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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

Journal

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THE SEMI-CENTENNIAL MEETING

The next meeting of the Department of Superintendence will be held in Cleveland, Ohio, February 23 to 28. The new Cleveland Hotel has been selected as registration headquarters. The President of the Department, Superintendent E. U. Graff of Indianapolis, Indiana, is giving time and attention to the preparation of the program.

Important problems will be discussed at this meeting. The fact that it will be the Semi-Centennial Session of the Department increases the interest in the meeting and doubtless means a record breaking attendance. The October Bulletin will give further information concerning the meeting.

CLEVELAND HOTELS

Cleveland Hotel, Superior West at Public Square, room capacity 1,000; J. E. Murphy, manager.

Colonial Hotel, 523 Prospect Avenue, room capacity 150; Geo. V. Fulwell, manager.

Euclid Hotel, Euclid Avenue at East 14th Street, room capacity 200; A. Carlin, manager.

Gillsy Hotel, 1811 East 9th Street, room capacity 350; W. L. Murphy, manager.

Hermitage Hotel, 1310 Huron Road, room capacity 80; Jack Meyers, manager.

Hollenden Hotel, Superior Avenue at East 6th Street, room capacity 800; J. H. Thompson, manager.

Kennard House, West 6th Street at St. Clair, room capacity 103; M. J. McGraw, manager.

New Amsterdam Hotel, Euclid Avenue at E. 22d Street, room capacity 350; M. S. Hobson, manager.

Olmsted Hotel, Superior Avenue at East 9th Street, room capacity 253; W. H. Byron, manager.

Statler Hotel, Euclid Avenue at East 12th Street, room capacity 1,000; T. P. Cagwin, manager.

Winton Hotel, Prospect Avenue at East 9th Street, room capacity 600; C. M. Snyder, manager.

These are all good first class hotels and listed as such by the Cleveland Chamber of Commerce. They are all near the meeting places. Those who desire to engage rooms in advance are requested to write the manager of the hotel or A. C. Eldridge, Assistant Superintendent of Schools, Cleveland, Ohio, who is chairman of convention arrangements.

TEACHERS' SALARIES AND SALARY SCHEDULES

The National Education Association will soon issue a report on "Teachers' Salaries and Salary Schedules," which will give the most complete up-to-date information obtainable on this very important subject. The report covers all the states, and the information is very carefully classified. It will contain between 150 and 200 pages, and should be in the hands of every superintendent and board of education.

Cost of this report, and full information concerning it, will be announced in the Bulletin as soon as it is ready for delivery.

OUTLOOK FOR THE COMING YEAR

I am looking forward with confident expectation to a very successful year in the N. E. A. The program of work and service which was so well begun under my predecessors will be carried forward, and we hope for most gratifying results. The officers and committees have assumed their respective duties with an earnest purpose, and our headquarters staff has taken up the work for the coming year with renewed devotion, determined to make this year the greatest in the history of the Association.

The National Education Association is looked upon as the great professional organization which represents the teachers of the United States. Much is expected of us and we must measure up to our responsibilities. In promoting the interests of the teachers we must not lose sight of the fact that the most important thing, after all, is the promotion of the welfare of the children.

To accomplish the best results, there must be cooperation and unity of action on the part of all who are engaged in the teaching profession. Those in administrative positions should be keenly interested in the welfare of the class room teachers and should lead in every movement to promote their interests. The classroom teachers should be interested in administrative problems and cooperate heartily with those charged with administrative responsibility.

For a great many years educational policies have been shaped almost entirely by those in administrative and supervisory positions. This class of educators has comprised the majority of the active members of our Association and their contributions to the promotion of education have been of the greatest value. But the leading educators of the country are coming to recognize, just as the great captains of industry are recognizing, that those who serve in the ranks should be given a voice in shaping the policies and determining the conditions under which they work. If there is to be a democratization of industry, there must also be a democratization of the administration of our public school system.

We hope to see the dignity and importance of administrative positions magnified rather than diminished. We believe that education is so important that the very best talent of the country should be enlisted in determining the policies and methods of our educational systems. But we are equally confident that our best classroom teachers are able to contribute, from their experience and personal touch with pupils and other teachers, much that will be of value in shaping educational policies. We trust, therefore, that the National Education Association may be instrumental in bringing about a more perfect cooperation of all educational forces.

There are many organizations of teachers, differing more or less in their policies, but all striving to bring about beneficial results. The N. E. A. will work harmoniously with every other organization that is engaged in promoting the common cause in which we are all interested. We invite all to unite in carrying out the purpose set forth in the charter of our Association granted by Congress: "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States".

—Josephine Corliss Preston, President, National Education Association.

ACTIVE MEMBERS INSTRUCT OFFICERS

The active members at the business session of the Milwaukee meeting instructed the officers of the Association:

To publish the Annual Volume of Proceedings in September or October.

To continue the Emergency Commission on Education another year.

To continue the Drive for New Members during the next school year.

To invest part of the permanent N. E. A. fund in Washington property to be used for rental purposes, and as national headquarters for the Association.

To prepare, in their discretion, a complete index of the bound Annual Volumes of the proceedings of the Association.

To secure a revision of the system of records and accounts of the Association.

To employ, in their discretion, not to exceed four assistant field secretaries.

RESOLUTIONS

The resolutions adopted at the Milwaukee meeting constitute a program in American Education. The statement is prefaced by an outline of the fundamental lessons taught by the war. The aims of a program of education are then stated.

Then follows: "National Measures," and "State Measures." Important items occur under each head. Some of the specific resolutions appear in this number of the N. E. A. Bulletin, and still others will appear in later numbers of the Bulletin.

Teachers Salaries: There are evidences that the campaign for adequate, just and appropriate salaries for teachers is beginning to show results, but we also know that deplorable conditions still too generally exist. We, therefore, stand for the minimum of \$1,000.00 for any and all legally qualified teachers, and for legislative enactment to that end. Since thru the magnanimity of public-spirited citizens who have purchased space in metropolitan daily papers for the promulgation of the teachers' salary cause, and used their journals for that end, we have had demonstrated to us the effectiveness of that form of support and promotion, we therefore urge thru increased publicity the continuance of this campaign for a living wage, culture wage for all competent teachers, until the public mind is impressed with the patriotic and social importance of this cause as it affects the future welfare of our country, and with its justice as it affects our profession.

The League of Nations: One of the revelations brought to us out of the great world war is the knowledge that no country can preserve its ideals in isolation from the rest of the world. If our ideals of democracy and humanity are to continue, even for ourselves as an American people, it is essential that we establish with other nations of the world such relations as will tend to preserve the peace of the world, demand from all nations the education of their people in the fundamental ideals and principles of good government, and secure for all peoples the opportunity to pursue their industries and commerce without interruption by unnecessary wars or interference because of the selfish ambitions of any one people or ruler.

Therefore, this Association heartily approves the action of President Wilson in his support of the League of Nations and urges upon the United States Senate the adoption of the treaty without amendment and, the recognition of the League of Nations as a non-partisan measure, designed to secure the peace and happiness of all people and the propagation and preservative of true democracy.

Thrift Instruction: The subject of thrift and savings is, thru the efforts of the Treasury Department at Washington, engrossing and receiving attention of all thinking people in this Republic; furthermore, the safety of the democracy in which we live depends largely upon the stability of the government and the improvement of the financial condition of the majority of our people. We accordingly endorse this movement and the work of the N. E. A. Commission on Thrift to universalize and render permanent the habit of thrift and savings among our people, and we urge that the teaching of thrift and savings be made a compulsory part of every school curriculum in this country.

Suffrage: Since the Congress of the United States with commendable justice and recognition of the rights of suffrage to women, has past the separate amendment to the Constitution granting the ballot to the womanhood of America, we urge the Governors of all states that have not already ratified the amendment to call a special session of their respective state legislatures so that the amendment may speedily become a law and our great country may take this great additional step in becoming a true democracy.

Recruiting the Teaching Profession: There is a growing disinclination of young men and women to enter upon teaching as a profession, evident by the lessening number of graduates from Normal Schools and Teachers' Colleges, also admissions to these institutions, and by the steady decrease in the number of college seniors who become teachers. Many of the best teachers are leaving the profession of teaching for more attractive and lucrative employment. The consequent shortage of teachers is depriving many thousand children of adequate instruction, and we affirm that the future of our country depends upon giving the children today the sort of training that will produce efficient, intelligent and patriotic citizens, prepared to uphold the ideals of American democracy. It is impossible for teachers of mediocre ability or of insufficient ideals to train properly the citizenship of tomorrow:

We therefore insist that all teachers' organizations as a part of the campaign to increase salaries of teachers, also conduct a systematic campaign to interest desirable men and women to enter the teaching profession, and that the National Education Association, and each State Commissioner of Education secure the services of men and women best equipt to conduct such a campaign among high schools and colleges.

A Few National Recommendations: We advocate the enactment of the following measures as fundamental beginnings of a national program in education:

- (1) The passage by Congress of the Smith-Towner Bill. H.R. 7 S. 1017.
- (2) An act providing for a year of compulsory civic, physical, and vocational training under the proposed department of Education.
- (3) A nation-wide plan for the enlistment of all teachers as active members of the National Education Association.
- (4) A policy of interpretation and administration of the Smith-Hughes law consistent with the above named purposes of an educational program.

A Few State Recommendations: An American program in education is dependent to a great degree upon the support of education afforded by the states. We recommend the adoption of a specific program in public education by each of the states, adapted to the special problems of the states respectively, but in general conforming to the national program, and seeking finally a common purpose with it and all other public education programs.

The responsibility for such a plan must rest chiefly upon the legislature of each state and upon the educational leadership and organization within the respective states.

We specifically recommend the following steps and measures:

1. Provisions by each legislature for more adequate financial support of public education in order to

(a) Pay salaries sufficient to maintain the teaching profession upon an efficient basis, consistent with the ideals and standards of living in this democracy.

(b) Establish a plan of systematically recruiting the profession.

(c) Develop a teacher-training system adequate for the general and special phases of education.

(d) Initiate a plan for "all-year schools."

2. Laws clearly defining education as a function of the state rather than the municipality, and making impossible the control of the public educational system of any community, rural or urban, by the factional politics of the local or municipal government by establishing no fiscal independence of school districts.

3. Laws definitely establishing an efficiently organized, supervised and administered system of rural schools upon the basis of a larger unit than the local district, such as the county unit plan.

4. Legal provision for the development of flexible and adaptable courses of study, methods of instruction and systems of promotion to meet the needs of all classes of children.

5. Legal provision for compulsory full-time education to the age of 16, and compulsory continuation schools upon the employers' time to the age of 18.

6. Laws providing for compulsory registration of minors as a basis for effective enforcement of the compulsory education laws.

7. Effective compulsory education laws in all states.

8. Legal provision for compulsory classes in Americanization for all illiterates and all who are not able to read and write the English language with a proficiency equivalent to a sixth grade standard, which standard shall be necessary for admission to citizenship of the United States.

9. Legal requirement for the use of English as the medium of instruction in all schools.

10. Legal provision for compulsory physical education in all units of the public educational system.

Resolution of Sympathy: Your Committee on Resolutions feels that it is altogether fitting that we turn for a moment from consideration of questions of immediate practical interest to this Association and pay tribute, by at least brief mention, to the memory of the men and women, who within the year have been called by death from our midst.

All of them were for many years honored members of the National Education Association. Several were, by their loyal, active support and wise counsel

potent influence in shaping the progressive policies of this organization. Ella Flagg Young, and Nathan C. Shaeffer, each served as president of the National Education Association, and John C. Shoop as president of the Department of Superintendence. To these names must be added those of others among whom are Henry R. Pattengill, of Lansing, Michigan; Fred L. Keeler, State Superintendent of Michigan; Samuel L. Dutton, Professor Emeritus of Columbia University, New York; John J. Keene, Archbishop of Dubuque, Iowa, and Charles B. Robertson, Superintendent of Extension, Pittsburgh University, Pittsburgh, Pa.

Resolved, that for these brave, loyal and earnest souls who so immeasurably helped onward and upward this Association, and the best it stands for, we hereby acknowledge our obligations and express our sincere gratitude.

N. E. A. OFFICE SYSTEM REVISED

An increase of more than one hundred percent in membership during a period of eighteen months brought out the necessity for a change in the system of records and accounts in operation at the national headquarters of the N. E. A. This system, tho well adapted to the requirements of a small membership, had proved inadequate to care for the greatly increast enrolment.

The need of a simpler and more elastic system was presented by the Secretary at the Milwaukee meeting of the Executive Committee and he was authorized to secure expert advice in the revision of the office system. The Association secured the services of Major Bengert, an expert of wide experience in the installation of accounting systems, who has worked out and put into operation a system which will enable the office force to handle the increast membership without excessive cost for clerical help.

THE NEW PLAN OF MEMBERSHIP DUES

Owing to the higher costs of printing and of other items of operation, the Association found it necessary either to increase the annual membership dues or else to make extensive savings on publications for members. The Executive Committee and the office staff were at first of the impression that an increase of at least fifty per cent in membership dues was imperative. Discussion and investigation, however, developed the following facts which led to the adoption of the new plan:

1. The majority of the active members who were consulted did not care particularly to have the bound volume in their private libraries, provided they could have access to it in the school or public library. It is believed that less than half of the active members retain the bound volume for more than one year. Thousands of these valuable volumes are being destroyed each year at rooming houses thruout the country, simply because it is not convenient for teachers who do not have homes of their own to take care of these heavy volumes.

2. Nearly all members who were consulted were anxious to be kept in closer touch with the work of the Association and its committees. There proved to be a strong desire for a good monthly magazine of live Association information in place of the bound volume.

2. Nearly all members who were consulted were anxious to be kept in closer receive all other regular publications of the Association without ordering each separately. Librarians have been anxious all along to receive all publications as they come from the press and willing to pay a larger annual membership fee for the same.

These and other facts led to the decision to enlarge the scope of the N. E. A. Bulletin, and to make it a monthly publication taking the place of both the old N. E. A. Bulletin and the N. E. A. Journal, and containing the information members most desire. While the cost of the new Bulletin will be more than twice the cost of the old Bulletin and while it will be greater than the cost of the N. E. A. Journal, the saving in discontinuing the Journal and in not sending out bound volumes, where not especially desired, will enable the Association to send the Bulletin to each active member and yet to have funds for carrying forward the campaign for increased salaries and for promoting other interests of the profession. The membership fees remain at \$2 except that for those who wish the bound volume and all other publications it will be \$5.

The new plan was worked out by the Executive Committee and office staff and adopted by the active members at the Milwaukee meeting. It is believed that all active members will appreciate the time and attention given to a difficult problem by the officers of the Association, and that all will be pleased with the plan so carefully worked out.

PUBLIC EDUCATION AND FEDERAL AID

Federal aid to elementary, secondary, and higher education is a practical necessity, and is amply justified on every consideration of justice, political theory, and expediency. The nation has quite as direct an interest in the preparation of its citizens to fulfill their national obligations as have the states in their preparation for local citizenship. This involves not merely ability to read and write, but also fitness as workers, as parents, as self-governing members of a free and progressive nation, as men and women who know how to use their leisure and to live a good life.

We have already liberally subsidized certain kinds of higher and vocational education. We must now begin farther back, by cooperating with the states in abolishing illiteracy, increasing the pay of teachers, insuring a modicum of professional preparation for teaching, lengthening the school year, making easier the path of those who want more than elementary education, promoting the use of school and public libraries, standardizing and unifying our whole educational system—while leaving the states free as heretofore to develop their own plans, to learn from their own mistakes and from the experience of one another.

Not less than \$100,000,000 should be appropriated for elementary education alone for the first year, and this amount should be increased year by year until some approach has been made to a national, comprehensive educational system. Two-thirds of the whole cost might be borne by the states.

Various bills calculated to accomplish these purposes will be introduced in Congress. The one which represents the views of the National Education Association provides for federal aid thru a federal department and carefully safeguards the powers of the educational authorities of the states. There are great advantages in combining the provisions for state aid with that for cabinet representation. The spokesman for the cause of education in the national government should not be in a subordinate bureau. He should have an educational policy for the whole nation, and should command the widest and most respectful hearing in announcing and advocating it.

—Part of a report on Social Reconstruction by the Committee on National Program of which Edward T. Devine of The Survey is Chairman.

**JOURNAL OF PROCEEDINGS OF THE FIFTY-SEVENTH ANNUAL
MEETING OF THE NATIONAL EDUCATION ASSOCIATION
MILWAUKEE, WIS., JUNE 28-JULY 5, 1919**

The feature of the Milwaukee meeting was the emphasis laid on the actual work of the association. About 6,200 badges were given out at the meeting, which means that there was an approximate attendance of 6,000, including local teachers. The reduction in railroad rates did not give the increase in attendance that was expected because of the refusal of the Railroad Administration to allow stop over privileges. An outline of the Proceedings and the Resolutions, and other work of the Association follows.

FIRST DAY'S PROCEEDINGS

Opening Session—Monday Evening, June 30, 1919, 8:00 o'clock

The Fifty-seventh Annual Convention of the National Education Association was opened in the Main Hall, Auditorium, Milwaukee, Wis., Monday evening, June 30, 1919, at 8:00 o'clock.

First Vice-President Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colo., presided at the opening of the session.

The meeting opened with community and patriotic singing, led by A. J. Gantvoort, College of Music, Cincinnati, Ohio.

The invocation was given by Paul B. Jenkins, Pastor Immanuel Presbyterian Church, Milwaukee, Wis.

Addresses of welcome were given by C. P. Cary, State Superintendent of Public Instruction, Madison, Wis.; M. C. Potter, Superintendent of Schools, Milwaukee, Wis.; Ellen C. Sabin, President Milwaukee-Downer College, Milwaukee, Wis.; and responded to by Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Tex.

President Strayer then delivered the presidential address, which was entitled, "The National Education Association's Program of Work".

SECOND DAY'S PROCEEDINGS

Second Session—Tuesday Morning, July 1, 9:00 o'clock

The session was opened with community singing led by M. Teresa Finn, Supervisor of Music, St. Louis, Mo.

After the musical program, the meeting was called to order by President Strayer.

The general topic for the session was, "The New World and the Demand That It Will Make Upon Public Education," and addresses were given by the following persons:

John H. Puelicher, Government Director of Savings, 7th Federal Reserve District, Milwaukee, Wis., representing manufacturing and commercial interests.

Henry J. Waters, Kansas City Star, Kansas City, Mo., representing agricultural interests.

Ella S. Stewart, President Department of School Patrons, National Education Association, Chicago, Ill., representing American homes.

Frank E. Spaulding, Head of American Education in France, Paris, France, representing war education abroad.

In the absence of Henry Sterling, Legislative Representative American Federation of Labor, Washington, D. C., representing organized labor, his speech was read by Hugh S. Magill, Field Secretary National Education Association.

Third Session—Tuesday Evening, July 1, 8:00 o'clock

The session was opened with community and patriotic singing, led by Edgar B. Gordon, University of Wisconsin, Madison, Wis.

After the musical program, the meeting was called to order by President Strayer.

The general topic for discussion was, "The Organization of Public Education for Service in the New Democracy," and the following program was presented: "Rural Education"—Lee L. Driver, County Superintendent of Schools, Winchester, Ind.

"Elementary Education"—T. C. Gecks, Supervisor Primary Department, 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.

THIRD DAY'S PROCEEDINGS**Fourth Session—Wednesday Morning, July 2, 9:00 o'clock**

The session opened with community singing led by Osbourne McConathy, Northwestern University, Evanston, Ill.

After the musical program, the meeting was called to order by President Strayer.

The general topic for discussion was, "The Work of the Association," and the following program was presented:

"Principles Underlying the Necessary Reorganization of the Association"—William B. Owen, President Chicago Normal College, Chicago, Ill.

"The Work of the Commission on the Emergency in Education"—Margaret S. McNaught, State Commissioner of Elementary Education, Sacramento, Calif.

"The Work of the Commission on the Emergency in Education"—Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colo.

"The Work of the Committee on Rural Education"—J. Y. Joyner, Raleigh, N. C.

"The Work of the Field Secretary"—Hugh S. Magill, Field Secretary National Education Association, Washington, D. C.

Fifth Session—Wednesday Evening, July 2, 8:00 o'clock

The session opened with the singing of the following national hymns rendered by the Children's Chorus, Seventh and Eighth Grades, Milwaukee Schools, with Helen Poole, Milwaukee, Wis., director and Judith Rebinquist, Milwaukee, Wis., accompanist.

La Brabanconne	Belgium
La Marseillaise	France
Rule Britannica	England
Italian War Hymn	Italy
Star Spangled Banner	United States

After the musical program, the meeting was called to order by President Strayer.

The general topic for discussion was, "Education for the Establishment of a Democracy in the World," and addresses were delivered by the following persons:

P. P. Claxton, U. S. Commissioner of Education, Washington, D. C., representing the United States.

Albert Feuillerat, Head of the Department of English, University of Rennes, Rennes, France, and Ferdinand Buisson, University of Paris, President of the League of the Rights of Man, Paris, France, representing France.

President Strayer read a cablegram received from Herbert Lewis, M. P., Parliamentary Secretary, Board of Education, London, England, stating that he was prevented from leaving London in time to reach America for the meeting, expressing deep regret because of his inability to attend and sending kind greetings from the teachers of his country to the National Education Association.

Senorita Aurelia Viera, a delegate from the National Anti-Alcoholic League of Uruguay and also a representative of her government for the study of industrial education for social reform methods, with her interpreter Hardynia K. Norville, of Buenos Aires, Argentina, South America, brought greetings from the teachers of Uruguay to the teachers of America.

Leonard P. Ayres, Colonel U. S. Army, New York, N. Y., spoke on "The Necessity of a Health Program as Evident by the War".

FOURTH DAY'S PROCEEDINGS

Sixth Session—Thursday Morning, July 3, 9:00 o'clock

The session opened with community singing led by Lillian Watts, Milwaukee, Wis.

After the musical program, the meeting was called to order by President Strayer.

The general topic for discussion was, "The Contribution of Teachers to Development of Democracy," and the following program was presented:

"Rural Schools"—Alma L. Binzel, Northrup Collegiate School, Minneapolis, Minn.

"Elementary Schools"—Marie Turner Harvey, Porter Rural School, Kirksville, Mo.

"Secondary Schools"—Essie V. Hathaway, Teacher of English, East High School, Des Moines, Iowa.

"Higher Education"—Guy Stanton Ford, University of Minnesota, Minneapolis, Minn.

After adjournment of the general session, the meeting was called to order by Mary C. C. Bradford in the interest of national women's suffrage.

A motion was past unanimously adopting a memorial to Anna Howard Shaw.

Addresses were delivered by Katherine Devereaux Blake, Principal Public School No. 6, New York, N. Y., and Maude Wood Park, National American Women's Suffrage Association, Boston, Mass.

Seventh Session—Thursday Evening, July 3, 8:00 o'clock

The session opened with community singing led by Milton H. Rusch, State Normal School, Milwaukee, Wis.

After the musical program, the meeting was called to order by President Strayer and the following program was presented:

"Physical and Health Education"—John H. Finley, Commissioner of Education, Albany N. Y.

"Americanization"—Allen T. Burns, Director Survey Committee, Cleveland Foundation, Cleveland, Ohio.

"Adequate Supply of Trained Teachers"—D. B. Waldo, President State Normal School, Kalamazoo.

FIFTH DAY'S PROCEEDINGS

Eighth Session—Friday Morning, July 4, 9:00 o'clock

Business Session.

Ninth Session—Friday Afternoon, July 4, 3:30 o'clock

The session opened with community singing led by Peter W. Dykema, Song Leader, U. S. Army.

After the musical program, the meeting was called to order by President Strayer.

The general topic for discussion was "Child Welfare Agencies Cooperating with the Schools", and the following program was presented:

"The Children's Bureau"—Julia Lathrop, Department of Labor, Washington, D. C.

"Safety Education in the Schools"—Albert W. Whitney, General Manager National Workmens Compensation Service Bureau, New York, N. Y.

"Girl Scouts"—Laura Peirce Holland, Director Girl Scouts, Allegheny County, Pa.

"The Community Center Movement"—Henry E. Jackson, Bureau of Education, Department of the Interior, Washington, D. C.

"Red Cross"—Minnie Lee Davis, Supervisor of Primary Grades, Richmond, Va.

J. W. Crabtree, Secretary.

THE ASSOCIATIONS PROGRAM OF WORK

Your president feels that it is his obligation to present for your consideration an account of the work, which has been done during the past year, and to propose for your consideration the measures which should be taken to increase the effectiveness of the National Education Association. This has been preeminently a year in which the officers and members of the Association have been engaged in carrying forward the program of work which was adopted at our last annual meeting. There is a real satisfaction in reporting to you the achievements of the past year. It is more important, however, to propose plans which are necessary for the further development of 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.

Education Commands World-Wide Attention

During the period of the war, and even more certainly for the period of reconstruction, education has become the chief concern of the statesmen of the world. In England, in that notable report on education in relation to juvenile employment, there appeared in the opening paragraph this sentence, "any inquiry concerning education at this juncture is big with issues of national fate". The

Fisher bill which passed the English Parliament during the period of the war has furnished the basis for the education of all English boys and girls on full time until fourteen years of age and either on full time or on part time until eighteen years of age. England has recognized the fact that her future security and her place among the nations of the world is dependent upon the education of all her citizens. In the United States without a representative of education in the President's cabinet and without any satisfactory definition of problems of reconstruction by our national government it became the obligation of our profession to provide a statement of program which would make possible the realization of a democratic system of public education, and which would at the same time meet the emergencies of which we became conscious during the period of the war.

The Smith-Towner Educational Bill

My predecessor in office appointed a Commission on the Emergency in Education. This body with the assistance of a large number of the leaders of our profession and in cooperation with bodies of laymen interested in public education prepared a general education bill which has been introduced in both Houses of Congress. This bill provides for the recognition of education in our national government and for the acceptance of responsibility by the nation in stimulating the states to meet the emergencies which exist throughout the nation. The bill proposes the creation of the office of a Secretary of Education, who shall sit in the President's cabinet. It is the belief of our profession that education is fundamental to the perpetuation of our democratic institutions. It is our conviction that the failure to provide adequately for education in any part of the nation involves a weakness in our body politic no less serious than the failure to provide for the common defense or to guarantee the rights of the individual. We believe that in the United States, as in all the democracies with which we were associated in the Great War, we should have a Minister of Education. We need his voice in the councils of the President's cabinet. He should be responsible for the administration of a department in which are coordinated the educational activities of the nation.

This organization of a national program in terms of national legislation is to be thought of, not as the culminating act in our long history of work for the development of public education in the United States, but rather as one step ahead in the realization of the responsibility of our profession in the development of our public school system. This association has sought to enlist the profession in support of this most important measure. The N. E. A. has recognized its obligation for leadership in presenting the cause of education to other bodies. We have secured the endorsement of the general education bill by the General Federation of Woman's Clubs of the United States, by the American Federation of Labor, by scores of chambers of commerce, by rotary clubs, parent-teachers associations and other organizations throughout the nation. We have succeeded in arousing the opposition of those who would limit the development of public education in the nation. We must continue to enlist the support of those who believe in a policy of public education, which will provide a maximum of opportunity for physical development, for intellectual achievement, for social training and for vocational efficiency to every individual in the nation. We may well look forward to the development of policies which will carry us far beyond our present program, for education must develop to meet the need of our developing democracy.

Assistance Given in States and Localities

The National Education Association has always been interested, not only in matters of national policy, but also in the development of education in the states and in our smaller administrative units. Our program of work during the current year has involved active participation in the legislative program of many states. We have sought to bring about that type of legislation which would mean a maximum of opportunity to American boys and girls. We have helped to secure legislation which provides a living wage for teachers in American schools. We have worked on behalf of laws, which would make possible the type of educational organization which promises the highest type of efficiency for our educational system. We shall continue as a national association to be concerned with the work of local boards of education. We know that at times we can bring to the local group the assistance which the local school authority or the local group of teachers must have in order to establish in the public mind the legitimacy of the program which they seek to carry thru. We should expect to establish such confidence in the public mind as will mean that our Association will be called upon to furnish expert advice with respect to the educational chapter of state constitutions, the codification of laws relating to education within the state, the writing of rules of boards of education, the recommendation of suitable schedules of salaries, the proposal of types of educational reorganization, and the like.

Association Has Made Remarkable Growth

It gives your President satisfaction to report that during the past year the Association has grown in numbers as well as in its conception of its program of work. There are now more active members of the National Education Association than ever before in its history. There are more than 20,000 associate members, who have come into the Association with the confident expectation of becoming active members, and in support of the program which the Association has presented for their consideration. The promise of support for a greater National Education Association, which was made at our last annual meeting, has been fulfilled. We confidently believe that as teachers throughout the nation come to know definitely of the work which is being done that they will in still larger numbers join themselves with those who have accepted the professional responsibility involved in membership in our Association.

Sustained in Crisis by Loyal Friends

In any account of the work of the year there should be recorded the support of those who, in the days of doubt and uncertainty, due to the epidemic which closed our schools and which made impossible the meetings of the state association, came forward with their voluntary contributions in support of the work of the Association. The money that was contributed involved in every case a real sacrifice. The motive which prompted the contribution was, I am confident, one of professional obligation in the light of the crisis which confronts us in public education. The officers of the Association went forward with renewed zeal in carrying out the instructions given them, because of the expression of confidence embodied in the contributions which were made.

The Field Secretary and His Work

Your Executive Committee was instructed at the last annual meeting to employ a Field Secretary and to provide for him such assistance as might be necessary in carrying forward the work of the Association throughout the country. We

were very fortunate indeed in being able to secure a part of the time of two men who served us during the first half of the year. More recently we have succeeded in bringing to the staff of the Association a man experienced in our profession and practised in the securing of legislation. His work during the past five months has been known to all of you. He will report it in some detail at the meeting which is devoted to the work of the Association. It will suffice to say that in the judgment of the Executive Committee and Board of Trustees the office of Field Secretary has justified itself to a degree that makes us willing to ask for authorization to employ during the coming year such assistance as may be necessary for the further development of the work of this office. A woman should be appointed in the very near future whose time shall be spent very largely in the field in support of the program and policies of our Association. Other field secretaries should be added as rapidly as the funds of the Association permit and the growth of its work requires.

Splendid Service of General Secretary

Your President would report his appreciation of the splendid achievement of the General Secretary of the Association. Thru days which were dark, as well as during the more recent period of assurance that we would be able to meet our obligations and that we could carry out the instructions which were given us at the last meeting, the Secretary has worked day and night in the interest of the development of our Association and for the realization of the ideal of our profession in the nation. No one has more unselfishly devoted himself to the cause of public education in the United States and no one has more successfully worked for the realization of our program than has the Secretary of the National Education Association. Your President has had the most splendid support, and you have had the most disinterested service from all members of the staff employed in our national headquarters.

Reorganization of Association Necessary

Those, who have been most actively at work carrying forward the program voted at the last meeting, feel most keenly the necessity for the reorganization of our Association. We need, first of all, a recognition by all members of our profession of the ideal which was in the minds of all of us at the Pittsburgh meeting. We are banded together as a group charged with the responsibility of representing our profession. We have a program of work to be accomplished and that program will grow as we devote ourselves to its accomplishment. It is imperative that in this situation we bring about an organization of our profession which will be representative of teachers and of the supervisory and administrative officers in all parts of our great public school system. We must have local organizations of teachers who feel their responsibility to the state association and to our national body. They must realize that as members of the profession they are concerned not merely with the development of education locally, but also with the realization of our democratic ideal of providing education in the state and in the nation. The deplorable inequalities which exist in public education today must be their concern. The obligation to provide trained teachers for all American boys and girls must be recognized as a professional obligation. The campaign for living wages must be carried forward in the spirit of the profession that would seek to enlist the ablest young men and young women in our profession, in order

that the children of America may be taught by those who can transmit to them the ideals and purposes of our democracy.

Closer Relations with State and Local Organizations

The state and national association must accept responsibility for the local situation. We can no longer hold aloof as a national body and satisfy ourselves with passing resolutions which nobody reads. We must be able and willing to go into the state, the county or the city to present the cause of public education and to secure for our profession the recognition without which our schools cannot be effective. We must develop a professional staff at our national headquarters competent to give advice and to provide the evidence and argument that may be necessary in order to awaken the public to its obligation in the field of public education. The work which is to be done will involve discussion and debate in our national assembly. The policies of the Association cannot be developed by any group of officers nor by an official staff. We must become in increasing measure a deliberative assembly. If we are to develop this type of an Association, and if we are to make the impression upon the country which the profession should make, we must have a representative body charged with the responsibility of conducting the business of the Association.

England's Attitude Regarding Education

We are face to face with a great crisis. It was a highly significant utterance of a great labor group in England that suggested: "The most important of all the measures of social reconstruction must be a genuine nationalization of education which shall get rid of all class distinction and privileges and bring effectively within the reach not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and artistic, of which he is capable." We must extend the period of compulsory full time education in the United States to sixteen years of age. During the period between sixteen and eighteen we must establish continuation schools in which education for the proper use of leisure time, and education in the obligations and practice of citizenship, go hand in hand with the study, both theoretical and practical, of the vocations in which young men and young women are engaged. We must get a conception of the obligation of the state which will bring our rural schools to a standard of efficiency achieved in our more progressive communities. The major support of education in all localities must, if this ideal is to be realized, come from the state and the supplementary support from the locality. In cities as well as in rural communities, social centers which offer an opportunity for the discussion of the problems of the community, of the state and of the nation must be established. A campaign of education must be carried on which will result in the acknowledgment of those principles of organization and administration which make for the highest degree of educational efficiency.

Our Obligations to Other Nations

Our obligation is not alone to our own people. We have today a place of leadership among the democratic peoples of the world. In our democracy we must train men and women to have a world view. We must teach a new kind of geography and history which will place us in our proper relationship as debtor to the other peoples of the world, and which will develop among

us a feeling of responsibility commensurate with our indebtedness. We must enter into more sympathetic relationships with other peoples thru a more significant study of their language and literature, and thru more frequent and more intimate association with their current problems and ideals. It is our obligation to lead in the establishment of an international bureau of education in connection with the League of Nations. It will be the function of this bureau to keep all of the nations acquainted with the development of educational theory and practice in each of them. Thru this bureau will be provided the exchange of students and of teachers, and the organization of educational commissions to study and report upon the development of education in the several countries composing the League. The bureau will arrange for international conferences on education in which the plans, the methods, the organization, and the administration of education in the democracies of the world will be discuss. If we are to take our place in this development of education for world democracy, we must bring to pass a great national association of teachers conscious of the power and able and willing to accept its responsibility.

The Appeal of Our Program

We are enlisted in a great cause. We seek to perpetuate the democratic institutions in the defense of which we pledged our lives, our fortunes, and our sacred honor. 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.

—Part of President's Address, George D. Strayer, Teachers College, Columbia University, New York, N. Y., at Milwaukee Meeting.

CHANGES IN THE BY-LAWS

The Milwaukee meeting made important changes in Article I of the By-Laws. The new Article makes all who pay the annual dues active members of the Association. It guarantees that each member shall receive the N. E. A. Bulletin, which will hereafter be printed every month. The Bulletin will keep members definitely informed of the meetings of the Association, of the success of the campaign for increased salaries of teachers, of the progress of state and national educational legislation and of other important work of the Association. Both the new Article I of the By-Laws and the old are given herewith. The new form follows:

ARTICLE I—MEMBERSHIP (as amended at Milwaukee Meeting). Section 1. The membership of the National Education Association of the United States shall consist of three classes, Active, Associate, and Corresponding, whose qualifications, rights and obligations shall be as herein-after prescribed.

Section 2. Active members of the Association shall be those actively engaged in the profession of teaching or other educational work at the time of their becoming members.

Sec. 3. The annual dues of an active member shall be \$2.00, which shall entitle him to attend all meetings of the Association and its several departments, to receive the Bulletin free, and on application, to secure all publications of the Association at a price fixed by the Publication Committee, which shall be the approximate cost. By the payment of annual dues of \$5.00, an active member shall receive, in addition to the Bulletin, without application or other condition, the Volume of Proceedings and all other regular publications of the Association, including reports of committees and all special bulletins and announcements when issued.

Sec. 4. All life members and life directors shall have the rights and privileges of active members without the payment of annual dues, and shall receive free without application or condition the publications of the Association.

Sec. 5. Associate members of the Association shall be persons who are not actively engaged in the profession of teaching, but interested in the promotion of education. The annual dues of an Associate Member shall be the same as the dues of an active member and he shall have the same rights and privileges excepting the right to vote and hold office.

Sec. 6. Eminent educators not residing in America may be elected by the Board of Directors as Corresponding Members. The number of Corresponding Members shall not at any time exceed fifty. They shall pay no dues and may receive free the publications of the Association.

Sec. 7. The annual dues of all members shall be paid at the time of the annual meeting of the Association or shall be sent to the Secretary on or before November 1. An active member failing to pay his dues as herein provided shall forfeit the privileges of membership, and after being in arrears one year shall be dropped from the list of members.

Sec. 8. The membership year shall be the same as the fiscal year of the Association, from June 1, to May 31, inclusive. New members may join at any time, and the membership of those joining between March 1 and June 1 shall extend to the end of the following membership year. Those joining after January 1, may, if they so elect, have their dues apply to membership for the following year.

Sec. 9. The Secretary of the Association shall furnish each member of the Association a Membership Card, declaring him to be a member of the National Education Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the Charter and By-Laws of the Association.

Sec. 10. The right to vote shall be limited to active members of the Association whose dues are paid. The right to hold office in the Association or in any department shall be limited to active members whose dues are paid. The right to vote and hold office in the Council shall be limited to members of the Council whose dues are paid. Each active member shall have one vote.

ARTICLE I (*before amendment at Milwaukee meeting*) Section I. Teachers, others actively engaged in educational work, and educational institutions as defined in Section 2, may become active members of the National Education Association of the United States upon the payment of an enrollment fee of two dollars and the annual dues for the current year.

Sec. 2. Educational institutions shall include schools, school boards, library boards, educational publishers, and such clubs and similar organizations as are distinctly educational or have educational departments properly organized with a definite membership.

Sec. 3. Educational institutions as defined in Section 2 may be enrolled as active members and represented by any person regularly connected with or a member of the institution, and such representative may exercise all the rights and enjoy all the privileges of active membership, including the right to vote at business meetings; provided, That such representative presents a certificate showing that the person named therein has been regularly elected as such representative of the faculty or membership of such institution; but no person shall under any circumstances have the right to cast more than one vote.

Sec. 4. The annual dues of active members are two dollars, which shall be paid at the time of the annual meeting of the Association, or shall be sent to the Secretary before November 1 of each year. An active member may discontinue his membership by giving written notice to the Secretary before November 1. An active member forfeits his membership by being two years in arrears. Those who have forfeited or discontinued their membership may exercise the option of renewing the same by paying all arrears and getting the publish Proceedings of the intervening years, or of becoming members on the same terms as new members. Active members shall be entitled to the publish Proceedings without coupon or other conditions.

Sec. 5. All life-members and life-directors shall be denominated active members, and shall have all the rights and privileges of such members without the paying of the annual dues.

Sec. 6. The right to vote and to hold office in the Association or the departments is open to all active members whose dues are paid; the right to vote and hold office in the council is open to members of the Council whose dues are paid.

Sec. 7. Any person may become an associate member for one year by paying a membership fee of two dollars.

Sec. 8. Eminent educators not residing in America may be elected, by the Board of Directors, corresponding members. The number of corresponding members shall at no time exceed fifty. They shall not pay any dues.

Sec. 9. The names of active and corresponding members shall be printed in the publish Proceedings, or the Yearbook of the Association, with their respective educational titles, offices, and addresses.

THE SMITH-TOWNER EDUCATIONAL BILL

"The Smith-Towner Bill creating a Department of Education with a Secretary in the President's Cabinet" and authorizing the appropriation of \$100,000,000 to encourage the states in the promotion of education," has made marked progress during the summer months, notwithstanding the many other national and international questions occupying the attention of Congress.

The committees on education of the Senate and House held joint hearings on the bill on July 10 and 11, and again on July 22. About twenty persons from all parts of the country and representing various interests spoke in favor of the bill, and no one in opposition. The last hearing was held particularly to give the opponents an opportunity to present their arguments, but no one appeared.

"The following national organizations were represented at the hearings and placed themselves on record as endorsing the bill: National Education Association, American Federation of Labor, American Federation of Teachers, National Congress of Mothers and Parent-Teachers Associations, General Federation of Women's Clubs, American Library Association, and the National Civic Betterment League." In addition to the above, scores of other associations have sent in resolutions of endorsement.

Opposition to the bill so far has come mainly from two sources, those who oppose the use of federal money for the promotion of education, and those who fear that the creation of a Department of Education may interfere in some way with private and parochial schools. It is conceded that proper education is of very vital importance to the nation, and the surest safeguard against revolution and anarchy. It is granted that the extent of illiteracy in this country is a national disgrace and a national menace. It is also granted that our immigrant population must be Americanized. But it is claimed by those opposing federal aid that the states unaided should perform this important service.

Those who are supporting the bill in Congress call attention to the fact that the states have been working on these problems for more than a hundred and thirty years, and that the situation is growing more serious. The precedent for federal aid to education was established at the very beginning of the Government, and has been recognized ever since. Millions of acres of land and millions of dollars have been contributed by the Government for the promotion of both elementary and college education. But the efforts of the Government in the past have been directed very largely to education along special lines, such as agricultural and vocational. This bill would give the sanction of the Government to general education as well as to special. "All that is asked is that the Federal Government shall give the same recognition to education as it gives to agriculture; that the education of the children of the nation shall be considered as important from the national standpoint as the raising of crops and the breeding of live stock." We have a Secretary of Agriculture in the President's cabinet. Why not a Secretary of Education?

Then there is the opposition which comes from the representatives of certain private and parochial schools. The bill is in no way antagonistic to parochial schools, but some of the over-zealous guardians of these schools have imagined things which do not exist. On July 28 Senator Hoke Smith addressed the Senate in answer to these charges. After setting forth the purpose and provisions of the bill, Senator Smith classified the charges against the bill as follows:

First. That the whole educational machinery of the country is to be placed under the control of one autocratic overseer here in Washington.

Second. That the bill takes away the duty and right of parents to educate their own children and the right of the children to be so educated.

Third. That the bill would banish God from every schoolroom and is a direct assault upon religion.

In answer to these charges Senator Smith declared:

"So far from giving the department here control over the work in the respective states, it is specifically provided in section 14:

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, and the use of the funds and all the educational facilities encouraged by the provisions of this act and accepted by the States, shall be organized, supervised and administered exclusively by the legally constituted State and local authorities of said States.

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.

"The language of the bill shows how absurd was the charge that the educational machinery of the country is to be placed under the control of one autocratic overseer here in Washington.

"A provision is made that each State must duplicate the fund offered by the National Government if it is to be received by the State, and a further provision is found in section 10 that in order to share in the apportionment provided by this section (which is the appropriation to be used in public elementary and secondary schools for the partial payment of teacher's salaries), a State shall establish and maintain the following requirements, or these requirements shall be approximated as nearly as constitutional provisions will permit: "(a) A legal school term of at least 24 weeks in each year for the benefit of all the children of school age in such State; (b) a compulsory school attendance law requiring all children between the ages of 7 and 14 to attend some school for at least 24 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."

"The purpose of the bill is to aid the States in furnishing an opportunity for each child to attend a public school and to aid in improving the work of the school; to require a term of at least 24 weeks in each year for the benefit of all children is a reasonable provision, and the least that any State should furnish.

"If the bill stimulates every State to furnish public schools, open for not less than 24 weeks each year to all the children of the State, it will do great good.

"Surely no one will question the propriety of making the English language the basic language of instruction in the common schools, public and private.

"This disposes of two of the three requirements necessary to sharing in the appropriation.

"The provision requiring a compulsory school-attendance law does not require that the children shall attend the public schools but requires the 24 weeks' attendance to be in some school, public, parochial, or private, leaving the choice to the parents. That all children may have a chance to go to school, the State must see to it that the opportunity is given, but no requirement is made upon parents that their children shall attend the public school.

"The charge that this bill would banish God from every school is without

the slightest foundation. The bill can only be considered an assault upon religion by those who oppose public schools, and by those who believe ignorance on the part of the masses increases religious faith. The charge is really an attack upon public education and shall not be permitted to hide behind an exprest attack on this bill. It is founded upon opposition to taxing all the people that all the children may have an opportunity to obtain an education. It is an assault upon our public-school systems in every State, and carried to its logical consequence would abolish all public education conducted by State or local authorities.

"If public education were suppress, more than half of the children of our country would grow up in ignorance.

"I need not dwell upon the calamity which would be visited upon our country if the opportunity for education at public expense were suppress.

"Taxes paid for the support of public schools are the highest contribution made by wealth for the welfare of our citizens and for the future of our country."

The outlook for the bill is very encouraging. Senator Smith and Judge Towner expect the bill to be reported out favorably by the committees of the Senate and House, and they are both hopeful of its passage by the Sixty-sixth Congress.

THE WORK OF THE N. E. A. COMMISSION ON THE EMERGENCY IN EDUCATION

During the progress of the World War, all countries began to realize that world modifications on a huge scale were to be the results of that mighty conflict.

The National Education Association was among the first organizations of national scope to attain this self-realization and to consecrate itself to meeting the demands of the new day. It is fitting that the body of people representing the moulders of the soul stuff of the world, should lead in this great task, and the teaching force of the United States may well congratulate itself that its own organized means of self-expression proved equal to the great opportunity offered by the mighty years Nineteen-seventeen, Eighteen and Nineteen. While enveloped in the murk of war clouds, the teachers' organization was preparing itself to serve when the normal light of peace conditions should have returned. It prepared a plan thru which war time activities in the school might merge into peace time development of educational opportunity. It developed a national program for education that will meet present and future educational needs and by so doing, rendered a service of incalculable value to the Republic.

These accomplishments were effected thru the Commission on the Emergency in Education and the Program for Re-adjustment During and After the War created by the President of the National Education Association at the beginning of the year Nineteen-eighteen, ratified by the executive committee in February of that year at Atlantic City, and again endorsed, its work approved and its existence continued at the annual meeting of the National Education Association held in Pittsburgh in July Nineteen-eighteen.

This Commission provides a permanent body thru which the Association may develop a permanent policy. Before its creation, the Association largely functioned as a means for "unlimited academic discussion." There should have sprung some more definite action from the world famous progress of this great body of school people. Yet, this was impossible without a continuing body to formulate

policies, develop principles, and executive plans. The Commission provides such a means of crystalizing the thought and incarnating the will of the school people of the United States.

From the beginning, the President of the Commission has been George D. Strayer who has also been the President of the Association since the close of the Pittsburgh meeting. To his clarity of mind and consecration of purpose are largely due the progress made by the Commission during the seventeen months of its existence, and he has received a very loyal support from all its members.

The first meeting of the Commission was held in Atlantic City when a skeleton organization was formed in February. Since that time there have been four meetings held at national headquarters in Washington, one at Pittsburgh, and one at Chicago. At each, conferences have been held with representatives of the national government, all other educational bodies, the American Federation of Labor, and numerous welfare societies. A great campaign has been maintained for the creation of a National Department of Education whose Chief shall have a seat in the President's Cabinet, and which shall be so constituted that the preparation, supplying and compensation of teachers shall be placed upon an honorable professional and advanced business basis; that the importance of rural education shall be recognized and its needs further met; that a complete program of physical and health education may be made possible; that the problems of immigrant education and adult illiteracy may be solved with glory to the country, that compulsory continuation schools may be established and maintained.

A mighty and successful propaganda is now in progress for the increase in the salaries of teachers, and a drive is on for increased membership in the National Education Association, to the end that the nearly eight hundred thousand American public school teachers may each realize the vital relation between the welfare of the great organization which can become efficiently and universally helpful to them only when they maintain a one hundred per cent membership in this historic body.

The Commission has done remarkable work, not only on its own initiative, but in collecting, classifying, co-ordinating the latest and best conclusions of educational thought and providing a coherent and courageous organism through which to challenge unsound thinking and iniquitous discrimination. It demands with boldness that a hundred million dollars a year be given to public school education and sturdily claims congressional recognition for education that is partially at least commensurate with the dominating part it plays in the national development.

The members of the Commission represent the great historic privately endowed colleges and universities; universities, colleges and normal schools, supported by public taxation; state departments of public instruction, and the great city systems from the kindergarten to the superintendencies. A thoroughly representative group is this, and its members hold themselves as the chief servants of the teachers of the United States. To so serve them that the teaching profession may be exalted, the educational activities of local community, commonwealth and

Nation may be efficiently harmonized, and that the childhood of America may be recognized as its most precious asset, and government so constituted that all the children of all the people shall have free opportunity for a full and happy development as conscious citizens of the highest governmental emprise yet known to the mind of man, is the supreme aim and the dearest hope of this Commission.

This is your creation. Use it. Modify it. Challenge it. Test it. Sustain it; to the end that it may the more fully meet its obligation to civilization.

—Part of address by Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colo., at Milwaukee Meeting N. E. A.

THE TEACHING PROFESSION—PAY AND STANDARDS

The teaching profession must be made attractive to the ablest young men and young women of this generation. Public schools must afford opportunity to render service untrammelled by needless annoyances and obstacles. Every teacher should have a fair chance for service and for satisfaction. Modern school buildings of suitable arrangement, adequate equipment and supplies, reasonable teaching hours and classes with working numbers must all be assured. Teaching service and teachers should command the respect and challenge the admiration of every community where public schools exist. Public recognition justly earned is a social sanction absolutely essential in the school system of a genuine democracy.

Teachers everywhere must be paid adequately. There must be a decent thrift salary as a minimum. There must be a rapid increase above this minimum to salaries that shall be commensurate with experience, scholarship, training, professional skill, and personal worth. In every community there should be special salary rewards for exceptional teachers. These rewards should be large. Such special rewards should be sufficient in number to prove an attraction to the rank and file of our public school teachers. Under ordinary conditions there should be no salary of less than a thousand dollars. The salaries of grade teachers in many places should start at a minimum of \$1,200 and rapidly increase to not less than \$2,000. Above this the exceptional teacher who teaches a red-letter lesson every day should be rewarded just as the exceptional lawyer, physician, or business manager is rewarded. We need many hundreds of superintendencies and administrative positions in teacher-training colleges that shall pay from \$10,000 to \$25,000 a year.

When proper standards are established, adequate teacher-training schools provided, opportunity for social service and satisfaction assured, and just salaries are paid, the supply of trained teachers will rapidly increase. This increase may be hastened by due publicity and propaganda. Superintendents of schools, high school principals, and teachers under these conditions should call to the profession many of the ablest high school graduates. Normal schools everywhere should resort to all legitimate means of publicity. Scholarships should be offered. Increased state aid and generous federal aid must be provided if the problem of a good teacher for every school is to be solved in a reasonable length of time. The Smith-Towner bill, which provides among other things an annual appropriation of \$15,000,000 for teacher training institutions, should receive the support of every teacher and every friend of the public schools. Eventually, our people will insist on a good teacher for every child. If eventually, why not now?

—Part of an address by D. B. Waldo, President State Normal School, Kalamazoo, Mich., at Milwaukee Meeting N. E. A.

DRIVE FOR NEW MEMBERS 1918-1919

The drive for new members has been much more successful than was thought possible in October and November. In September supplies for the canvass of new members were sent to practically every county and city superintendent in the United States. About the time the canvass was to begin word was received that the armistice had been signed. Teachers who had for months been doing double service, relax and for the first time became conscious of the fact that their endurance was near the point of breaking. Many teachers were actually sick in bed the next week after the strain of war work was over. Just at this time influenza swept the country. Schools were closed everywhere.

After some improvement in conditions and when schools were about to open, a second wave of influenza swept the country and later a third, forcing the schools in some of the states to remain closed for nearly half the school year. Few of the state associations held annual meetings. All thought of the canvass for new members dropt out of the plans of superintendents. These were dark days for those in charge of the big N. E. A. program adopted at the Pittsburgh meeting. But the Executive Committee, the Board of Trustees and the N. E. A. Commission did not allow themselves to become discouraged. They arranged to borrow money to meet current bills. On the recommendation of the President they made a call for contributions to an emergency fund for pushing the campaign for increast salaries and for the educational bill before Congress. A Field Secretary, a Statistician and other help were employed.

Conditions changed during the second half of the year. The attendance and hence the receipts of the Chicago meeting were double that of any previous meeting of the Department of Superintendence. The commercial exhibits provided \$1,800 for the salary campaign and for legislation. Emergency contributions added more than \$3,000 to this fund. About this time cities and states began sending in lists of new members. Many cities, normal schools and colleges enrolled all their teachers, so that at the present time we have a total membership of more than 30,000 and the unexpected has taken place. The note of \$5,000 for funds borrowed during the dark days, has been paid, a big legislative and salary program has been launcht, and there is a balance of a few thousand dollars in the treasury for beginning the work of another year. The outlook for next year is for an increast enrolment and a more general cooperation of all forces in carrying forward the N. E. A. program.

—Part of the Secretary's annual report.

SUGGESTIONS OF COMMITTEE ON SUFFRAGE AMENDMENT

At a public meeting in Milwaukee on July 3, 1919, Mary C. C. Bradford presiding, the following committee was appointed to promote successful legislative action in the adoption of the Suffrage Amendment to the Constitution of the United States.

Albert E. Winship, Boston, Chairman; Josephine F. Murphy, Milwaukee; Wis.; Josephine Corliss Preston, Olympia, Wash.; Katherine D. Blake, New York, N. Y.; J. A. C. Chandler, Richmond, Va.

The committee issues the following suggestions to teachers and other educators, especially to those connected officially or otherwise with the National Education Association, or officially with State Education:

Were there no other reason for the adoption of the Woman Suffrage Amendment to the Constitution of the United States by the State Legislature, the schools would furnish all-sufficient reason. The civilized world recognizes as never before the significance of healthy, educated, virtuous, loyal children. It is recognized as never before that there is no other organized way to promote the highest efficiency of children than thru a public school system abundantly provided with the means of furnishing desirable school buildings and grounds; ample equipment for the best service; skilful, loyal and worthy teachers.

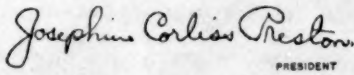
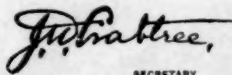
This necessitates sufficient public moneys and the elimination of partisanship in school affairs, municipal, state and federal.

This requires active participation in all public affairs of women whose knowledge of children is most intimate, and whose devotion to them is demonstrated by innumerable sacrifices.

Any teacher or other educator, and any lover of his country who neglects to make the utmost effort to secure favorable legislative action on the Constitutional Amendment providing suffrage for women would seem recreant to a sacred duty to country and to humanity.

—A. E. Winship, Chairman.

THE MEMBERSHIP CARD

This Certifies that P. P. CLAXTON IS AN ACTIVE MEMBER OF THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES AND ENTITLED TO ALL THE RIGHTS AND PRIVILEGES GUARANTEED BY THE CHARTER AND BY-LAWS OF THE ASSOCIATION DUES PAID TO JUNE 1, 1920  PRESIDENT  SECRETARY

This card will be sent to members during September and October. It is printed on a good quality of bristol board. This copy of the card does not show the water mark effect of the letters N. E. A. and the numbers 1919-1920 which are in colors under the printing. Members will be pleased with this membership card.

N. E. A. PROGRAM OF SERVICE

The National Education Association has, for more than sixty years, represented the best educational thought of the country. It has promoted the discovery and adoption of the most approved educational methods, and has upheld the highest professional standards. Without neglecting these fundamentals, the Association is now committed to a program of active service to be carried on aggressively thruout the year. This program was inaugurated at the Pittsburgh meeting in 1918, and has been promoted vigorously since. At the recent Milwaukee meeting the following resolution was unanimously adopted:

Declaration of Purpose

"The object of the National Education Association of the United States is set forth in its Charter granted by Congress as follows: "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States". To accomplish this object it is imperative that the public shall give generous support to public education in order that men and women of the highest character and scholarship shall be attracted to the profession of teaching as a career, and that the highest professional standards shall be developed and maintained and the most efficient service rendered by those engaged in the teaching profession.

The Association will, therefore, exert all its influence thru its officers, its committees, its publications and its official staff to the accomplishment of the following objects:

(1) To secure the enactment of such state and federal legislation as will give proper recognition and support to public education and provide adequate compensation for teachers; and

(2) To establish and maintain such educational standards with respect to the training and qualifications of teachers, length of school terms and compulsory attendance, sanitary buildings and modern equipment, organization for the elimination of all class distinction and privilege, and the most approved educational policies and methods attainable thru the continued investigation and study of educational problems, in order that public education shall make the largest possible contribution to the welfare of the community, the state and the nation."

Teachers Must Work Collectively

To carry out this purpose the Association must have more than the confidence and respect of the teachers of the country. It must have their cooperation and support as active members. This is a day of organization. The trades are organized. So are the farmers and the business men. Those engaged in the other professions have found it necessary to organize and work collectively in order to accomplish their purposes. Teachers must do likewise if they are to promote their own welfare and advance the interests of their profession.

N. E. A. Great Professional Organization

The National Education Association is recognized as the greatest professional organization of teachers in America. It is so considered not only in this country, but abroad. Its publications are sought by the foremost educators of foreign countries, and are found in the leading libraries of the world. Honorable Simeon D. Fess, Chairman of the Committee on Education of the House of Rep-

representatives, declared publicly before members of Congress that he considered the Volumes of Proceedings of the National Education Association the best collection of educational literature in the world. Every teacher in the country should consider it a privilege and an honor to be an active member of this Association.

Led In Salary Campaign

The Association has led in the nation wide campaign for more adequate support of public education. It sent out during the past year tens of thousands of letters to boards of education urging the necessity of higher salaries for teachers in the interest of the children of the nation. It sent letters containing facts and arguments on the same subject to all the leading newspapers and magazines of the country. The numerous editorials and articles which have appeared in support of this movement were inspired very largely by the appeals of the Association, and the information furnished has been generally quoted and used thruout the country. The Association has continually urged that just recognition and generous support of public education, including higher salaries for teachers, was necessary in order to prevent the deterioration of our public schools and the disastrous results which must follow.

Promoted Smith-Towner Bill

The Association has also led in the movement to give proper recognition to education by the establishment of a Department of Education with a Secretary in the President's cabinet. It has cooperated with other great organizations interested in the same cause, and has prepared and published arguments in support of this measure which have been accepted by all. Its representatives are frequently called upon by members of Congress for information and advice in the drafting and consideration of educational bills, and its officers and official staff are invited to appear before the largest and most influential organizations in the country to discuss educational questions.

Membership More Than Doubled

Notwithstanding the war, the influenza, the high cost of living and the low salaries of teachers, the Association has more than doubled its membership during the past two years. It now has about 35,000 members. But there are more than 700,000 teachers in the United States. Surely a majority of them ought to belong to the professional organization which is fighting their battles and working to advance the interests of their profession, and which is doing this in such a way as to command public confidence and respect and promote the welfare of the children of the nation. The more members the Association has the greater will be its influence for good. The larger the organization the greater its power.

All Teachers Active Members

At the Milwaukee meeting, in July, 1919, the by-laws of the Association were amended to permit all teachers to become active members by the payment of \$2.00, without any additional fee for enrollment or initiation. Active membership in the Association entitles a teacher to receive the N. E. A. Bulletin, to attend all meetings of the Association and its departments, to vote, hold office and serve on the committees of the Association, and to receive every as-

sistance which the Association can give. But, most of all, it offers to every teacher in the United States the opportunity to be associated actively with other educators of the country in the advancement of the teaching profession, and the promotion of the cause of education. To be a part of the organized teaching profession develops self respect and increases a teacher's efficiency. Many boards of education are coming to recognize this fact.

Has Undertaken Great Work

The National Education Association has a proud history, but it is not living in the past. It has undertaken a great work for the present. It is committed to a great cause. Its forces are devoted to the advancement of the teaching profession, and thru the teaching profession the promotion of the highest welfare of the nation. The Association will work in hearty cooperation with every other organization that promotes the welfare of the teachers and upholds high professional standards. It invites to active membership all the teachers of the country. Its organization is purely democratic, every active member present at the annual business meeting having an equal voice with every other active member in determining its policies.

Association Invites Cooperation

Those not actively engaged in teaching, but interested in the promotion of education, may become associate members on the same terms as active members, and enjoy the same privileges except the right to vote and hold office. The Association seeks the cooperation of men and women of intelligence and vision who believe that the right kind of education should be guaranteed to every child and citizen of the nation, that we may preserve our own treasured institutions while we would light the pathway of freedom for all the world.

WILL THE PEOPLE SAVE THEIR SCHOOLS?

All the powers of organized government, federal, state and municipal, are grappling with the subject of the high cost of living. We are no longer at war. Hostilities on the European battlefields ceased over nine months ago. The American armies have returned to our shores. But prices continue to rise. The railroad employees, whose wages were increased about one billion dollars a year, are asking for another increase aggregating about eight hundred million dollars a year to enable them to meet the increasing cost of living.

But what of the school teachers of the country whose salaries are only slightly above what they were before the war, with the cost of living doubled? It is true that in some places school boards have increased the salaries of their teachers considerably, but in many more places only small increases were given. From the special bulletin issued in June by the National Education Association on "Higher Salaries for Teachers", which gives the very latest data on the subject, we quote the following:

"What has been accomplished is gratifying, but the problem is not solved. Increases of from 10 per cent to 20 per cent, or even much more, are not sufficient to meet the very much greater increases in the cost of living, cost of professional training, and the other expenses necessary to a teacher. While some places have made very satisfactory progress, conditions in many places of the country remain most deplorable.

"Compare the average annual salaries paid the teachers of this country in 1918, \$630.64, with the salaries paid in other vocations and professions. The average wage of 4,198 workers in ship

yards during 1918 was \$1,411, or 224 per cent of the average salary paid teachers. There is no class of workers in the railroad service, not even the section hands, but what receives 107 per cent to 500 per cent of the average salary paid teachers. A comparison of the teacher's average salary of \$630 with "Union Scales of Wages in Operation in Certain Selected Industrial Cities of the United States", shows that hod carriers earn from one and one-half to twice as much; that head bakers, carpenters, glaziers and printing machine tenders earn twice as much; that wiremen, lathers, blacksmiths and machinists earn about two and one-half times as much; and that brick layers, plumbers and structural iron workers earn about three times as much. These comparisons are all with kinds of work requiring much less preparation than teaching, which, it is conceded, should require at least 6 years of study and professional preparation beyond the eighth grade. When teachers' salaries are compared with the incomes of lawyers, doctors and persons of other professions, the comparison is even more disparaging.

"Our investigation has revealed that as a direct result of the low salaries paid there is a shortage of teachers, that many successful teachers are leaving the profession, and that fewer students are attending normal schools and teacher training institutions. These three conditions lead in the same direction,—backward and downward to incompetency and inefficiency in teaching, at a time when the nation needs, as never before, to have public education built up and strengthened. As a matter of wise public policy the best teachers should be held in the profession, and the most capable young men and young women should be induced to take up teaching as a career. How can this be accomplished? Only by making the salaries and teaching conditions as inviting as the salaries and conditions in other vocations and professions. To be penurious is sure to drive the best and most capable out of the profession and bring disaster to public education. It is a public disgrace that in this, the richest country in the world, men and women who are devoting their lives to the promotion of public welfare should have to beg for a living wage, or be forced to leave their profession. In the end, however, the results are far more disastrous to the public than to the teacher.

"Mr. Frank A. Vanderlip, President of the National City Bank of New York, declared on his return from Europe that upon the United States rests the responsibility of saving Europe from a second great crisis—the crisis of reconstruction under pauperized conditions. Even greater than this responsibility is the obligation we owe to our country and to our own people. While helping other nations to be free we must not neglect the foundations of our own liberties. The right kind of education is essential to free government, and the best place to inculcate the spirit of true patriotism and teach American ideals is in the public schools. If we neglect education in any part of our country, the seeds of anarchy and revolution will grow in these neglected fields, and our whole nation will be endangered.

"Many people do not know that their schools are facing a crisis. The public must be educated. Those who realize the conditions and see the danger must help enlighten those who do not, that all may know, and knowing, act. The National Education Association has undertaken to do its part. Others are rendering valuable service. But the task is great, and volunteers are needed. The call is to men and women of intelligence, vision and courage, that enlightenment may be everywhere in the land that holds the torch of liberty for all the world".

100 PER CENT ENROLMENT

Many city and county school systems, normal schools, colleges and teachers organizations will make an effort this year for a complete enrolment of their teachers in the N. E. A. A few have reached the 100 per cent mark during the vacation.

All schools and organizations securing a complete enrolment of their teachers will receive a special certificate and will be listed in the N. E. A. Bulletin. The superintendent of schools, the college president or the president of the association is requested to inform the Secretary when the 100 per cent enrolment is complete. It is suggested that a special effort be made by every educational unit for a complete enrolment in September.

EVERY CHILD AND EVERY TEACHER

It is not too much to say that the world is being forced willy nilly to a new activity for the protection of all children—not a few children, not favored children, but all children. War losses of population and of wealth force Europe. A decent self-respect would force the United States even if it were not plain that the nations which are to maintain leadership will be those which most wisely and generously equip the children of today and tomorrow.

Each year more than one million children between 14 and 16 years old leave the schools to go to work—the great majority have not reached the 7th grade. What work do they find? Who helps them find it? Who gives them the guidance, the physical protection they had yesterday in the best schools? Do they need protection less or more? Are promising jobs ready for boys and girls of 14 and 15 or even 16? Are they equipt for self-directing, self-supporting life? These are the questions which I well know stir teachers as they see children go out of the door for the last time. No satisfactory answers to these questions are ready. With a few pioneer exceptions there is no organization for aiding and guiding children as they enter industry. Those who study the industrial experiences of these children well know that really desirable employment for children under sixteen does not exist in the labor market. Children are not protected at work, nor can they be, as the best schools protect them. The school exists for them,—inevitably children are in the shop for the sake of the product. We are just beginning to realize how little we know of the effect of various kinds of employment on children in their early teens. There is a vast amount of study by their elders needed before we can be sure of the effect upon children's minds and bodies of different types of work, under good or bad conditions. A great co-operative undertaking is required to deal with the launching of children and young persons in work. Teachers, factory inspectors, the coming juvenile employment service, public health physicians and nurses, public spirited volunteers, all are needed.

But there is another and more important aspect of the matter. Why should children go to work at 14 or before 16? The Back-to-School and Stay-in-School Drives of Children's Year which were made to aid in showing the only true way to control child labor—namely by longer school life—revealed to many communities what teachers often know but are powerless to prevent—the unnecessary school-leaving as soon as the law permits or as the 8th grade is reached.

It is said with considerable authority that of all the children who leave at 14 at least two-thirds are not compelled by poverty to leave. If by vigorous presentation of all the persuasive facts available we can persuade this two-thirds that it is for their future advantage to go back to school, what of the one-third who are dragged out of school by actual poverty? Do they not need the extra schooling as much as the others? Without it they are destined for the blind alley. Successful efforts to secure scholarships for such children are under way in various parts of the country; excellent results can be shown already, and the movement is growing at present tho chiefly thru private effort. Proper plans for providing scholarships are arranged so that the recipient's self-respect is not hurt. The scholarship plan is a make-shift for adequate family income but it is forward-looking and tends to obliterate class and property distinctions in education by the effort to hold all children within school.

Because as I indicated in the beginning the United States is morally compelled to give thought and money to the protection of childhood as never before, the Children's Bureau askt that the second year of the war be called Children's Year and with the cooperation of the Woman's Committee of the Council of National Defense and a nation-wide net work of organizations a program was carried out for making the needs of children better understood. The last "drive" of the program had for its slogans Back-to-School and Stay-in-School. Thanks to the hearty approval and help of the school people it has had a genuine influence which is not diminisht but is markedly increasing. The women of the Child Welfare Committees of the country have not abandoned the work they began last year. We hope there will be a notable difference in the early leaving due to their continuing efforts, and to the teaching authorities who have taken a splendid part in the movement.

At the conclusion of the year's activities a conference was held upon Child Welfare Standards in Washington. Standards were adopted there for discussion thruout the country and for later adoption in whatever form may be agreed. Some of the standards relating to work and school are as follows:

The age minimum for entering employment is 16 years and all children are required to attend school for at least 9 months each year, either full time or part time between the ages of 7 and 18.

Children between 16 and 18 who have completed the eighth grade and are legally and regularly employed shall be required to attend day continuation schools eight hours a week.

Vacation schools placing special emphasis on healthful play and leisure time activities shall be provided for all children.

There shall be periodical medical examination of all working children who are under 18 years of age.

There shall be a central agency which shall deal with all juvenile employment problems.

Adequate provision shall be made for advising children when they leave school of the employment opportunities open to them, for assisting them in finding suitable work and providing for them such supervision as may be needed during the first few years of their employment.

All agencies working toward these ends shall be coordinated thru the central agency suggested.

The suggested Standards have been carefully workt out by specialists of high authority in the various phases of child welfare. When we can attain them in actual living conditions this country will have been lifted to a better rank among nations. But standards are valuable only as they are progressive and so these are offered as embodying the practical wisdom of today and therefore leading toward the standards of tomorrow. These standards are printed in full and distributed for criticism. They are at the service of any one who cares to ask the Bureau for a copy. They attempt to cover not only school and work, but all aspects of child welfare.

And now for all the social implications in the modern conception of the public school, all the refinements and precisions of technical teaching, all the never ceasing demands of all the up-lifters that their series of good causes shall be brought into the school by the teachers, what do we offer? Only the privilege of making bricks without straw. Teachers are members of the most fun-

damental profession but one, and the least recognized but one—I mean, of course, that teachers come after mothers. I do not minimize fathers, but the technique of bringing up a family belongs to mothers. Teachers, whether men or women, are like mothers—the astounding thing is that so many of them, with poor equipment, with poor pay, without assurance—in most states—against the poor house, retain a warm, human interest in boys and girls and accomplish miraculous things for them against unbelievable odds.

The teacher's work is imperative. Its scope must be made universal. The day must come soon when every child shall be taught and every teacher shall have adequate professional training, school equipment and conditions affording a chance to teach most effectively, and the certainty of pay which allows comfort and a secure future.

—Part of an address by Julia C. Lathrop, Bureau of Child Welfare, Washington, D. C., Milwaukee Meeting N. E. A.

SECURING COOPERATION FOR BETTER SALARIES

The N. E. A. has been very successful, in its campaign for higher salaries for teachers, in securing the active cooperation of magazines and newspapers and of other national organizations interested in promoting the public welfare. In addition to the thousands of letters and bulletins that have been sent direct to superintendents and boards of education, letters and bulletins have been sent to the press and to officers of civic organizations giving the facts and showing the necessity of action on the part of the public in order to save their schools.

The results have been most gratifying. Hundreds of news articles and editorials have appeared, based on the facts furnished by this Association. Teachers will recall the most excellent article which appeared first in the Literary Digest on the subject, "Justice to the Foster Parents of our Children," and which was copied generally throughout the country. The basic facts for this article were furnished by the N. E. A. The Association is being recognized more and more as the source of reliable information, and the national representative of the teaching profession.

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TEAR ALONG DOTTED LINE

National Education Association

OF THE UNITED STATES

New Active Membership Enrolment

J. W. CRABTREE, Secretary N. E. A., 1400 Mass. Ave., Washington, D. C.

Dear Sir:—I hereby enrol as an active Member of the NATIONAL EDUCATION ASSOCIATION and agree to pay annual dues before September 1 of each year, reserving the right to discontinue such membership by giving notice to the Secretary before September 1 of any year.

I wish my active membership to begin with the year 1919-20.

Name (plainly written)_____

Titles or Degrees (if any), with date and source of each_____

Present Educational Position, with date of appointment_____

Post office address: Street and No._____

Post office_____State_____

(Cancel line which does not apply)

Enclosed find remittance by check for_____ \$2.00

OR

Enclosed find remittance by check for _____ \$5.00

The payment of \$2.00 entitles an active member to attend all meetings of the Association and departments, to vote and hold office, and to receive the N. E. A. Bulletin. Each active member will receive a membership card.

The payment of \$5.00 instead of \$2.00 entitles an active member to receive, in addition to the above, the complete volume of proceedings and all committee reports and all other regular publications of the Association.

The N. E. A. Bulletin will give complete information concerning the work of the Association. It will keep members definitely informed of the meetings of the Association, of the success of the campaign for increased salaries for teachers, of the progress of state and national educational legislation and of other important work of the Association. It will hereafter appear as a monthly bulletin, (10 months).

The By-Laws require the annual dues to be paid before November 1. Members agree to pay before September 1, in order not to miss receiving the September Bulletin, or other literature issued in September and October.

National Education Association

OF THE UNITED STATES

1400 Massachusetts Avenue N. W., Washington, D. C.

Data Blank for Active Members

If any changes or additions are desired in the items of your enrolment as printed in the Yearbook indicate the same below; otherwise write your name on the upper line and write the word "correct" across the other blank spaces, and return at once. If your dues are not paid for 1919-20 fill out the complete blank and enclose check for \$2 or \$5.

1. Name (in full) -----
2. Titles or Degrees (if any), with date and source of each -----

3. Educational Position (with date of appointment) -----

4. Address: Street and No. -----
Post Office ----- State -----

PAYMENT OF DUES

If you have not paid membership dues for 1919-20, kindly fill out the following:

(Cancel line which does not apply.)

Find enclosed check for ----- \$2.00

Or

Find enclosed check for ----- \$5.00

The September N. E. A. Bulletin will be mailed out the first week of September to addresses as shown on the records in the office, but we hope to have corrections made in time for the October Bulletin. The bound Volume of Proceedings will be ready to mail out in October.

The changes in the By-Laws and the installation of a new system of records and accounts also make it necessary to check up on enrolment data as early as possible.

PERMANENT MEMBERSHIP

The growth of the permanent membership of the Association since its organization is shown in the following table:

TABLE SHOWING ACTIVE AND INSTITUTIONAL MEMBERSHIP ENROLMENT SINCE 1897

Year	Meeting	Additions	Loss by Death	Loss by Withdrawal	Total Loss	Net Gain or Loss	Total Active Membership	Total Including Associate Members
1897-98	Washington	290	20	175	195	95	1,952	-----
1898-99	Los Angeles	399	26	121	147	252	2,204	-----
1899-1900	Charleston	308	32	159	191	117	2,321	-----
1900-1901	Detroit	629	18	121	139	489	2,810	-----
1901-1902	Minneapolis	562	23	134	157	405	3,215	-----
1902-1903	Boston	1,364	17	274	291	1,073	4,288	-----
1903-1904	St. Louis	665	30	381	411	254	4,542	-----
1904-1905	Asbury Park	1,134	25	390	415	719	5,261	23,642
1905-1906	No meeting	603	46	644	690	87*	5,174	5,174
1906-1907	Los Angeles	356	23	463	486	130*	5,044	17,324
1907-1908	Cleveland	954	22	271	293	661	5,705	12,626
1908-1909	Denver	844	45	474	519	325	6,030	10,964
1909-1910	Boston	1,335	36	420	456	879	6,909	17,505
1910-1911	San Francisco	805	42	636	678	127	7,036	18,587
1911-1912	Chicago	1,536	59	648	707	829	7,865	17,376
1912-1913	Salt Lake City	547	54	776	830	283*	7,582	11,573
1913-1914	St. Paul	675	55	1,138	1,193	518*	7,063	12,992
1914-1915	Oakland	1,037	58	601	659	378	7,441	13,469
1915-1916	New York	1,133	59	637	696	437	7,878	25,200
1916-1917	Portland	1,363	49	635	684	679	8,557	14,367
1917-1918	Pittsburgh	2,583	55	981	1,036	1,547	10,104	26,542

*Loss

The institutional memberships in the above table are distributed as follows:

Universities and colleges	368
Normal schools	155
Public libraries	343
State Departments of Education	21
Public schools	220
Boards of education	40
Other educational institutions	112

Total 1,239

The data for 1918-19 will be compiled in February 1920.

DECLARATION OF PURPOSE

The object of the National Education Association of the United States is set forth in its Charter granted by Congress as follows: "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States". To accomplish this object it is imperative that the public shall give generous support to public education in order that men and women of the highest character and scholarship shall be attracted to the profession of teaching as a career, and that the highest professional standards shall be developed and maintained and the most efficient service rendered by those engaged in the teaching profession.

The Association will, therefore, exert all its influence thru its officers, its committees, its publications and its official staff to the accomplishment of the following objects:

- (1) To secure the enactment of such state and federal legislation as will give proper recognition and support to public education and provide adequate compensation for teachers, and
- (2) To establish and maintain such educational standards with respect to the training and qualifications of teachers, length of school terms and compulsory attendance, sanitary buildings and modern equipment, organization for the elimination of all class distinction and privilege, and the most approved educational policies and methods attainable thru the continued investigation and study of educational problems, in order that public education shall make the largest possible contribution to the welfare of the community, the state and the nation.

—Adopted at Milwaukee Meeting July 4, 1912.