encourage the States in the promotion and support of education, there is hereby authorized to be appropriated out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, and annually thereafter, one hundred million dollars (\$100,000,000), to be apportioned, disbursed and expended as hereinafter provided.

Sec. 8. That in order to encourage the States to remove illiteracy, three-fortieths of the sum authorized to be appropriated by section seven of this Act shall be used for the instruction of illiterates ten years of age and over. Such instruction shall deal with the common-school branches and the duties of citizenship, and when advisable shall prepare for some definite occupation. Said sum shall be apportioned to the States in the proportions which their respective illiterate populations of ten years of age and over, not including foreign-born illiterates, bear to such total illiterate population of the United States, not including outlying possessions, according to the last preceding census of the United States.

Sec. 9. That in order to encourage the States in the Americanization of immigrants, three-fortieths of the sum authorized to be appropriated by section seven of this Act shall be used to teach immigrants ten years of age and over to speak and read the English language and to understand and appreciate the spirit and purpose of the American Government and the duties of citizenship in a free country. The said sum shall be apportioned to the States in the proportions which their respective foreign-born populations bear to the total foreign-born population of the United States, not including outlying possessions, according to the last preceding census of the United States.

Sec. 10. That in order to encourage the States to equalize educational opportunities, five-tenths of the sum authorized to be appropriated by section seven of this Act shall be used in public elementary and secondary schools for the partial payment of teachers' salaries, for providing better instruction and extending school terms, especially in rural schools and schools in sparsely settled localities, and otherwise providing equally good educational opportunities for the children in the several States, and for the extension and adaptation of public libraries for educational purposes. The said sum shall be apportioned to the States, one-half in the proportions which the number of children between the ages of six and twenty-one of the respective States bear to the total number of such children in the United States and one-half in the proportions which the number of public-school teachers employed in teaching positions in the respective States bear to the total number of public-school teachers so employed in the United States, not including outlying possessions, said apportionment to be based upon statistics collected annually by the Department of Education.

Provided, however, That in order to share in the apportionment provided by this section a State shall establish and maintain the following requirements unless prevented by constitutional limitations, in which case these requirements shall be approximated as nearly as constitutional provisions will permit: (a) a legal school term of at least twenty-four weeks in each year for the benefit of all children of school age in such State; (b) a compulsory school attendance law requiring all children between the ages of seven and fourteen to attend some school for at least twenty-four weeks in each year; (c) a law requiring that the English language shall be the basic language of instruction in the common-school branches in all schools, public and private.

Sec. 11. That in order to encourage the States in the promotion of physical education, two-tenths of the sum authorized to be appropriated by section seven of this Act shall be used for physical education and instruction in the principles of health and sanitation, and for providing school nurses, school dental clinics, and otherwise promoting physical and mental welfare. The said sum shall be apportioned to the States in the proportions which their respective populations bear

to the total population of the United States, not including outlying possessions, according to the last preceding census of the United States.

Sec. 12. That in order to encourage the States in the preparation of teachers for public-school service, particularly in rural schools, three-twentieths of the sum authorized to be appropriated by section seven of this Act shall be used to provide and extend facilities for the improvement of teachers already in service and for the more adequate preparation of prospective teachers, and to provide an increased number of trained and competent teachers by encouraging, thru the establishment of scholarships and otherwise, a greater number of talented young people to make adequate preparation for public-school service. The said sum shall be apportioned to the States in the proportions which the number of public-school teachers employed in teaching positions in the respective States bear to the total number of public-school teachers so employed in the United States, not including outlying possessions, said apportionments to be based on statistics collected annually by the Department of Education.

Sec. 13. That in order to secure the benefits of the appropriation authorized in section seven, and of any of the apportionments made in sections eight, nine, ten, eleven and twelve of this Act, a State shall by legislative enactment accept the provisions of this Act and provide for the distribution of such funds as may be apportioned to said State, and shall designate the State's chief educational authority, whether a State Superintendent of Public Instruction, a Commissioner of Education, a State Board of Education, or other legally constituted chief educational authority, to represent said State in the administration of this Act, and such authority so designated shall be recognized by the Secretary of Education. **Provided,** That in any state in which the legislature does not meet in nineteen hundred twenty, the Governor of said State, in so far as he may have authority so to do, may take such action, temporarily, as is herein provided to be taken by legislative enactment in order to secure the benefits of this Act, and such action by the Governor shall be recognized by the Secretary of Education for the purposes of this Act, when reported by the chief educational authority designated to represent said State, until the legislature of said State shall have met in due course and been in session sixty days.

In any State accepting the provisions of this Act, the State Treasurer shall be designated and appointed as custodian of all funds received by said State as apportionments under the provisions of this Act, to receive and provide for the proper custody and disbursement of the same, such disbursements to be made in accordance with the legal provisions of said State, on warrants duly drawn by the State's chief educational authority designated to represent said State in the administration of this Act.

A State may accept the provisions of any one or more of the respective apportionments authorized in sections eight, nine, ten, eleven and twelve of this Act, and may defer the acceptance of any one or more of said apportionments: **Provided, however,** That no money shall be apportioned to any State from any of the funds provided in sections eight, nine, ten, eleven and twelve of this Act, unless a sum equally as large shall be provided by said State, or by local authorities, or by both, for the same purpose: **And provided,** That the sum or sums provided by a State for the equalization of educational opportunities, for the promotion of physical education and for the preparation of teachers, shall not be less for any year than the amount provided for the same purpose for the fiscal year next preceding the acceptance of the provisions of this Act by said State:

And, provided further, That no money apportioned to any State under the provisions of this Act shall be used by any State or local authority, directly or indirectly, for the purchase, rental, erection, preservation or repair of any building or equipment, or for the purchase or rental of land, or for the payment of debts or the interest thereon.

Sec. 14. That when a State shall have accepted the provisions of this Act and shall have provided for the distribution and administration of such funds as may be apportioned to said State, as herein provided, the State's chief educational authority designated to represent said State shall so report in writing to the Secretary of Education. If such report shows that said State is prepared to carry out the provisions of this Act with respect to any one or more of the apportionments authorized in sections eight, nine, ten, eleven and twelve of this Act, the Secretary of Education shall apportion to said State for the fiscal year, or for the remainder of the fiscal year as the case may be, such funds as said State may be entitled to receive under the provisions of this Act, and shall certify such apportionment or apportionments to the Secretary of the Treasury: **Provided,** That this Act shall not be construed to require uniformity of plans, means or methods in the several States in order to secure the benefits herein provided, except as specifically stated herein: **And, provided further,** That all the educational facilities encouraged by the provisions of this Act and accepted by a State shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities of said State, and the Secretary of Education shall exercise no authority in relation thereto except as herein provided to insure that all funds apportioned to said State shall be used for the purposes for which they are appropriated, and in accordance with the provisions of this Act accepted by said State.

Sec. 15. That the Secretary of Education is authorized to prescribe plans for keeping accounts of the expenditures of such funds as may be apportioned to the States under the provisions of this Act, and to audit such accounts. The Secretary of Education may withhold the apportionment or apportionments of any State for the next ensuing fiscal year whenever he shall determine that such apportionment or apportionments made to said State for the current fiscal year are not being expended in accordance with the provisions of this Act: **Provided, however,** That before withholding any such apportionment from any State, as herein provided, the Secretary of Education shall give due notice in writing to the chief educational authority designated to represent said State, stating specifically wherein said State fails to comply with the provisions of this Act.

If any portion of the money received by the Treasurer of a State under the provisions of this Act for any of the purposes herein provided shall, by action or contingency, be diminished or lost, the same shall be replaced by said State, and until so replaced no subsequent apportionment for such purpose shall be paid to said State. If any part of the funds apportioned annually to any State for any of the purposes named in sections eight, nine, ten, eleven and twelve of this Act has not been expended for such purpose, a sum equal to such unexpended part shall be deducted from the next succeeding annual apportionment made to said State for such purpose.

Sec. 16. That the Secretary of the Treasury is hereby authorized and directed to pay quarterly, on the first day of July, October, January and April, to the Treasurer of any State designated to receive such funds, such apportionment or

apportionments as are properly certified to him by the Secretary of Education, and he shall discontinue such payments when notified so to do by the Secretary of Education, as provided in this Act.

Sec. 17. That the chief educational authority designated to represent any State receiving the benefits of this Act, shall, not later than September first of each year, make a report to the Secretary of Education showing the work done in said State in carrying out the provisions of this Act, and the receipts and expenditures of money apportioned to said State under the provisions of this Act. If the chief educational authority designated to represent any State shall fail to report as herein provided, the Secretary of Education shall notify the Secretary of the Treasury to discontinue the payment of all apportionments to said State until such report shall have been made.

Sec. 18. That the Secretary of Education shall annually at the close of each fiscal year make a report in writing to Congress giving an account of all moneys received and disbursed by the Department of Education, and describing the work done by the department. He shall also, not later than December first of each year, make a report to Congress on the administration of sections seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen and seventeen of this Act, and shall include in said report a summary of the reports made to him by the several States showing the condition of public education therein, and shall at the same time make such recommendations to Congress as will, in his judgment, improve public education in the United States. He shall also from time to time make such special investigations and reports as may be required of him by the President or by Congress.

Sec. 19. That this Act shall take effect April first, nineteen hundred twenty, and all Acts and parts of Acts in conflict with this Act are hereby repealed.

Why Should a Department of Education Be Established?

A Department of Education, with a Secretary of Education in the President's cabinet at its head, should be established in order to coordinate and administer more efficiently the various educational activities of the National Government. The Government has dealt with the subject of education along particular lines for many years, but its activities are scattered thruout the several executive departments and administered by many unrelated boards, bureaus and divisions.

The Department should be established in order to give to education the recognition which its vital relation to our national welfare demands. Issues of the greatest importance to the nation, involving complex educational problems, are continually dealt with by the President and Congress without the advice of a cabinet member whose sole duty it is to consider such questions from the standpoint of their relation to public education. Education is represented by a cabinet minister in the Government of every other great Nation of the world.

There should be a Department of Education to conduct investigations in the field of education and give to the States and the people the benefits of such research. Illiteracy can not be removed nor real American ideals established by mere superficial attempts. We must know the facts involved in these complex social problems before we can accomplish their solution. The same is true of all our great educational questions.

The National Government should furnish information and guidance.

Every valid argument used in behalf of the establishment of the Department of Agriculture, the Department of Commerce and the Department of Labor, applies with equal force in support of the establishment of a Department of Education. These departments were created in recognition of the importance of the subjects which they represent in relation to national welfare. Education is unquestionably as vitally related to the welfare of our country, and the Government is now dealing with the subject of education more generally than it dealt with the subjects embraced in any of these departments when they were created.

A Department of Education should be created as a matter of administrative efficiency and wise public policy.

Why Should the National Government Appropriate Money to Assist the States in the Promotion of Education?

Because education is essential to the life of our Nation. A government of the people must necessarily be determined by the character and intelligence of its citizens. Anarchy and social disorders thrive on ignorance. The welfare and perpetuity of our nation demand that all possible encouragement be given to the States in the development thru education 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.

Since education is a matter of vital concern to the Nation as well as to the States and local communities, the Nation should bear its share of the necessary expense. In addition to what is now being done, the National Government should encourage and assist the States in the removal of illiteracy, the Americanization of our heterogeneous population, the conservation of our human resources thru physical education and instruction in the principles of health and sanitation, the equalization of educational opportunities so that every child in the land may have an opportunity to obtain a good common school education, and in the preparation and supply of competent teachers who are the most essential factor in the solution of all educational problems.

The National Government is now making liberal appropriations in support of education along certain special lines, including vocational education. But the promotion and support of general education, which includes the special, is even more fundamental and necessary. Special education, however valuable in itself, must of necessity fail to accomplish its purpose if general education is permitted to deteriorate from lack of adequate support.

The Right Honorable H. A. L. Fisher, Minister of Education, declared in support of his educational bill before the English Parliament: "It is always pertinent to ask whether we can afford to spend the money. But when we are considering a form of productive expenditure, which is not only an investment but an insurance, that question cannot stand alone. We must ask a supplementary question. We must ask not only whether we can afford to spend the money, but whether we can afford not to spend

the money. And the supplementary question is more important and more searching." Mr. Fisher further declared: "The fact that in the middle of this great war, when the finances of this country are strained to the uttermost, the Chancellor of the Exchequer is willing to find nearly four million pounds of additional money for the development of public education is, I think, a sufficient indication that the Government means business."

The Fisher Educational Bill carrying these increased appropriations was past by the English Parliament. If our Government is to meet the urgent demands of this critical period of reconstruction in a broad constructive way it can not neglect the fundamental question of public education.

Will the Establishment of a Department of Education and the Granting of Federal Aid Mean Federal Control of Education?

It is illogical to conclude that if a Department of Education is created and Federal aid given, the Federal Government will arbitrarily control the administration of education in the States. Some of the executive departments deal with subjects over which the National Government has absolute authority, and others deal with subjects over which it does not have controlling authority. The Department of the Treasury and the Department of War are examples of the former, while the Department of Agriculture and the Department of Labor are examples of the latter.

The National Government can assist the States in the promotion of education as it assists in promoting the interests of agriculture, commerce and labor, but under the provisions of the Constitution it cannot control, because the administration of education is reserved to the States. This bill specifically provides that all the educational facilities encouraged by its provisions shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities within the several States.

The following letter from a city superintendent of schools of a western state, is an admirable statement of the situation with regard to teachers' salaries in some localities:

"Your recent letter was appreciated. Some of us deserve no better salaries for showing such a lack of professional spirit. I suppose it is with others as with myself. Fixed charges eat up the salary stipend so fast there isn't even an N. E. A. membership left at the end of the month. We have to wait for the raise before we have the money to join and that completes the vicious circle which retards the campaign for better salaries.

"I have been glad to get the bulletins in regard to salaries and shall give them wider publicity at the opportune time. The county superintendent and I will make a local campaign for N. E. A. memberships and we hope to surprise ourselves."

THE VOLUME IN SEPTEMBER

The bound volume of Proceedings will hereafter be printed in September in case the recommendation of President Strayer and Secretary Crabtree is carried out. It was decided a few years ago to publish the annual proceedings in a monthly Journal and to hold the page forms for the bound volume to be printed at the end of the year. This plan delays sending out the volume until April or May. The new plan to be submitted for the approval of the Board of Directors provides for printing and distributing the bound volume in September and October, and for using other material in the Journal and Bulletin.

An effort was made this year to speed up the work and to put the bound volume out earlier. The plan, however, of using the page forms of the N. E. A. Journal, together with the war handicaps on printing made it impossible to do so.

In anticipation of the adoption of the new plan the Secretary is making an effort to get copies of all papers in advance of the Milwaukee meeting and to have many of them ready for the printer by the time the session adjourns.

THE COUPON PLAN

The coupon plan for associate members is unsatisfactory. It leads to misunderstanding and criticism. The by-laws make it necessary for the associate member to return the coupon which is attached to his receipt for membership fees. He fails to read the receipt and hence does not return the coupon, yet at the end of the year he feels that the N. E. A. has not given him a square deal. After much correspondence he finds that he was in error but the fact that thousands of teachers failed to receive the proceedings because of their failure to return the coupon and understand the plan shows that something is wrong with the plan itself. Hence the Secretary is recommending that the coupon plan be abandoned and that arrangements be made by which every associate member may receive the literature to which his membership really entitles him.

It may be interesting in this connection to know that every active member has been receiving literature which cost the N. E. A. much more than his membership fee. Some years the cost has been nearly 50 per cent above what he paid. If you ask where the money came from to pay the deficit we must admit that it came from the thousands of teachers who paid the membership fee but who failed to return the coupon. All funds used for investigations and for committees came from this same source.

Every active member will prefer to pay a fee large enough to cover the cost of the literature which he receives and the overhead expense connected with the same rather than to have these associate members aid him in paying for what he receives.

REDUCED RAILROAD RATES

The officers of the Association were delighted to receive word from the United States Railroad Administration, just as the Bulletin was going to press, that a reduced rate of one and one-third fare for the round trip has been granted for the Milwaukee meeting. This will insure the greatest meeting the Association has ever held.

n
d
a
d
r
s
o-
l-
A.
o.
an
to

is-
ate
es.
nd
ch
ch-
on
elf.
and
the

ber
em-
aid.
it it
who
tees

cost
the
t he

the
ress,
nted
cia-