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**NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES**

"The purpose and object of the said corporation shall be to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States."—Charter of Association granted by Act of Congress.

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1400 Massachusetts Ave. N. W., Washington, D. C.**

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A NATIONAL PROFESSION OF TEACHING

Since education in a democracy is an organic part of the state, teaching and administration of education should be intrusted to trained specialists who are big enough to work in the interest of all. There can be no true profession where specialists work merely for selfish ends. The professionally trained teacher will discern areas of endeavor in which his interests, the interests of those he serves, and the interests of the state coincide. Genuine professional training directs effort toward the common good. Above every local struggle there should prevail a nation wide passion to better the teaching group in the interest of all.

Whatever other affiliations they may have, and they should have other affiliations, the teachers of America should unite on a broad professional basis to seek those benefits and improvements which alone entitle them to recognition as professional. To have a national teaching profession, therefore, we must develop a teaching army, well paid, highly trained, altruistic, large enough to perform the State's needed ministry of education, and consecrated enough to unite instinctively on all educational matters which promote the welfare of every citizen.

The National Education Association is voicing a nation wide need in this direction. The Smith-Towner Bill is a giant stride toward higher professional standards. The increase salaries of teachers, which the Association is forcing thruout the country, will, as it is successful, retain in the ranks the men and women of professional caliber. A long, steady, intelligent, all-together pull will result in the development of a truly all-inclusive teaching profession.

MEETING OF THE DEPARTMENT OF SUPERINTENDENCE

E. U. Graff, President Department of Superintendence, Indianapolis, Ind.

The coming meeting of the Department of Superintendence at Cleveland, Ohio, February 23 to 28 should be noteworthy for two reasons. First, it is the semi-centennial meeting of the Department and the development of American education in the past half century will be presented clearly and the bearing which this development has upon present problems will be brought out. In the second place, all educators are aware that the new needs of society in the reconstruction period demand new educational ideals and methods. Whatever is important in the reconstruction program will be thoroly discust at this meeting. In addition to this the meeting of the many allied associations and organizations furnishes a splendid opportunity to come in touch with the broad social movements exemplified by these agencies.

The city of Cleveland is especially well suited to the entertainment of the Department and ample provision is being made for the comfort and the convenience of the members. The local arrangements will be unusually complete and the Department will no doubt enjoy one of the most successful meetings in its history.

CLEVELAND

Added interest will be attached to the sessions of the Department of Superintendence, National Education Association, at Cleveland, February 23 to 28, since this will be the semi-centennial meeting of that body.

It is indeed fortunate that a city so easy of access and so centrally located for our membership has been chosen for the celebration of the department's fiftieth anniversary. Cleveland's situation and the fact that the many fine large hotels of the city provide maximum comfort for visitors will insure an unusually large attendance.

Moreover, the city of James R. Garfield, John Hay, John D. Rockefeller, Tom L. Johnson, and Secretary-of-War Baker, to mention a few Cleveland notables, is one which abounds in features of interest to the educator. The visitors will have an opportunity for at least a glimpse of the great public school system, the industries, social welfare institutions, and public works of the city.

Estimates of growth made since the census of 1910 indicate that Cleveland now holds fourth place among American cities, with 925,000 population to its credit. The city was founded in 1796 by Moses Cleveland, representative of the Connecticut Land Company, and it is interesting to note that in 1858, when the commercial growth of the community began, Cleveland ranked only fortieth in population among our cities.

Cleveland's public schools enrol approximately 120,000 pupils, in 105 elementary schools, fifteen junior high schools, ten senior high schools, and numerous extension classes. There are two large technical and two commercial high schools. Both deaf mutes and crippled children are provided with special schools. Special classes are held for backward children, tubercular pupils, epileptics, defectives, the blind, and for foreign pupils beginning English. The psychological clinic and the division of medical inspection and nursing deserve a visit. Military training is being carried on in the high schools under the direction of United States Army officers. In the division of education extension night schools, factory and library classes are conducted with special reference to the needs of foreign born residents of Cleveland; community centers and school and home gardening are carried on with a view to the social and economic value of the work.

At "University Circle" in the east end of the city is situated a group of notable educational institutions, the Cleveland Normal School, Western Reserve University, and Case School of Applied Science. Wade Park nearby is the location of the very beautiful Cleveland Museum of Art.

Great industrial plants with departments highly organized along modern lines are numerous here. The city is a leading center in the manufacture of paint and varnish, automobiles, dry goods, clothing, and things electrical. It takes second rank in the United States in output of women's wear. It is the largest hardware center in the country. The shipyards at the mouth of the Cuyahoga river are the scene of the launching of craft for lake traffic totaling many tons yearly, and just beyond lie vast ore docks for the receipt of the raw products of iron mines in the Lake Superior district.

Cooperating with the schools in endeavors for the social well-being of the

diversified population engaged in this industrial life is a large chain of agencies united in the Cleveland Welfare Federation. The churches, settlements, day nurseries, juvenile court, humane society, and similar bodies are a constructive force in the community.

Public buildings are a feature which always focus the attention of strangers in a city, and in this respect as in others Cleveland citizens have shown real foresight. The handsome city hall, county building and others are placed according to a "group plan" which promises the formation of a unit of distinction worthy of that enterprise which has brought about Cleveland's phenomenal growth. This is a city to form a noteworthy setting for the February convention.

THE MEMBERSHIP CARD

Every member whose dues are paid is entitled to a membership card. The office has been sending these cards to members for several weeks. Anyone failing to receive his card by November 1 is requested to write the Secretary asking for it. This card serves as a receipt for dues and admits to all meetings of the Association. It may be conveniently carried in the ordinary card case.

The more powerful the National Education Association becomes as an agency for promoting the interests of teachers, the more it will mean to the individual teacher to carry a membership card of the Association.

ASSOCIATION HEADQUARTERS A BUSY PLACE

The national headquarters of the Association has been a busy place during the summer and especially during August and September. Twenty-four thousand letters were sent to associate members during the summer, telling them about the new plan of membership and inviting them to become active members of the Association. Eleven thousand letters, explaining the changes made in the Bylaws at the Milwaukee meeting, were mailed out to active members.

Six thousand letters and circulars were sent to teachers and citizens concerning a national Department of Education and national encouragement of education in the states. A new system of records and accounts was installed during August necessarily causing the rehandling and revising of all membership files and records. All the addresses and papers of the general and departmental sessions of the Milwaukee meeting were edited in July and August, and sent to the University of Chicago Press, in order to be able to send the Volume of Proceedings to members in October.

Fifty thousand September Bulletins were mailed out to members and prospective members. Thirty thousand letters concerning the drive for new members and the work of the Association were sent out early in September to superintendents, principals, normal school and college presidents.

All this and more has been done in addition to the routine work of the office.

Members of the Association who visit headquarters in Washington are always pleased to see the pictures of the late Hon. W. T. Harris and Dr. Irwin Shepard, which have a prominent place on the wall in the reception room.

THE BUSINESS SESSION—MILWAUKEE MEETING THE SECRETARY'S MINUTES

The Business Session of the National Education Association for the year 1919 was held at the Auditorium, Milwaukee, Wisconsin, Friday, July 4, 1919. It has been decided to publish the minutes in the N. E. A. Bulletin, publishing a few pages each month. The resolutions appeared in the September number. The following is an exact copy of the Secretary's report:

The meeting was called to order by President George D. Strayer, who stated that the session had been called for 9:30 A. M., but that there had been some delay in getting the reports ready. In order to prevent the business session from running over into the afternoon session, he requested unanimous consent to hear and discuss the reports of the Treasurer, the Board of Trustees, the Executive Committee, and the Committee on Resolutions, action on these reports to be taken after 11:00 o'clock.

Objection Offered

S. Y. GILLAN OF MILWAUKEE: I object to that on the ground that it is not legal. The report of the Committee on Resolutions may be read now, so far as they have agreed upon it, but there is the proposed reorganization or change of by-laws, which was printed late yesterday and which has not been distributed, but which I understand will probably be finished and distributed later. I think it would be better just to accept the situation, which is that the management has made a blunder in setting the time at 9:30 instead of 11:00 o'clock; and, altho it is disagreeable, adjourn. No, we cannot adjourn, for there is nothing to adjourn, but we can just disperse and come at the legal time for holding the meeting, for nothing can be done now.

THE CHAIRMAN: The situation is simply this: you would stay here from 11:00 until 2:00 or 3:00 o'clock without lunch, but if that is your desire, the chair will so rule.

A MEMBER: I suggest, Mr. Chairman, that you set your watch at 11:00 o'clock and proceed with business.

THE CHAIRMAN: The chair will not set his watch. May I ask again: Is there unanimous consent to receive the Treasurer's report, and the report of the Board of Trustees? The chair cannot permit the consideration of the business of the Association except upon having received the unanimous consent of the meeting.

MR. GILLAN: I suggest that we adjourn. If so large a fight is staged as the Chairman implies, we should have to stay from 11:00 to 4:00 o'clock. Then this hour would give us an opportunity to get lunch and bring it along. But I think, fellow-members, that the business can be disposed of very briefly, when we get together at 11:00 o'clock. This business of proposed reorganization can be disposed of, and I think will be disposed of in a few minutes.

THE CHAIRMAN: Then you do not withdraw your objection? We therefore have not the unanimous consent and we cannot begin our business session until 11:00 o'clock.

Harmony Singing

A MEMBER: Let us sing.

THE CHAIRMAN: Is there a song leader in the audience, who is willing to acknowledge it, and who will keep us in a good humor, such as we ought to have in the next hour.

(After several songs were sung, including America, and The Star Spangled Banner, Mr. Gillan asked for recognition.)

Objection Withdrawn

THE CHAIRMAN: Mr. Gillan says he will withdraw his objection, and he is given that privilege.

MR. GILLAN: Friends, I have no desire to stand in the way of any reasonable action of this body, but I want to state here why I refused to give my consent, unanimous consent being necessary. When I state my position, then I expect to withdraw my opposition, on the strict understanding that the formal routine business, not including the reorganization plan, will be taken up before 11:00 o'clock. Now, my reason for objecting to this procedure at that time was this: A large number of the Milwaukee teachers would have been disfranchised from their right to vote in this meeting, had we begun on scheduled time. They are in the parks conducting the parade of school children. They have been impressed with the thought that it was their duty to be there.

They are active members. They want to vote on the important measures coming up at this meeting. They have the right to vote, and it would be wrong to deprive them of it. Now, I feel sure they can come here at 11:00 o'clock, and I wish to announce that they will not be disfranchised if we begin now. We have delayed fifteen minutes. First, there was a half hour delay on account of the lateness of the officers in showing up, but now they understand I did this to prevent a large number of the Milwaukee teachers from being disfranchised. I therefore withdraw my objection.

Consideration of Reports

THE CHAIRMAN: If there is unanimous consent we will proceed to hear the reports of the Treasurer and the Board of Trustees. Is there unanimous consent? If I hear no objection, I will have the report read now but adopted officially after 11:00 o'clock.

MARGARET HALEY, OF CHICAGO: I should like to ask by whose authority, and on what ground this meeting was announst at 9:30, when according to the By-laws, it will not be held until 11:00 o'clock.

THE CHAIRMAN: The answer to that has already been given, namely, that the chair wisht to provide opportunity for the routine business of the Association and to have time for discussion of the problems that are before us without running over into the afternoon program. The Treasurer, A. J. Matthews, will now present his report for the fiscal year ending May 30, 1919.

MR. MATTHEWS: (After reading part of report.) I hereby present the report in printed form and move its adoption.

THE CHAIRMAN: The chair rules that you have heard the report of the Treasurer and the motion to adopt will be in order at 11:00 o'clock. We shall now listen to the report of the Board of Trustees by the chairman, C. G. Pearse.

MR. PEARSE: The Trustees come to you with profound gratitude that they are alive and not in jail for debt. (Reads report, and then continues):

The Dark Days and Later Success

During the year there has been a great change in the finances of the Association. At the meeting of active members a year ago in Pittsburgh, your officers were instructed to make for you certain important transactions, and acting upon your instructions they proceeded to employ at first temporary and later a permanent Field Secretary. The salary of the Field Secretary together with the expenses necessary for printing, for traveling, for clerical help, for statistical work, and for other additional work in the office, made necessary the contemplation of a very large budget. Acting on your instructions, the officers of the Association proceeded to carry out the program and plans. Definite arrangements were made for presenting the claims of the Association to the teachers' conventions thruout the country. Plans for the enlistment of the profession, together with the proper blanks were sent to every superintendent in the United States. As you know, very early after the schools opened in the fall the epidemic of influenza came on. It caused the abandonment of teachers' meetings in the various states. Then as that wave began to diminish another violent wave came on, and many meetings which had been postponed for a month or two, were abandoned for the year. Then following this, came another wave of influenza and the schools were again closed, causing a loss of salary on the part of the teachers.

The situation at the beginning of the new year, on thru January and February, was the blackest financially I have ever known for the Association. Your officers did as well as they could to present the needs of the N. E. A. to the teachers of the country, and in February the current began to turn, and instead of facing a deficit of five, ten or fifteen thousand dollars, as it lookt earlier, we began to hope that the chasm would be partly filled. A little later our funds began increasing, and then we had hope of reducing the shortage from ten thousand to about five thousand. Then came the rally of the closing months of the school year. Returns began to come in from all over the country and hence at the end of the year, or within a month of the end of the year, the balance began to show on the right side of the ledger and your officers felt good that after all the black weeks of January and the preceding December, they might come to you with some sort of showing instead of being compelled to tell you that the Association faced a debt of from \$5,000 to \$15,000. We have past the crisis and instead of facing a shortage of \$5,000, we have a balance, and can go forward with the work of the Association next year.

I have never had an experience that wore down my capacity for faith in the future as this year. I hope it may not often be necessary to face an experience of that kind. One or two in a life time is enough. Now that we are on a firm footing for the work of the coming year, there is no reason why we should not go on to greater things. I therefore, move that the report of the Board of Trustees be adopted and disposed of after 11:00 o'clock.

THE CHAIRMAN: The chair rules that the motion is in order at 11:00 o'clock. We will

now be led in singing by Mr. A. J. Gantvoort, of Cincinnati.

MR. GANTVOORT: Let us sing No. 48. That expresses the militant spirit. ONWARD CHRISTIAN SOLDIERS. All sing. (This song was followed by "WHEN JOHNNY COMES MARCHING HOME".)

THE CHAIRMAN: We will hear the report of the Executive Committee by the first vice-president, Mary C. C. Bradford.

Report of Executive Committee on Appropriations

VICE-PRESIDENT BRADFORD: The Executive Committee presents the following report to the active members of the National Education Association:

As required by the By-laws of this Association the Executive Committee has carefully considered the request for the appropriations that have been presented by the chairmen of the various committees, both general and departmental. We believe that the Association should appropriate the amounts named to the following committees, to be used by them during the year 1919-20:

(The President rules that these funds must be used by the N. E. A. committees and not jointly with other endowed agencies.)

Commission on the Reorganization of Secondary Education.....	\$ 250
Committee on Teachers' Salaries, Tenure and Pensions.....	500
Committee on Health Problems in Education.....	500
Committee on Rural Education.....	1,000
Committee on Department of School Patrons.....	1,000
Committee on Standardization of School House Planning and Construction.....	300
Commission on Illiteracy	1,000
Commission on the Reorganization of Elementary Education.....	1,200
The National Education Association Commission on the Emergency in Education.....	7,000
	\$12,750

In making these appropriations, your Committee recommends that the authority be given the Executive Committee for next year to assume temporary responsibility in deciding which expenditures are most important in the work of these committees, and also which expenses should be authorized first, if in any case it shall be impracticable for all such expenditures to be allowed.

(Signed) George D. Strayer
Mary C. C. Bradford
Carroll G. Pearse
A. J. Matthews
George B. Cook

The time not being 11:00 o'clock, I shall not move the adoption of the report. I wish also to present the following report:

The Executive Committee of the National Association at its meeting June 29, and the Board of Directors at their annual meeting on June 30, took the following action by unanimous vote and submit the same for your consideration:

First: The Secretary is instructed to have the Annual Volume of Proceedings printed in September or October if possible.

Second: The National Education Association Committee on the Emergency in Education shall be continued as at present constituted during the next year, and not to exceed \$7,000 is hereby appropriated for expenses.

Third: The Board of Trustees is authorized to invest of the Permanent Fund in Washington property, to be used for rental purposes and for the national headquarters of the Association.

Fourth: The Executive Committee is hereby authorized in its discretion to prepare a complete index to the Annual Volume of Proceedings at a cost of not to exceed \$2,000 for the labor of making such index.

Fifth: The Executive Committee is authorized to order a revision of the Association's system of records and accounts.

Sixth: The Executive Committee is authorized in its discretion to employ not to exceed four assistant field secretaries whose work shall be defined by the Executive Committee.

Respectfully submitted by the Executive Committee.

(Signed) George D. Strayer
Mary C. C. Bradford
Carroll G. Pearse
A. J. Matthews
George B. Cook

I shall move the adoption of this report at the proper time.

Recommends Purchase of N. E. A. Home

MR. PEARSE: There is one item in the changes proposed which might not be out of place to explain, and that is the recommendation of the Executive Committee that the Board of Trustees be authorized to invest in property in Washington to be used for a permanent home for the Association. As you know, two years ago the Association moved its headquarters to the city of Washington, in which there are a large number of national organizations.

The committee in charge of finding suitable quarters were fortunate in securing quarters adapted for the uses of the National Education Association. They found a place which they could lease for \$1,200 a year in a very good locality. The lease was made out for three years, terminating September 1920. Within two weeks after the lease was made the owners of the property were offered \$250 a month, and came to us wanting to release the property, as they desired to withdraw from their arrangement with us because they could make a much better profit.

We have grown into a much larger Association, and with the addition of the Field Secretary and the added work of the Secretary we occupy the entire property and need more space. It is very certain that at the end of the present lease we shall have to pay from \$250 to \$300 as the minimum figure to get a new lease. Therefore, it was ascertained in looking up places in the city of Washington that there were several properties that could be had. One of these can be purchased for \$75,000, and there is in it all the room we need, and room in addition which can be rented for from \$2,500 to \$3,000 per year.

There are other properties which can be purchased for \$15,000, \$20,000 or \$25,000 less, but they are not nearly as desirable. If we should have \$80,000 invested in our present kind of securities, we would receive approximately 4 per cent, which would bring us from \$3,200 to \$3,500 a year income. If, however, this amount is invested in property in Washington we may occupy it in accordance with the Act of Congress "free of taxes", besides paying no rent, we will derive from \$2,000 to \$3,000 a year income from the part which we do not occupy. It therefore seemed to the Executive Committee that it would be a good business proposition, hence we put the matter up to you, thinking that you will agree that it is a good investment and that it is worth while for us to own our own home.

Agree on Plan of Procedure

THE CHAIRMAN: In order that the assembly may have some idea of the plan of procedure, it has been suggested that Mr. Gillan and Mr. Owen acquaint us with the procedure they propose for your consideration. Unless I hear objections I shall ask Mr. Gillan and Mr. Owen to state what they believe to be the proper procedure after 11:00 o'clock. Mr. Owen has the floor.

W. B. OWEN OF CHICAGO: The legal situation, the parliamentary situation which will be before us sometime after 11:00 o'clock will be this: Last year at Pittsburgh the Committee on Organization presented a report at the annual business session. That report was published in the April 1918 Bulletin and copies have been here for distribution during the week. The committee ask that action on that report be delayed for a year. That is the parliamentary situation in which we stand at the present time; that is, we are to take action on the report of the committee as made in Pittsburgh in July 1918. The thing which I think we all ought to see clearly is that there is a question as to the legality of any form of representative assembly for the Association on account of the provisions in the Charter. The question has been raised as to the legality of the proposed substitute report which has been printed and placed in your hands. That question of legality we cannot settle, because we are not in accord.

Whatever decision we may reach in regard to that will apply to the report that was laid before the Association in Pittsburgh in 1918. Now there is before us at the present time the material that is printed in what is called the "Proposed Substitute for Committee's Report." You have it in your hands, and it is now before this body. Therefore, if we raise the question of legality, everything in this proposed report is offered as a substitute and would be subject to the same question, and that of course would involve, as I read it, from Article II on. Now, whatever we do for this Association as a committee, should be done for the welfare of the Association, and in unquestioned legality.

The committee soon after 11:00 o'clock is going to make a motion to substitute for Article I, as in the report of July 1918, the preamble, and Article I of this proposed substitute, and we are not going to ask this Association to take action today at all on any part of either of these reports which involves a question of a representative assembly. We are not going to assume that it would be legal for us to go so far as to offer this report as a proposed amendment to lie over for a year. I wish we were going to do that; but if we are going to be legal, let us be so legal that we will show what legality is. Now, I understand Mr. Gillan is going to offer a resolution dealing with this situation. Our minds do meet on that one point. We have had a discussion trying to convince each other and

when we got thru we agreed on the essential points of procedure. Mr. Gillan, as I understand it, is going to offer a resolution dealing with the situation a short time after 11:00 o'clock when the committee makes its report.

THE CHAIRMAN: Mr. Gillan has the floor to talk on the question of procedure.

MR. GILLAN: I think we are going to find that we have gained and not lost by waiting until 11 o'clock because it gives us the opportunity somewhat intelligently to vote on the questions that will be brought up. In other words, to understand the issue. Now, Mr. Owen has stated very clearly the circumstances that led to the present controversy as to whether a delegate organization of active members should be formed, or whether this assembly should be continued on a democratic basis.

The committee in charge of preparing a scheme of reorganization invited the active members of the body to meet with them on Tuesday. Some of us did so. Some of us were very much opposed to the reorganization scheme that was presented, not only on its merits but on the ground that it was not regular to present a scheme entirely different from that which was printed and presented a year ago. In other words, it was not specifically the same report that was laid over for consideration here. We further objected that it was legally impossible to make amendment to the by-laws providing for a delegate organization in the face of the plain provisions of the Charter issued by Congress. We took the stand that the regular way was to apply first to Congress to amend the Charter in order to legalize the adoption of the proposed reorganization scheme, and then submit them for your consideration. You can see, of course, that even if we were all willing, this would be necessary in order to bring about such a reorganization. We cannot expect Congress to act short of a year, certainly not before the next meeting. Then the scheme of reorganization that might be agreed upon would have to lie over for another year for consideration, and before these delegates could be chosen another year would elapse.

I know it looks like a long time to bring about the change, but this is the only way it can be done. We took the further position that this plan as proposed by the committee cannot be filed for consideration the coming year because there exists no power now under the Charter for us to make such a change, and therefore the first step in filing the plans would also be illegal. So when the proper time comes I shall introduce the resolution which I believe will close for the present all controversy which has been prevalent the past week. I understand the proponents of the reorganization plan now take the same view. I think I may say, it will close controversy for the present time, making the N. E. A. safe for democracy for another three years at least.

THE CHAIRMAN: We still have four minutes and seventeen seconds in which to sing. (The audience, led by Mr. Gantvoort, sang "Pack Up Your Troubles, etc".)

THE CHAIRMAN: It is now twenty-five seconds after eleven o'clock. For the sake of the convenience of the assembly, the chair rules, as was announced yesterday, that only those sitting on the floor can vote. The galleries are reserved for associate members. If you wish to vote come on the floor.

A MEMBER: I move we open the assembly by singing the first verse of the Star Spangled Banner. (All joined in singing the Star Spangled Banner.)

Business Session Officially Opens

THE CHAIRMAN: The 57th Annual Business Meeting of the N. E. A. is called to order. A motion for the adoption of the Treasurer's report is in order. (The motion was made, seconded and carried.) The report of the Treasurer is adopted. A motion to adopt the report of the Board of Trustees is in order. (The motion was made, seconded and carried.) The report of the Board of Trustees is adopted. A motion to adopt the report of the Executive Committee is in order. (The motion was made, seconded and carried.) The report of the Executive Committee is adopted. I wish at this point to recognize F. E. Spaulding of the Education Commission of American Education in France, who will present a resolution with respect to the establishing of an International Bureau of Education under the auspices of the League of Nations.

International Bureau of Education

MR. SPAULDING: WHEREAS, The Minister of Public Instruction, the Federation of the Associations of Elementary Teachers, and the numerous associations of France for the promotion of a League of Nations, have graciously expressed thru their distinguished representative, M. Ferdinand Buisson, their hearty approval of suggestions made by the National Education Association, and the United States Commissioner of Education, respecting the establishment of an International Bureau of Education under the auspices of the League of Nations, and the international organization of the great national educational associations of the free nations, all for the purpose of advancing thru education the ideals of democracy—BE IT RESOLVED:

First: That the National Education Association, assembled in its 57th Annual Convention, expresses to M. Buisson its sincere thanks for the courteous offices which he has so graciously rendered in bringing to this Association cordial messages from our honored Sister Republic.

Second: That the Association begs M. Buisson to continue his kind offices by conveying to the distinguished Minister of Public Instruction, to the Federation of Teachers' Associations, and to the Associations of France for the promotion of a League of Nations, the cordial greetings of the National Education Association, and the message that it is the purpose of this Association, acting on the gracious suggestion of the distinguished Minister, the Federation and the Associations, to proceed to the formulation of more definite plans looking toward the realization of the proposals for an International Bureau of Education, and the international organization of national associations of teachers.

Third: That this Association requests its Commission on the Emergency in Education to give prompt attention to the international matters referred to in its resolution and to act on these matters with the authority of the National Education Association.

I move the adoption of this resolution.

THE CHAIRMAN: All in favor of the motion to adopt this resolution say Aye. The resolution is adopted by unanimous vote. We will now hear the report of the Committee on Organization by the Chairman, Mr. Owen. The report of the Committee on Organization, made at the Pittsburgh meeting is the subject for consideration.

MR. OWEN: The Committee requests unanimous consent to withdraw part of this report of last July, all except Article I.

THE CHAIRMAN: Unless I hear objections there is unanimous consent to withdraw all of said report except Article I.

MISS HALEY: Does the chairman mean all of Article I as it appears? I am asking if we have before us Article I as it appeared at the Pittsburgh Convention, or the substitute Article I?

THE CHAIRMAN: The chair hears no objection and hence rules that there is unanimous consent to withdraw.

(Minutes to be continued in the November Bulletin)

NOTICES OF AMENDMENTS

The following notices of Amendments to the By-laws were presented at the Milwaukee meeting and will be considered at the business session at the next annual meeting of the Association:

KATHERINE D. BLAKE:

"I hereby give notice of an amendment to Article 9, Section 1, as follows: The proceedings of the Association, the Council, the Departments, the Commissions, and the Committees shall be published at the discretion of and under the direction of a committee appointed by the Executive Committee, provided that in the opinion of the Executive Committee the funds of the Association warrant the publication. Each member of the Association shall be entitled to a copy of the proceedings."

S. Y. GILLAN:

"I desire to present notice of an amendment to Article 5, Section 3, of the By-laws by adding the following: When the vote is taken by the Committee on Nominations for candidates for President and for Treasurer, the committee shall report to the active members at their annual business meeting the persons receiving the highest number of votes not exceeding two candidates for each office. But if any person shall receive two-thirds of the votes cast by the Committee on Nominations for either of the aforesaid offices, then the person receiving such two-thirds majority shall be reported as the only candidate for such office."

H. R. DRIGGS:

"I propose the following amendment to the By-laws of the Association and ask that the same lie over one year: That Article XI—Amend-

ments, be amended to read as follows: Section 1. These By-laws may be altered or amended at the annual business meeting of the active members by unanimous consent, or by a two-thirds vote of the active members present. Section 2. This amendment shall take effect immediately upon its adoption."

EDW. O. MARSH:

"I wish to give notice of an amendment to the By-laws to change the day from Friday to Thursday for the business meeting."

S. Y. GILLAN:

"I now offer the following amendment to be added to Section 4, Article 6: That the report of the Committee on Resolutions shall be limited to 2,000 words."

DEPARTMENT OF DEANS OF WOMEN:

The following is presented by the Department of Deans of Women: "To amend Article 5, Section 3, by adding "And except that the Department of Deans of Women may hold their annual meeting at the time of the meeting of the Department of Superintendence."

ENROLMENT OF LIBRARIES AND SCHOOLS

It is recommended that libraries and schools take out the \$5 membership, which entitles them to receive the N. E. A. Bulletin, the bound Volume of Proceedings, all committee reports, all commission reports and all other regular publications of the Association.

Teachers are taking out the \$2 membership which entitles them to receive the monthly N. E. A. Bulletin, depending upon the library to provide the bound Volume of Proceedings and other reports for reference use. Teachers are requested to let librarians know of the more extensive use to be made of the N. E. A. publications. All the libraries of normal schools and colleges and more than one-half of the leading public libraries have already arranged to meet this demand. The smaller libraries need to conserve their funds but are taking out the \$5 membership as rapidly as they learn that by so doing they render a service to the teachers and the schools. The N. E. A. publications should not only be in every college, public and school library, but they should be in the office of every ward and high school principal. Boards of education seldom fail to order these publications when requested to do so by the teachers and the superintendent.

Active members who paid the \$2 memberships for 1920 and who desire to receive all the publications of the Association may receive the same by sending in an additional check for \$3.

The Board of Trustees was authorized by the active members at the Milwaukee meeting to purchase Washington property as a home for the Association. A number of propositions have been submitted for the consideration of the committee. An expert on values in real estate in Washington has been employed to assist the committee in preparing its recommendation for presentation at the next meeting of the Board of Trustees.

A STATEMENT OF POLICIES

BY THE COMMISSION ON THE EMERGENCY IN EDUCATION OF THE NATIONAL
EDUCATION ASSOCIATION, ADOPTED SEPTEMBER 13, 1919

A Professional Organization for All Teachers

The profession of teaching and the national organization which represents that profession have been recognized by the highest authority of our government. The National Education Association was chartered by Act of 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."

The Association is devoted to the improvement of the professional status of the teacher, and its membership is open to all the teachers of the nation that the experience, needs and opinions of all may find effective expression and be mobilized and directed toward the promotion of education.

Such a professional organization, national in its scope and membership and sensible of its responsibility to the common good, can guarantee a professional opinion free from local, provincial or partisan taint, and command the confidence of the public and the support of the members of the profession. It must consistently and unselfishly serve the interests of the whole public and be free to reach its decisions and to offer its recommendations as the interests of the profession and the welfare of the schools may dictate.

The National Education Association by its declared purposes and its record of achievements is definitely committed to this policy.

Cooperation with State and Local Organizations

The National Education Association seeks the cooperation of state and local organizations of teachers. The administration and control of public education is recognized as a function of the several states. In the exercise of this prerogative, the states have delegated large responsibilities and corresponding authority to local boards of education, thereby stimulating local initiative and insuring local interest in the welfare of the schools. Organizations of teachers representing these state and local units are essential elements in this plan of educational organization. In order that these organizations may make the largest possible contributions to educational advancement there must be cooperation among them, and between them and the National Education Association. Only thru such cooperation can the combined interests of the local communities, the states, and the nation as a whole be effectively subserved.

In recognition of these principles the Association stands ready to give to state and local organizations of teachers every possible assistance in promoting their plans and purposes in so far as these are in harmony with the purpose of the Association as set forth in its charter. The Association is pledged to exert all of its influence thru its officers, its committees, its staff, and its publications to secure the enactment of such state and federal laws as will give proper recognition and support to public education and provide adequate compensation for teachers. It is pledged to urge unceasingly the establishment and maintenance of adequate standards with respect to preparation and qualifications of teachers, length of school terms and the enforcement of attendance laws, provisions for sanitary buildings and modern equipment, elimination of all class distinction and

privilege from public education, and an increasing emphasis upon the study and investigation of educational problems.

At the Pittsburgh meeting in 1918 the Association voted to employ a field secretary who is now devoting his time to effecting closer cooperative relations with state and local organizations. This kind of service was considered of such great importance that at the Milwaukee meeting in 1919 the Association instructed its officers to employ additional field secretaries to further promote this cooperative work.

Participation of Classroom Teachers in Determining Educational Policies

In the administration of the public schools we recognize boards of education as the representatives of the people. Theirs is the responsibility to adopt the policies which will make for the development of public education and thru public education for the development of our democratic society. We recognize the superintendent of schools as the executive officer chosen by the board of education to carry out its policies and to recommend to these representatives of the people the kind of action that will make for the realization of our educational ideals. At the same time, we know that teachers working in the classrooms of our public schools have contributed ideas that have had a determining influence upon educational progress. Thru teachers' councils, thru committees, thru voluntary associations, and thru individual recommendations, teachers have concerned themselves with the larger problems of educational administration to the great benefit of the schools.

Boards of education and administrative officers in those communities that have made the greatest progress, have recognized this principle. In many places, by rule of the board or by invitation of the superintendent, teachers' organizations have been requested to make recommendations affecting courses of study, the adoption of textbooks, types of building and equipment, the organization of special classes and special kinds of schools, and the formulation of budgets.

We believe that this participation by teachers is indispensable to the best development of the public schools. We believe that such participation should be the **right** and **responsibility** of every teacher. To this end we urge that boards of education by their rules recognize this right, and provide stated meetings at which teachers will be heard. In order to guarantee such participation, we urge state legislatures—the final authorities thru whose action local boards of education exercise the control now vested in them—to enact laws providing that teachers may appear before boards of education, and providing that these boards shall give them an opportunity to present their suggestions and proposals for improving the work of the schools.

If these steps are taken not only will the insight, knowledge, and skill of every teacher be made available for the promotion of educational progress, but the responsibility and influence of the classroom teacher will be officially recognized, the calling will become thereby more dignified and attractive, and larger numbers of the strong and capable young men and women of the country will enter public school service as a life career. Next to the provision of better salaries for teachers, nothing will do more to raise the status of the profession and make its service attractive to the kind of men and women that the schools need, than the adoption of a policy that will lift the classroom teacher above the level of a mere routine worker carrying out in a mechanical fashion plans and policies that are handed down from above.

In recognition of the principles of democracy in public-school service, there must be added to the wisdom of the boards of education and to the judgment and executive ability of their administrative officers the effective participation of class room teachers in the development of the policies which control education.

An International Education Association

We believe that the public schools of all the great democracies of the world can, thru cooperative effort, do much to conserve and promote the great ideals for which the war was fought and won. We hold, indeed, that a distinct responsibility rests upon the teachers of the allied and associated nations to fulfill on a broader plane than ever before their great function as trustees of the human heritage—to see to it that what has been gained at so great and so terrible a cost is sedulously safeguarded and transmitted without loss and without taint to each new generation.

So important is this problem and so great are the possibilities of international cooperation in effecting its solution, that the National Education Association has urged the creation of an international bureau of education in the League of Nations. As a step toward the establishment of such a bureau, and as the nucleus of an international association of teachers, it is desirable that an international conference of the teachers' associations of the free nations be held at an early date. Representatives of the Teachers' Federation of France have requested that the National Education Association of the United States take the initiative in calling this conference. At the Milwaukee meeting of the Association, the proposal for a conference was approved and the Commission on the Emergency in Education was instructed to represent the Association and to make all necessary arrangements.

Acting upon these instructions, the Commission announces that a Conference representing the voluntary teachers' organizations of the allied and associated nations will be held in Cleveland, Ohio, February twenty-fourth to thirtieth, inclusive, under the auspices of the National Education Association of the United States. The Commission has appointed the following committee to represent the National Education Association on this occasion and to make the preliminary arrangements: Frank E. Spaulding, Superintendent of Schools, Cleveland, Chairman; Sarah Louise Arnold, Dean of Simmons College, Boston; William C. Bagley, Teachers College, Columbia University, New York; Mary C. C. Bradford, State Superintendent of Public Instruction, Denver; W. A. Jessup, President Iowa State University, Iowa City; Wm. B. Owen, President Chicago Normal College, Chicago; Josephine Corliss Preston, State Superintendent of Public Instruction and President of the National Education Association, Olympia; George D. Strayer, Teachers College, Columbia University, New York; J. W. Withers, Superintendent of Schools, St. Louis.

Recent investigations show that fewer teachers are resigning their positions for other lines of work than during the past year. This is because of the increases in salaries granted during the spring and summer, but it is more especially due perhaps to the announst purpose of boards of education thruout the country to grant additional increases until teachers receive adequate pay for their services.

COMMITTEE ON RURAL SCHOOLS

John F. Sims, President State Normal School, Stevens Point, Wis.

The committee on Rural Schools appointed by President Robert J. Aley of the National Council of Education at the New York meeting in 1916 found that the crisis of the World War seriously interfered with its investigation of rural schools, and greatly delayed its final report. All of the members took active part in the civilian activities of the war, these important and imperative duties engrossing their time so completely that little or none was left for the large duties of the committee. The work of the committee was apportioned as follows:

The Administration and Taxing Unit; County Boards of Education—Their Composition, Powers and Duties: J. Y. Joyner, J. L. McBrein.

Teacher Training, Including Demonstration Schools, and Courses of Study for Rural Schools: John F. Sims.

Supervision and Standardization: N. C. McDonald.

Consolidation: Adelaide Steele Baylor.

Rural Health and Sanitation: Josephine Corliss Preston.

Rural Recreation: J. Y. Joyner.

Rural School Surveys: George B. Cook.

On the basis of the above apportionment of the work a preliminary report was made at the Milwaukee meeting on Monday morning July 1, 1919. The members of the committee met on Tuesday for the purpose of reorganization in order that the work might be vigorously prosecuted. J. Y. Joyner will continue to serve as chairman. John F. Sims was appointed Executive Secretary and was commissioned with full powers to carry on the investigation with the assistance of other members of the committee. The National Education Association made an appropriation of \$1,000 for this purpose.

The members of the committee will meet at Cleveland and plan on making a final report at the July 1920 meeting.

The American Library Association has recommended that all libraries subscribe for the publications of the National Education Association and that all complete as soon as possible their files of the bound Volume of Proceedings.

ONE HUNDRED PER CENT ENROLMENT

Many cities 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. Several hundred superintendents have written the Secretary asking for enrolment blanks and declaring their intention to secure a 100 per cent enrolment of their teachers.

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 October.

EDUCATIONAL LEGISLATION IN MASSACHUSETTS

In the opinion of many, the most important legislative enactment in Massachusetts in a generation is the General School Fund Law which sets aside a certain part of the proceeds of the Income Tax for the purpose of equalizing the cost of education among the towns and cities of the Commonwealth, and the establishment of higher minimum salaries. A salary of \$650 is practically assured every teacher in the State. Certain training and experience will command a minimum salary of \$750 and \$850. The State's participation in salary payments ends at \$850. The Law calls for an annual expenditure of approximately four million dollars. The bill will become effective in November unless the referendum should be in vogue.

—Payson Smith, Commissioner of Education, Boston, Massachusetts.

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

J. H. Puelicher, Government Director of Savings, 7th Federal Reserve District, Milwaukee, Wis.

It is a great privilege to be an American. It is a great privilege to be an inhabitant of a land of great traditions, great ideals, greater opportunities. It is a great privilege to be permitted to participate in the deliberations of those who, by force of profession, are the special guardians of these great national possessions.

America has achieved much. Of her much is expected. She is the world's hope. She dare not fail. Her failure would be world failure.

The war has shown us our place in the world's work. We are proud of the service rendered by those belonging to us. Their unselfish sacrifices have added to the world's respect for our ideals. At home and abroad, the manhood and womanhood of the nation were "weighed in the balance, and found *no* wanting." Service was never more unselfishly given. Unselfish service was never more generously bestowed. And men grew as they served. The spirit of America was never so great as when expressed in service. The ideals of America were never more splendidly luminous than when lighting the way for other peoples. If life is service, the way of life has been made abundantly plain to America.

While the war has shown us our great strength, has it not also shown us our weaknesses? While we were homogeneous people in act, did not the war prove us a heterogeneous people in fact? Did it not emphasize that all over this broad land are large colonies of foreigners—foreigners in language, foreigners in custom, foreigners at heart, availing themselves of American opportunity, and enjoying American prosperity, while knowing little of American tradition, of

American spirit, of American ideals—and remaining distinctly foreign in their sympathies?

If these people remain more foreign than American, the fault is scarcely theirs. When you and I go to foreign parts, we look up home folk. That these people, coming into a strange land, where was spoken a strange language, settled where they found those who came from home, can hardly be wondered at, and if there be fault in their remaining as they were, speaking a foreign language, observing foreign customs, not becoming thoroly American, that fault is distinctly ours.

The draft has revealed an illiteracy that is appalling, existing not only among those long past school years and coming from foreign parts, but among native born Americans of draft age.

Educators of America, these national shortcomings must be remedied, and the remedy lies in your hands. Yours is the opportunity; yours, therefore, is the responsibility. Educators of America, Americanize America, and with this, inculcate into the lives of her people those habits which will perpetuate America. Teach America to use her prosperity for her perpetuity, rather than for her undoing. For if there is one rock more than any other, on which the nations of the past have foundered, it is the rock of extravagance—for with extravagance goes immorality, followed by disintegration and decay.

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

The thrift movement, inaugurated by our Government under the stress of war, goes to the very root of the evil. It is an undertaking of such fundamental worth that it should be infused into the very life blood of the nation. Practically all of the twenty million pupils attending the schools of the United States, in their endeavor to aid their country, have become investors in its securities. In many states, lessons in thrift have become a part of the school curriculum. In this way, much has been done to counteract the undermining tendency ever present with great prosperity. The necessities of war have taught to the adult and to the child, lessons in thrift and conservation far exceeding any reasonable expectation. The impetus gained should now be fostered and directed into permanent channels so that these valuable lessons of the war may become a part of our national life.

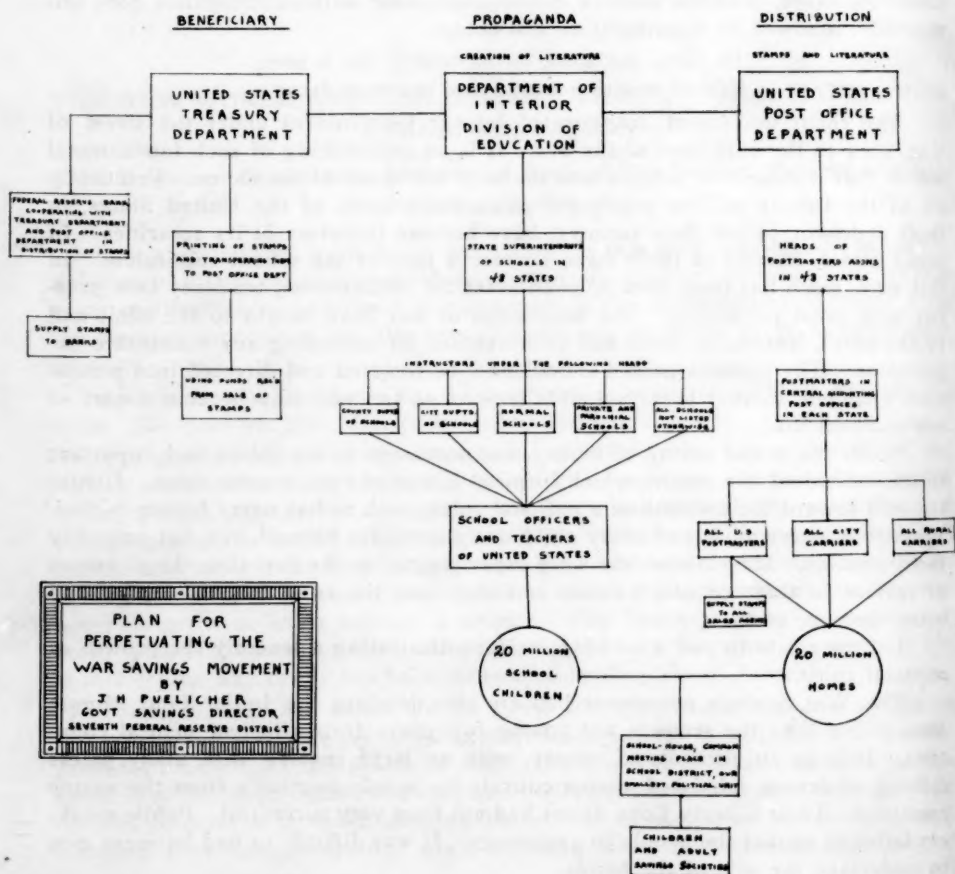
While the actual saving of money was necessary to the nation and important to the individual, the motive which inspired it was of even greater value. It contributed toward the creation of a national spirit, such as has never before existed. Practically every adult and every child was saving, for himself, yes, but primarily for the nation. Most Americans were experiencing for the first time the pleasures of service in their country's cause and they and the country grew bigger and better because of the service.

Let me relate to you a striking incident illustrating splendidly the growth of national spirit.

The War Savings movement had ere this developept the Junior Four Minute Man. This time the scene is not among foreigners from allied or neutral countries. It is in an agricultural county, with no large centers, with many points difficult of access, inhabited almost entirely by people originally from the enemy countries. Their Liberty Loan drives had not been very successful. Public speakers failed to attract the people to gatherings. It was difficul* to find business men to undertake the sale of the bonds.

The time of the Victory Loan had arrived. Someone thought of the War Savings Societies that had been organized in the schools of the county, and of the Junior Four Minute Men's Organization, and suggested that help be sought there. A Prize was offered to the Junior Orator who would write and deliver the best address on the subject, "Why Buy Victory Bonds?" To determine the winner, an elimination contest was advocated. A hundred meetings in a hundred schools were held on one evening, and there was scarcely a person in that county not familiar, in consequence thereof, with the reasons for again supporting the Government. The one hundred successful contestants were reduced to ten at further public meetings, again attended by the whole county, and by this time the interest in the Victory Loan was intense.

It was my good fortune to be present at the final contest. Before the hour of the meeting, automobiles arrived from every part of the district. The town hall, decorated with flags and flowers, was crowded to suffocation. Parents and friends were eagerly expectant of the outcome. First, the Star Spangled Banner, and then the explanation by the teacher of the conditions of the contest. Then the finals. These youthful American orators, in language and manner so eloquent



that cheer followed cheer, told their foreign born or foreign descended parents their duty to the land in which they lived and prospered. There could be nothing more inspiring. Here were young Americans teaching to their parents the principles of democracy. The effort of these children sold the county's quota of Victory Bonds. The selling of the bonds was important, but the lessons learned and taught by these children of a foreign born population, were worth more to our national life than could be well measured in money.

The volunteer War Loan organizations are rapidly disbanding. Unless the part of their work worth preserving is directed into permanent channels, the nation will lose many of the results of its vigorously waged thrift campaigns. Fundamental movements, especially those in the interest of the nation, should be sanctioned by national authority. This is the more necessary when permanence and uniformity are integral parts. Great basic undertakings, reaching the very root of national life, and influencing the quality of our citizenry, should receive their inspiration from the very heart of the nation, should be officially represented at the seat of our Government, and should have supporting them the great resources, and the great influence of our Government. Education should be represented in the Cabinet of our President. That would give the educator his rightful place in the professions, and service under such conditions would attain a dignity, and perchance a recognition—I am speaking of material recognition—that local administration alone could never bestow.

If we hope to perpetuate America, we must Americanize America, and teach America to direct its prosperity into individual and national substantiality and growth. We must learn to think less of purely material success, and to more greatly reward and honor service in cause of country and of kind. Educators of America—may God help you perpetuate America!

—Part of address given at Milwaukee Meeting, N. E. A.

There is no longer fear and apprehension lest the changes in the By-laws affecting membership dues which were made at the Milwaukee meeting might meet with disapproval on the part of members who were not at the meeting to hear the reasons for making these changes. Hundreds of letters of approval have been received from members, whereas only a few letters expressing disapproval have been received. These letters show that members realized fully that owing to the increase of cost of paper and printing changes in membership dues were absolutely necessary.

The plan of a monthly instead of a quarterly N. E. A. Bulletin meets with general approval.

Buy where you can buy cheapest and you will aid in reducing the high cost of living.

EXTRACTS FROM HEARINGS ON SMITH-TOWNER BILL

The official stenographic report of the joint hearings on the Smith-Towner Bill, held before the Committees on Education of the Senate and House on July 10, 11 and 22, has been issued from the Government Printing Office. It is a document of 162 pages, and contains some very interesting and valuable information. We quote briefly from the statements made to the committees by those who appeared at the hearings.

SENATOR HOKE SMITH.

"This bill contemplates the creation of a Department of Education. Those of us who advocate it all agree that the work of education in the United States ranks as high as the work in agriculture, or as high as the work in labor. It reaches every part of the country and all the people of the country, and we feel that the National Government—not interfering with the States in their work, or with the municipalities in their work—can well contribute to aid the States in their work. By doing so we broaden the field of investigation and study; we broaden the volume of information that will be gathered for the use of the States; we aid them with that information, leaving it to them finally to determine their individual policies and their individual plans, and we contribute somewhat from the general fund of the country toward the education in each of the States, just as the States contribute to the local schools of the State, from the general fund, the local schools or the local funds being required to carry the principal burden. So can the National Government contribute to the States, and I think that the bill very carefully guards the rights of the States to continue to control their own systems of education and their particular work. That, broadly speaking, is the scheme of the bill."

CONGRESSMAN HORACE MANN TOWNER.

"There is, of course, a considerable apprehension always that the National Government might interfere in some way with the interests of the State and might interfere in some way with the control by the States of their school systems. Now, there is no such purpose to interfere with the States in the conduct of their educational affairs, neither is there any more opportunity of doing so than there is in regard to the powers given to the Secretary of Agriculture. There is no power given to the Secretary of Education in this bill by which he can in any way or in any manner, or at any time, interfere with the school regime of any particular State. I want to call attention to this language of section 14:

'Provided, That this act shall not be construed to require uniformity of plans, means, or methods in the several States in order to secure the benefits herein provided, except as specifically stated herein: And provided further, That all the educational facilities encouraged by the provisions of this act and accepted by a State shall be organized, supervised and administered exclusively by the legally constituted State and local educational authorities of such State, and the secretary of education shall exercise no authority in relation thereto except as herein provided to insure that all funds apportioned to such States shall be used for the purposes for which they are appropriated, and in accordance with the provisions of this act accepted by said State.'

This language is as strong as it can be drawn, or if it can be stronger. I am in favor of making it stronger, in order to save to the States the absolute control of the plans, means, and methods by which these funds are to be expended in the respective States".

HUGH S. MAGILL, *Field Secretary, National Education Association.*

"This bill provides for the establishment of a Department of Education and authorizes the appropriation of \$100,000,000 to encourage the States in the promotion of education. I should like to give a brief review of the history of the several executive departments.

"When our Government was established there were only four members of the President's Cabinet—the Secretary of State, the Secretary of the Treasury, the Secretary of War, and the Attorney General. There were no other members until 1789, when the Department of the Navy was created. The next addition was in President Jackson's time, when the Postmaster General was made a member of the President's Cabinet, making six members in all. Then we ran along until 1849, at which time the Department of the Interior was created, which was, as Secretary Lane has characterized it, a "catch-all." Out of the State Department was taken the Patent Office, out of the Department of War the Pension Office, and out of the Department of the Treasury, the General Land Office, and so on. These were all established as bureaus in the Department of the Interior. The Bureau of Agriculture was established in 1862, and the Bureau of Education a few years later, both in the Department of the Interior.

"But the farmers of the country felt that they could not bring the importance of agriculture sufficiently to the attention of the President and to the attention of Congress so long as it was confined to a bureau in the Department of the Interior, and they asked that it be made a separate department with a Secretary in the President's Cabinet; that the bureau be exalted to departmental rank. There was no suggestion that the Government would control agriculture in the various States. The Government could not control agriculture, and in the same way the Government could not control education. I do not need to recite to this committee the eighteen clauses of the Constitution, which, in giving the powers of Congress, do not mention agriculture nor education, nor need I mention the tenth amendment to the Constitution, which declares that all powers not delegated by the Constitution to Congress nor denied by it to the States are reserved to the States and to the people. The control of agriculture and education must remain with the States.

"The Department of Agriculture was created in 1889, and a Secretary of Agriculture was placed in the President's Cabinet. Education asked for equal recognition, but was denied. Later on, the Bureau of Commerce and the Bureau of Labor were established. These bureaus asked for departmental rank, and in 1903 the Department of Commerce and Labor was established and given a Secretary in the President's Cabinet. In 1913 they were separated, and we have today the Department of Commerce and the Department of Labor, each with a Secretary, while education still remains in a bureau of the Department of the Interior. Every other great nation has a cabinet minister of education. The question is: Shall our Nation face this problem, and encourage and stimulate education, thereby taking its place with the other great nations of the world on this question?"

HENRY STERLING, *Legislative Representative of the American Federation of Labor.*

"I should like to raise the question, which will be raised in the Senate and in the House, as to whether we are a nation or an aggregation, and whether the 25,000,000 children who are attending school are the children of our nation or the

children of the localities merely in which they are born and being reared, and whether or not we are responsible as a Nation to those children to give them a fair chance in life. It seems to me, Mr. Chairman, that this, above all questions, is distinctively a national question. When we wanted those boys to offer their lives on the battle fields they were our Nation's boys, and if they are our boys in school, are we going to give them the chance that they ought to have?

"The action of the last convention of the American Federation of Labor is merely another action of a long series of declarations and urgent requests that better opportunities be given to those 25,000,000 children of laboring people in this country, so that they may become broader and better and more efficient citizens. That is the appeal we make to you, and thru you to Congress, for the passage of this bill, so as to give our children a better chance in life and to make amends for some of the neglect that we have perpetrated on former children".

J. Y. JOYNER, *Former State Superintendent of Public Instruction of North Carolina.*

"This great problem is too big to be solved by either the community or the State or the Nation, but must be solved by the cooperation of all three. The obligation is a threefold obligation and the burden is a threefold burden. Every child born in this Nation is the child of the Nation, the child of the State, and the child of the community. State, community, and Nation will profit by his education, and State, community, and Nation will suffer by his ignorance. It can be accomplished, and anything approximating educational opportunity can be secured in a Nation like ours, with its great diversity of population, of wealth, of climate, and of national resources, only thru the cooperation of these three governmental agencies upon which the obligation rests jointly.

"Something has been said about \$100,000,000 being a large amount for the accomplishment of the equalization of educational opportunity. I want to say this in conclusion, and leave this with you: This Nation, gentlemen, would be unworthy of the proud place it holds as the leading democracy in a democracised world, and will find it impossible to hold that place, unless it gives to every child in the Nation equal opportunity, an equal chance, to bring out all that is within him, for his own sake, for the Nation's sake, for the State's sake, for the community's sake, for his Creator's sake. We are hearing much about peace in these days. God grant that we shall find it for all the world, but I declare to you, as my last word, gentlemen, if it be my last, that there shall be no peace on earth and good will among men until the principles of the Prince of Peace are imbued in the hearts and minds of the children of this generation thru the proper sort of education."

MARY C. C. BRADFORD, *State Superintendent of Public Instruction of Colorado, and former President of the National Education Association.*

"I want to ask you with all my heart and with all my soul and with all my brain, as a State superintendent, as a teacher—because I think I am still teaching—as a mother and a grandmother, and a good citizen, to report this bill out, because I believe with all my heart and mind and soul that it is the greatest and most constructive piece of legislation that has come before this Nation for many, many years. I say that, gentlemen, because it deals with the greatest asset of the Nation, the child. It deals with those without whom—unless they can be taught to work hard and live heartily—the Nation cannot by any possibility live. It is the most important bill that has ever come before you, because it takes the

children and says that the Nation is interested in them, and that the Nation exists for the children.

"While I was president of the National Education Association, I appointed a commission. That commission has been acting as a continuing and contributing body, representing the teachers of the United States, for nearly two years now. The commission had scarcely come into existence before we found that we must have a law of this kind. I had taken the bill of Senator Owen, providing for a department of education, and I had written 2,000 letters myself, in order to try to stir up the country about that bill. The commission decided to prepare its own bill, and it has been revised three or four times. The American Federation of Labor has helped on it and has done most magnificent work. The laboring people are very naturally greatly interested in it, because a majority of the pupils in the public schools of the United States are children of the laboring people. The bill came into existence in that way, and we believe that it has been perfected with the cooperation of the various organizations until now it meets the needs of the present and will help us to meet and take care of the adjustments of the future, in order that the country may fulfill its grand destiny."

GEORGE D. STRAYER, *Teachers College, Columbia University, Retiring President of the National Education Association.*

"As chairman of the Commission on the Emergency in Education, we gathered the facts with respect to education in the United States and found, as has been already suggested by Judge Towner and by Senator Smith, that the particular emergencies which confront us in the United States at this time have to do with the overwhelming number of illiterates, the need for the Americanization of the foreigners who live among us, the training of teachers, the establishment of a program of physical education and health service, and the equalization of educational opportunity.

I need not dwell upon any one of these except the question of the kind of teachers we have in American schools. If all the normal schools and all the teachers colleges and the university courses that are organized for the purpose of training teachers were to work at full capacity and have their enrolment increased so that they would be at full capacity, we would not be able this next year to turn out one-half of the number of teachers that will be required to fill the vacancies that will occur. In the United States last year one-fifth of all of the children went to school to teachers who had less than a high school education. Think of that, gentlemen, one-fifth of all the children of the United States were in schools taught by teachers who had less than a high school education. There is not another civilized people on earth of whom that may be said—no other group that we would consider civilized."

"Let me say, finally, that this bill is an educational symphony. I indorse it in its entirety. I consider it the most constructive measure that has been introduced in Congress during the last century. While I am especially interested in the part that applies to illiteracy, I believe that the whole measure is vital, and that it is a bill which has been well thought out and well drawn. I am confident of its speedy passage."

SENATOR KENYON:

"I want to ask you a question that has troubled me about the bill. I realize that it is a very delicate question, but I believe we might as well be frank about

the thing. I have had a number of letters from bishops of the Catholic Church opposing this bill. Is there anything in this bill to injure in any way the parochial schools of any church?"

DR. STRAYER:

"I believe that most of the criticisms that have come from that source must have come from a misapprehension of the bill. Every one of those criticisms has suggested the development of a highly centralized system of education, with great power in the National Government, and the bill expressly provides that there need be no uniformity of methods and means, and it expressly provides that the States shall be the authority, and the administering of the funds that are provided shall be turned over to the States."

JOHN A. H. KEITH, *President State Normal School, Indiana, Pa.*

"After listening to the arguments in terms of ideals, in terms of reconstruction needs, perhaps it might not be inappropriate to turn for a few minutes to some of the underlying facts. Two or three times today the question has come up about facts, and I have been very glad indeed to serve in connection with the National Education Association Commission in digging out a lot of facts that relate to this bill and to the subjects that are bound up with this bill. I wish to submit a few of the facts to the committee. I have here a table containing statistical data regarding the Smith-Towner bill. I do not propose to go thru all of this statement. I propose to hand it to the members of this committee and would like to have it incorporated in the record."

[President Keith submitted to the committees statistics covering every phase of the bill. These were carefully explained and were highly appreciated by the committees, and ordered printed in the record. President Keith also submitted a carefully prepared chart giving a graphic illustration of how the bill would work out in the different states. This chart was given to the committees and the members express their appreciation of it. It was not reproduced in the official report of the hearings.]

J. A. C. CHANDLER, *President William and Mary College, Williamsburg, Va.*

"I believe in this bill. I believe in a department of education, first, because I think we want the Nation to be interested in the schools of the Nation. I think that the Nation has shown its interest in all types of activities that work for the good of the country, except the general school system of the country. I think, therefore, we ought to dignify education and put it to the forefront by the establishment of a department of education, as has been done in all the great countries of the world. I hate to think of a delegation from foreign countries coming to America at the invitation of a private society. I want this Nation to be in a position to invite commissions here, and I want this Nation to be in a position so it will have international educational relations with these foreign countries. I do not think there is any need to argue about that.

"I am in favor of Federal aid for all types of education. At the same time, I am bitterly opposed to Federal control. I believe that when you give to a State one dollar you will get in the long run twenty-five dollars spent for that one dollar. This bill calls for the appropriation of \$1 per inhabitant in the United States for the cause of education. Think of it! That is all it calls for. All it calls for

is \$1 per inhabitant for the cause of education; and we demand of the States, in making use of this money, that they shall pay an equal amount.

"The ordinary citizen says: Is the National Government interested in this? They say that in regard to all things. If you go to build a road, the question is: 'Is the National Government interested in this? If so, we will tax ourselves.' And they call a special session of the general assembly for the purpose of taxing themselves for that purpose. In the same way if the Government shows an interest in education the States will call special sessions to tax themselves for the schools. These special grants that Congress has made have done more to help my State than anything else. Vocational education did not have a start in Virginia until the passage of the Smith-Hughes bill."

JOSEPHINE CORLISS PRESTON, *State Superintendent of Washington and President of the National Education Association.*

"Regarding Federal aid, I would like to make mention of the Smith-Lever Law. It has been a wonderful thing for our country. In the Northwest we have fruit and vegetables, and the club leaders have come in there and have interested our children to such an extent that they have been doing work that seems to be indispensable. Under this bill we receive \$82,000, and our State will match it. That is good work, and it is cooperation between the State and the Government.

"Then we have the Smith-Hughes bill, and under that law we get \$80,000 during the next biennial. We match that \$80,000 with a millage tax. The fact that the Government gives its stamp of approval and the fact that the Government is setting a standard for the Nation is a great help to us. We do not feel that it is in any way Federal control. The Government gives us a standard, and we carry it out. We have our own plan of administration, and we carry out our own plan of administration. The Government simply sets up the standard. Until we had the Smith-Hughes law we had not done anything with the vocational department, the trades and industry. Since then we have been moving steadily forward with the vocational work.

"I want to say in conclusion that I consider this a most important bill, and I believe that if it is enacted into law it will do more to help solve our problems than any educational law ever past by Congress."

CORA WILSON STEWART, *Chairman of the Kentucky Illiteracy Commission.*

"Mr. Chairman and gentlemen of the committee: There is a most intense interest in this bill the country over, I find, and especially is it so in Kentucky, my own State. In Kentucky the different organizations have been running a race to see which could indorse this measure first. The Kentucky Federation of Women's Clubs had that honor. The Daughters of the American Revolution, the Kentucky Education Association, and the Kentucky Press Association are among the organizations that followed close behind. All of these organizations have sent their indorsements to the members of the Kentucky delegation in Congress and requested them to give the bill their solid support. The Kentucky Press Association has had a long established rule that it would indorse no legislative or other measure that did not pertain directly to the newspaper business. The Smith-Towner bill appealed to the editors of Kentucky with such force that they broke that rule at their annual meeting in June, 1919. The same interest prevails all over the country; especially is this manifest among soldiers who have returned from overseas.

"My especial interest in this bill is the opportunity that it will give to the 5,516,163 adult illiterates in this country. I am happy in the prospect that in this bill there is to be provision made by the Government for them. This measure makes the most adequate provision for them of any that has been presented and that is the reason why I am here to champion it. The sum provided is none too adequate, however. It is an appropriation of only a little more than \$1.35 annually for each illiterate. This investment will pay the largest dividend, I predict, of any that the Government has ever made. These people when redeemed from illiteracy will soon repay this sum to the Government in the postage stamps alone which they will buy. When the 5,516,163 illiterates in this country are taught to read and write, should they write but two letters each week, that would pay over \$11,000,000 into the United States Treasury annually.

MARY WOOD, *Chairman Legislative Committee, General Federation of Women's Clubs.*

"Mr. Chairman and gentlemen of the committee, you have before you now the still small voice of the 2,000,000 women from every State in the Union. I represent the General Federation of Women's Clubs. We are composed of organizations of confederated clubs from the various States, from all of the 48 States, confederated individual clubs, and when I say 2,000,000 women I am very conservative, because we have between two and three million members. We have our different departments, the department of education, the department of art and music, the department of legislation, and it is the province of the chairman of legislation to look after Federal bills introduced here in Washington which relate particularly to the women and which may be found distasteful to them. I have come before you to state briefly that the General Federation of Women's Clubs indorses this bill without any reservation whatsoever. It first indorset the previous bill, the Smith-Bankhead bill, to eliminate illiteracy, but this has taken the place of the old bill, and we are backing this bill, and if you have not already heard from the State chairman of legislation in every State in the Union, you will hear from them, and also from the individual clubs."

CHARLES B. STILLMAN, *President of the American Federation of Teachers.*

"The American Federation of Teachers has advocated and worked for the creation of a department of education, headed by a Cabinet officer in the President's Cabinet, for the last three years, and has worked for a Federal appropriation of \$100,000,000 to stimulate and assist the States in raising teachers' salaries for about half of that time. We come before you representing the classroom teachers, and on behalf of the classroom teachers, who are on the educational firing line, in daily contact with the children, we indorse this bill. It would seem unnecessary to put forth any further argument for a Federal department of education. I think there is general recognition that education is so essential to national existence, together with labor, agriculture, and commerce, that it should be represented directly in the President's Cabinet.

"The necessity for Federal appropriation has been presented to you. I think that the most important feature in this bill is the surety that it gives to trained teachers. The best of buildings and the best of equipment are so much junk without competent teachers. Startling figures were stated here yesterday as to the shortage of 100,000 teachers of any kind and the shortage of 300,000 trained teachers. Perhaps a specific illustration will drive that fact home to you: In a little Illinois town last year there were 117 pupils crowded into one room, pre-

sided over by an 18-year-old girl without a high school education. At the last convention of the Illinois Federation of Labor, a delegate asked what we meant by our boasted American opportunity. Then there is another argument, which is that education increases the earning power of the people, increases the incomes, even more than it enhances property value. The Federal Government is the principal beneficiary of the income tax, and it would seem logical that the Federal Government should pay part of the expense of public education which plays so large a part in making taxable incomes possible."

L. V. LAMPSON, *Vice-President of the American Federation of Teachers.*

At a convention held in St. Paul, in June, 1918, upon a resolution introduced by Delegate Stillman, representing the organized teachers, the American Federation of Labor went on record in favor of the creation of a department of education, and the annual appropriation of \$100,000,000 by the Federal Government in aid of teachers' salaries. At its convention held in Pittsburgh, held in June 1918, the American Federation of Teachers went on record in favor of resolutions of similar import. In conformity with these resolutions a bill was in the process of being drafted. In the meantime the National Education Association secured the introduction into the Senate of what is known as the Smith bill, which had as its object the creation of a department of education and the annual appropriation of \$100,000,000 for Federal cooperation with the States in the encouragement and support of education. Then followed the introduction of the Smith bill, amended, into the House under the name of the Towner bill.

"As a result of various conferences between the legislative sponsors of these two bills and the official representatives of the three organizations mentioned, there was introduced into the House and Senate, at the request of the American Federation of Labor, the American Federation of Teachers, and the National Education Association, what is known as the Smith-Towner bill, revised. This bill, therefore, is not the result of a snap judgment. The truly great educational program for which it provides has come about as a progressive development. It is required by the needs of the country; it is demanded by the sentiment of the people; and it is in accord with American democracy."

LORRAINE E. WOOSTER, *State Superintendent of Public Instruction of Kansas.*

"I consider it an honor to have the privilege of meeting this body of men who are interested in our future citizenship. Were we to stop the educational work in this country for one generation, we would have a set of mental and physical weaklings. This is borne out by the history of the past. It is not from any sentiment that I may urge that we have a cabinet officer to represent the educational interests of America, and that we shall have an equal chance in every State for every child of every State. It is not a matter of sentiment, but it is a matter of economics.

"It has been said that this bill will invade the State's rights. I know of nothing in this bill that is going to hamper the States in the matter of their local educational activities. We have not found that the Secretary of Agriculture has hampered any State in its local advancement of agriculture. But we do believe that if we had a Cabinet officer he would in a general way promote education in the United States, and would be the most important in the President's family, whose duty it would be to think of and speak for education—a Secretary of Education."

GEORGE S. BOWERMAN, *Librarian of Public Library, District of Columbia, and Representing the American Library Association.*

"The libraries and the Library Association are interested in education, and we want to have the library more fully recognized as a part of education. We have not been satisfied to have education confined to a section only, and we are glad to have this bill recognize the libraries as a part of the education system of the country. It seems to me that thru the instrumentalities of this bill the public libraries of the country will receive a tremendous impetus. There are 36 States now that have library commissions, and those commissions are chosen especially for the promotion and the establishment of libraries in small communities. Some of those commissions are strong and active and some of them are weak and relatively passive. We believe that the operation of this bill will promote the establishment of commissions in the other States, and make the commissions where they have them more active, so that there will be a tremendous increase in libraries, particularly in rural communities. One of the outstanding features in recent years has been the establishment of country libraries in county seats, to minister not only to the people in the small city but to the people thruout the county. We believe that this measure here will make so effective the libraries, particularly in these county seats, that their advantages will be extended to the farthest corners of every State. It provides an exceedingly effective way of supplementing the public schools which will be established and become really effective."

MRS. FREDERICK SCHOFF, *President of the National Congress of Mothers and Parent Teacher Associations.*

"We do not want to assume the direction of education in this country, but we have a right to use the facilities of the Government relating to education. The Department of Education, to my mind, is quite as important as the Department of War, or the Navy Department, and I feel that this is one of the most important measures ever introduced in Congress, taking it from the standpoint of a patriotic measure."

"I am here representing every State in the Union, for our organization in these years has grown so that it has over 114,000 paid members. It is being recognized by everybody that that which we put into the minds of our children will influence them when they grow up to be men and women. For that reason, I am talking to you at this time and begging of you to pass this bill as a patriotic measure, as a matter of protection to this country. There is not anything more important than to have a department of education and to have the very best man or woman that you could have to head the department of education of this country, and let us do it, do it with a view to loyalty, with a view to preserving the greatest nation in the world."

A. O. THOMAS, *State Superintendent of Public Schools of Maine.*

"We have come to the conclusion that there is no reason for a poor school on one side of the road and a good school on the other side of the road. It is not simply a district concern; it is not simply a county or a State concern; it is no mere neighborhood concern that education should exist, but it is a concern of the Nation. It concerns the welfare of the Nation. The life of the Nation is interested in the proposition of education and it is not a local concern, because some child brought up in a far western district may come to the Capitol as a United

States Senator or as a United States Representative, and it is of interest to the entire Nation, what sort of a school he came from. Go back to your problem: if you shut off the public school you would no longer have a democracy in this country, but you would put the bars clear across the road to the average boy in the United States, and we would no longer have a country for the poor boy."

MR. ROBSION:

"You have named various officials who were favorable to this bill. Do you know of any substantial opposition to the bill?"

MR. THOMAS:

I do not. I will say this, that when our organization appeared before the legislature of the State of Maine, Bishop Walsh, Bishop of Portland, appeared before the committee, and opposed the act requiring that all schools, public and private, report their attendance and finances to the State Superintendent of Schools, and that all subjects be taught in the English language, and the State-wide physical education bill, and a number of others. He incidentally spoke against this measure, but a few days later he came to my office and said that after investigating the situation he was withdrawing all of his objections, and I asked him if he would so state to the Committee on Education of the House and Senate, and he consented to do this, and was present at the meeting of the committee and presented his opinion and his position, and withdrew his objection, not only to that, but to all."

WILLIAM C. BAGLEY, *Teachers College, Columbia University.*

"I think that the great change that has come about in our conception of education in this country because of the war has been this: Before the war we were prone to look upon education as an individual advantage and upon ignorance as an individual handicap. We thought that the person who was unfortunate enough to be ignorant was handicapped in the struggle for life and that the person who had the advantages of education had a very distinct advantage in this struggle. It seems to me that the point of view we must take now is that education is a national advantage and ignorance is a national handicap. This does not preclude the other point of view, but it does give us a different attitude toward education. For the first time we are impelled as a people to take a national point of view and to consider education from a national standpoint.

"Under the older system we had the development of what has been aptly termed the "neighborhood" conception of educational responsibility. If a town or city or village had good schools, it was usually complacently self-satisfied; if other towns had poor schools, it was their business. The point of view now, I think is that poor schools in any part of the country are a handicap to the country as a whole. It does make a difference to the business man of New York, whether there are poor schools in Georgia, or Iowa or North or South Dakota, or Nebraska or New Jersey. We cannot 'live to ourselves alone' educationally any more than we can isolate ourselves industrially or politically. The exclusive support of public education by State and local authorities has not been effective from the national point of view. As a nation we have certain fundamental weaknesses that are due to educational weaknesses, and to the fact that our schools are not 100 per cent efficient throughout the land.

"I believe that the only way in which to solve the Nation's educational problem is thru just such Federal cooperation as this bill provides, and this means cooperation without domination. Under our present policy of almost exclusive local support of public schools, the educational system of the country is weakest where, from the standpoint of national welfare, it should have its greatest strength. Its most serious weaknesses, as I have tried to point out, are to be found in the utter inadequacy of our rural and village schools which enroll more than one-half of the Nation's children, and in our shameful neglect of teacher preparation. These two great sources of weakness involve problems that can be solved only when they are attack upon a nation-wide basis. They are, indeed, national problems in the strictest sense of that term—and they are problems than which no others that you are called upon to face have deeper significance to the welfare and progress of the Nation."

C. P. CARY, *State Superintendent of Public Instruction of Wisconsin.*

"I believe that the National Government ought to interest itself in education and in all forms of education. I believe that not to do so is a little short of national disgrace and national disaster. On the other hand it is difficult for the National Government to interest itself in education and not become bureaucratic in endeavoring to do that which the States can better do for themselves, so that when this bill was originally drawn, I spoke against certain provisions of the bill rather than against the principle embodied in the bill. The bill has, however, been so changed that I am thoroly in favor of it and wish to record myself as being in favor of this bill without reservation.

"The most important thing that I have to say to you is that I think it is safeguarded in regard to the interests of the States. One difficulty of governing a great country like ours is that we cannot have uniform laws for the entire country without doing some one an injustice or some people an injustice, and in this matter of education I believe that the United States Government should foster and help and aid, but leave largely to local communities the exact working out of the details in their own way. The leaving of this expenditure of money to the different educational authorities of the State is a thing that ought not be done".

The Commission Report on Teachers' Salaries and Salary Schedules is now in the printers' hands and will appear in book form about October 10. It will be mailed to libraries and to members who have taken out the \$5.00 membership. It will be sold to members at cost, \$1.00 a copy, and to others at \$1.50 a copy. It is a most complete and up-to-date report on Teachers' Salaries and Salary Schedules.

Let each member see that a canvas for new members is made in his own school or institution.

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HOTEL GILLSEY

(350 rooms)

East 9th Street at Chester Ave.

Room for one person—without bath.....	\$1.25 to \$1.50
Room for one person—with bath.....	1.50 to 3.00
Room for two persons—with bath.....	2.50 to 4.00
Room for two persons—without bath.....	2.25 to 2.50

HOTEL HERMITAGE

(80 rooms)

Euclid Avenue at E. 13th Street

Room for one person—without bath.....	\$1.25 to \$1.50
Room for two persons—without bath.....	2.00 to 3.00

HOTEL HOLLENDEN

(800 rooms)

Superior Avenue at E. 6th St.

Room for one person—with bath.....	\$2.00 to \$5.00
Room for two persons—private bath.....	3.50 to 6.00

KENNARD HOUSE

(103 rooms)

St. Clair Avenue at W. 6th St.

Room for one person—without bath.....	\$1.00 to \$1.50
Room for one person—with bath.....	1.50 to 2.00
Room for two persons—with bath.....	3.00 to 4.00
Room for two persons—without bath.....	2.00 to 2.50

NEW AMSTERDAM HOTEL

(350 rooms)

Euclid Avenue at E. 22nd St.

Room for one person—with bath.....	\$1.50 to \$2.00
Room for two persons—with bath.....	3.00 to 4.50

HOTEL OLMSTED

(300 rooms)

Superior Avenue at E. 9th

Room for one person—private bath.....	\$2.00 to \$4.00
Room for two persons—with bath.....	3.00 to 5.00

HOTEL STATLER

(1,000 rooms)

Euclid Avenue at E. 12th St.

Room for one person—private bath.....	\$2.00 to \$5.00
Room for two persons—private bath.....	3.50 to 7.00

HOTEL WINTON

(600 rooms)

Prospect Avenue near E. 9th St.

Room for one person—private bath.....	\$2.00 to \$6.00
Room for two persons—with bath.....	3.00 to 8.00

NORMAL SCHOOL ENROLMENTS NOT SATISFACTORY

Letters from presidents of state normal schools in all parts of the country, in response to a letter sent out by the Secretary, indicate that the attendance at the normal schools is not satisfactory. Notwithstanding earnest efforts to increase the enrolments in order to furnish a larger number of trained teachers so sorely needed at this time, the results are disappointing in most places.

The shortage of teachers influences boards of education and superintendents to urge many who had planned to attend school to begin teaching even without any training. For the same reason, normal students who have not finished their courses have been induced to leave school and teach. School authorities are thus working against their future interests. The farmer who feeds his seed corn may meet a temporary emergency but is following a dangerous and shortsighted policy.

The Field Secretary is collecting complete information on the subject of the comparative enrolment in normal schools covering the past five years, which will be published in the next Bulletin.

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 lines which do not apply.)

Find enclosed check for -----	\$2.00
OR	
Find enclosed check for -----	\$5.00
OR	
Find enclosed check for -----	\$3.00

Those who have paid \$2 for 1919-20 but who desire to take out the \$5 membership will send a check for \$3.

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

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.

The bound Volume of Proceedings will be ready to mail out in October.

TEAR ALONG DOTTED LINE

SHORTAGE OF TEACHERS

In order to furnish the public reliable information with respect to teaching conditions thruout the country, a letter was sent out by the Field Secretary of the National Education Association to every county and district superintendent of schools in the United States, with return address postal cards inclosed upon which were printed ten questions. The information sought included the actual shortage of teachers at the opening of school in September, the number of teachers below standard who had been accepted in order to fill vacancies, the relation of salary increases to the increast cost of living, whether or not the number of teachers under 21 years of age has increast, and whether or not promising young men and women are being attracted to teaching as in the past.

The total number of inquiries sent out was 3,465. At the time this article was prepared, September 22, replies had been received from 1,512 superintendents. These replies are signed by the respective superintendents making the reports and are from every state in the Union. Coming from such reliable sources, and from every part of the country, they undoubtedly represent conditions as they actually exist. It is impossible at this time to furnish a complete tabulation of the reports received, but the following important facts are of interest.

The 1,512 superintendents reporting represent 221,296 teaching positions, but none of the large cities are included. They report a total shortage of 12,934 teachers, and a total of 22,138 teachers below standard who have been accepted in order to fill vacancies.

These figures show the shortage of teachers to be 5.84 per cent of the teaching positions represented, and that the number of teachers below standard who have been admitted are almost exactly 10 per cent of the teaching positions. The Bureau of Education estimates that there are 650,000 teaching positions in the public schools of the United States. If these per cents hold good for the entire country, the total shortage of teachers in the United States must be about 38,000, and the number of teachers below standard approximately 65,000. In other words, more than 100,000 teaching positions in the United States are either without teachers, or else supplied with teachers who are admittedly unqualified to teach, measured by the standards of the respective localities in which the schools are situated.

1,430 superintendents report that teachers' salaries have not been increast in proportion to the increast cost of living, and 1,267 report that they have found it necessary to lower the standard of qualifications in an effort to supply teachers.

1,052 report that the number of teachers below 21 years of age is increasing. Many report that their rural schools are being taught largely by young girls without professional training. 1,395 declare that promising young men and women are not being attracted to teaching as in the past.

The reports show that conditions are most serious where salaries are lowest. In some states the shortage of teachers is more than 20 per cent. In those states where salaries have been increast most conditions are much more encouraging, the shortage in some cases being as low as 2 per cent.

A complete report on this investigation will be publisht in a later issue of the Bulletin.

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A Prayer
for
SCHOOLS

By Dr. Frank Crane

O GOD, Thou hast put into our hands the future of the race. We are made co-workers with Thy spirit in creating the world that is to be.

Thou hast put every new generation in the lap of the old, that there may be continuity of growth.

Awaken us to our responsibility. Stir us up to our incomparable privilege. Make keen within us the conviction that we have no work more vital to do than to teach.

Reveal to us the school as the heart of the world's work.

Vast problems press upon us. The world is upturned. The masses seethe in the ferment of untried theories. Yet the way is so simple!

It lies thru the child.

The road to the Golden Age runs thru the schoolhouse.

There is no reform, however far-reaching, no establishment of justice, however revolutionary, that might not better be accomplished by patience thru the instruction of the children, than thru the schemes of politics or the violence of war.

Arms and disorder, destruction and overturning, are man's way. The school is Thy way.

Lay upon the conscience of every teacher the divinity of his employ. Give him the enthusiasm of his opportunity. Show him the beauty, the majesty, of his calling, the marvel of his art, the proper pride of his craftsmanship!

Make every parent realize that the best gift in his power for the child is the school!

Lay deep in every child's heart an unshakable ambition to learn, to know, to come to mastery.

And unfold to us increasingly what education means! Shake from us the ghost grip of the past, the narrowing hold of tradition, while we still preserve what is good.

Deepen, broaden, enlarge our conception of the school. Make us glad to spend more for it, as the best of all investments for the security of the world.

And show us that there can be no salvation for the race that does not first mean salvation for the child, by striking from his brain the chain of ignorance, from his heart the iron rim of superstition, and from his hands the curse of the unskilled.

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