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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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TEACHERS SALARIES AND SALARY SCHEDULES

The report of the Commission on Teachers Salaries and Salary Schedules is being mailed out to libraries and to all holding \$5 memberships. This report of 165 pages is the most complete statement on teachers' salaries and salary schedules which has been published during the present educational emergency. The price to members is \$1 a copy. The price to those who are not members is \$1.50 a copy. Every school and every library should take out a \$5 membership so as to receive valuable publications like this one as they come from the press, making it unnecessary for each teacher to purchase every publication. Members should see that the school and the library attend to this matter.

TEACHING PROFESSION STILL IN DANGER

President Joseph Swain, of Swarthmore College, in an address delivered before the National Education Association, in 1918, at the Pittsburgh meeting, made the alarming statement that the teaching profession would go into bankruptcy unless teachers' salaries were immediately increased to meet the high cost of living. His note of warning, followed by a campaign of the National Education Association for increased salaries, resulted in increases in salaries throughout the country.

The increases are not sufficient, however, to remove the danger mentioned by President Swain. Over 100,000 positions in the public schools today are vacant or filled by teachers who cannot pass the minimum tests for teachers' certificates. Strong teachers are leaving the profession because of inadequate pay. Positions are being filled by immature and untrained teachers. It is estimated that the number of teachers below twenty-one years of age has, during the last year, increased not less than twenty-five per cent.

The Freshman classes of colleges and universities are overflowing, whereas the enrolment of teacher training institutions is little if any better than during the war. An investigation made by the National Education Association shows that the attendance at teacher training institutions has decreased over twenty per cent since 1916. It is high time for not only teachers but the public to give serious consideration to the teacher problem.

MEETING OF THE DEPARTMENT OF SUPERINTENDENCE THE SEMI-CENTENNIAL MEETING

The program for the semi-centennial meeting of the Department of Superintendence now in process of preparation by the President of the Department, Superintendent E. U. Graff, Indianapolis, Indiana, will contain full discussions on educational problems bearing on Americanization in all its phases, and a full presentation of the need of financial reorganization in the support of public education.

A special feature will be a session devoted to the discussion of the subject "What Is The Most Current Educational Problem," which will be discussed from the viewpoint of law, medicine, commerce, industry and labor. Community singing will continue to be a feature of the meeting. There will be one or more demonstrations of socialized recitations of supervised study. Addresses of welcome will be omitted and the time limit for all speakers enforced.

The meeting will be held in Cleveland, Ohio, February 23 to 28, 1920.

The membership cards have been sent to active members of last year whose dues are paid for 1919-20, and are being mailed to others as dues are received. Cards are being mailed out to associate members whose dues are paid for 1919-20 and who have indicated their desire to become active members. Members who are entitled to membership cards and who do not receive them before November 15 are requested to inform the Secretary.

ONE HUNDRED PER CENT ENROLMENTS

Over 2,000 schools and colleges are trying for a 100 per cent enrolment in the National Education Association. Many of these have the work well under way and will soon be ready to report. A few places have completed their reports. Special Certificates are being prepared for all 100 per cent schools and colleges. The following places reported 100 per cent enrolments before October 20:

Akron, Mich., City Public Schools, Ralph Rourke, Superintendent.
 Ben Avon, Pa., City Public Schools, H. M. Merritt, Supervising Principal.
 Bogata, Tex., City Public Schools, Murry H. Fly, Superintendent.
 Chisago City, Minn., Graded School, J. A. Petska, Principal.
 Carleton, Mich., City Public Schools, E. H. Bremer, Superintendent.
 Connell, Wash., City Public Schools, J. L. Hunt, Principal.
 Delphos, Ohio, High School, Fred C. Snodgrass, Principal.
 Eureka, Nev., Eureka County High School, Jos. Dickinson, Principal.
 Freeland, Mich., City Public Schools, H. B. Fisher, Principal.
 Garber, Okla., City Public Schools, R. D. Eaton, Superintendent.
 Grass Lake, Mich., City Public Schools, A. W. Glas, Superintendent.
 Idaho Springs, Colo., City Public Schools, Charles E. Greene, Superintendent.
 Locust Grove, Ga., City Public Schools, J. Henry P. Thomas, Superintendent.
 Maple Lake, Minn., City Public Schools, Hugh Graham, Superintendent.
 Milbank, S. D., City Public Schools, H. C. Souder, Superintendent.
 Morris, N. Y., High School, Ross E. Cameron, Principal.
 Rochester, Va., High School, L. B. Badger, Principal.
 Rockford, Wash., City Public Schools, M. E. Brown, Superintendent.
 Sherburn, Minn., City Public Schools, O. L. Troxell, Superintendent.
 St. Francis, Kans., City Public Schools, Mae Bertram, Principal.
 St. Paul, Nebr., City Public Schools, H. G. Stout, Superintendent.
 Westerville, Ohio, City Public Schools, Edward L. Baxter, Superintendent.
 Winchester, Va., City Public Schools, F. E. Clerk, Superintendent.
 Winsted, Conn., City Public Schools, John Lund, Superintendent.

THE NATIONAL EDUCATION ASSOCIATION COMMISSION ON THE REVISION OF ELEMENTARY EDUCATION

The Commission on the Revision of Elementary Education, now numbering fifteen members, met in Milwaukee, July, 1919, outlined its plan and assigned its work.

The work will be carried on under the following headings:

- I. Aims of Elementary Education.
- II. Organization and Administration of Elementary Education.
- III. Materials of Elementary Education.
- IV. Methods of Elementary Education.
- V. Elementary School Laws.

It is the purpose of the Commission to deal with elementary education in its widest sense and to include not only children but adults.

It will suggest what elementary education should be, how it should be organized and administered and what should be its materials. It then logically en-

ters the field of teacher-training and considers how it should be given. School laws which will mean a fair chance for every man, woman and child in the community complete the outline.

The plan was submitted to the general session and, meeting with approval, the Commission was allowed \$1,200 to promote its work.

The Commission will be grateful for suggestions along any of the lines indicated.

A NATIONAL EDUCATIONAL PROGRAM SUGGESTED BY EXPERIENCES OF WAR AND PROSPECTIVE DEMANDS OF PEACE

F. E. Spaulding, Superintendent of Schools, Cleveland, Ohio

Of the many impressive revelations of the Great World War, none has been more impressive than that of the supreme importance of education. In Russia and Prussia the whole world has witness the dire disaster resulting, in the one case, from the lack of universal education; in the other, from misdirected, or false education. And both the strength and the weakness of our own country have been easily traceable to the excellencies and the deficiencies respectively of our educational provisions and efforts.

Now is the time to take stock of these impressive revelations; to look into the demands and the opportunities of the future. Now is the time for America to set earnestly about the reorganization and development of her whole school undertaking, that the shortcomings of the past may be promptly corrected, that preparation may be rapidly made to meet the larger opportunities and to bear the heavier responsibilities that are confronting us.

A General Educational Objective

The simple, practical, but exalted demand of the British Labor Party for a program of education which shall "Bring effectively within the reach, not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable," sets an educational objective none too advanced for America. Indeed, there will be those to claim not only that we have long had such an objective, but that we are realizing it.

The mere mention, however, of the scores of thousands of totally illiterate, and the hundreds of thousands of practically illiterate young men sent overseas to fight for justice and intelligent democracy, is sufficient evidence that the very first steps, even, in such a lofty objective, have not been approximately realized in America as a whole. We have long deceived ourselves with words and phrases about "free, public, universal education." Up to the present time, we have barely the beginnings, here and there, of such an effective educational program as these terms ought to imply. The educational task immediately before us is to make universally real the ideals which we have long boasted.

Three Definite Objectives

There are three minimum, definite, comprehensive objectives, that American public education should at once set for itself. They are: first, essential elementary knowledge, training and discipline; second, occupational efficiency; third, civic responsibility.

The first objective is the indispensable basis of the other two, occupational efficiency and civic responsibility; it makes the full achievement of these two practicable. Indeed it does more than that; it affords direct and invaluable preliminary training for both occupation and citizenship. Such training, however, can never go beyond the preliminary stage, not merely on account of the limitations of time, but even more certainly on account of the limitations of the pupils. Occupational efficiency and civic responsibility cannot be achieved by boys and girls before reaching fourteen years of age.

Four Necessary Features of a Program For the Realization of the First Objective

A program adequate to the achievement of the first of our three objectives must involve the following four features: First, a minimum school year of thirty-six weeks; second, adequate laws, effectively enforced, compelling regular attendance thruout the school year of all children over a certain age, preferably seven, until the elementary course is completed, or until a certain age, preferably sixteen, is reached; third, effective public control of all private schools, to insure the maintenance therein of standards equal to those maintained in public schools, and to insure the regular and full attendance of pupils registered therein; fourth, a teaching force, every member of which has a general education at least equal to that afforded by a good four-year high school course, and professional training at least equivalent to that provided by a good two-year normal school course.

Length of the Present School Year

In five states only, is the proposed minimum standard year of thirty-six weeks now exceeded. In fifteen states the average length of the school year is less than twenty-eight weeks, in four states, less than twenty-five weeks, with the lowest maintaining its schools just less than twenty-two weeks.

The above figures represent state averages. The reality is both better and worse than the average appears. The school year in the country schools of many states, and in some country schools of most states, is notoriously brief and only by extreme courtesy can the annual school session be called a year. This thirty-six week school year should be applied, as a minimum standard, to every individual school, so as to make available for every child at least thirty-six weeks' instruction annually. But even our short school years are not used to their full extent. Six states have laws requiring attendance, by children within the established "school age," for sixteen weeks only; three others require only twelve weeks' attendance. Only twenty-eight states have laws requiring attendance for the full time that the schools are in session.

Short Terms and Untrained Teachers

Partly because of the short school year, partly because only partial advantage is taken even of this short year, the amount of schooling that we Americans are getting is startlingly little. As a nation, we are barely sixth graders!

A nation of sixth graders, we are taught by tenth or eleventh grade teachers. No adequate data are available from which to calculate the average schooling of all the public school teachers of America. Such figures and facts, however, as are at hand warrant the conclusion that it can be but little if any beyond the eleventh grade, or third year of the high school, including in the average all professional training. It is but the conservative expression of an undeniable fact,

when we say that, on the average, in American elementary schools, the comparatively uneducated are set to teach the slightly less educated and the ignorant. Furthermore, this statement is no just cause for offense to elementary teachers either as a class or as individuals.

We may as well recognize at once and frankly admit the utter hopelessness of ever securing at present wages, any considerable fraction of the required number of teachers who possess the higher qualifications herewith proposed. And let us not delude ourselves with the thought that general increases of twenty-five or fifty dollars per year—favorite amounts—or even increases of one hundred or two hundred dollars per year—rare sums—will attract and hold a sufficient number of teachers qualified as required. Let us acknowledge the inevitable, that average salaries must be increased by at least eight hundred dollars, that is, raised to two and one-half times their present level, if it is to be made worth while for capable women, and perhaps occasionally a man of fair capacity, to make the very modest educational preparation proposed and then to devote themselves contentedly and loyally to the profession!

Simultaneous Pursuit of the Second and Third Objectives

The definite pursuit of our second and third objectives, occupational efficiency and civic responsibility, should be simultaneous and should immediately follow the attainment of the first objective.

Instruction designed to prepare for occupational efficiency and civic responsibility should cover a minimum period of four years, or until the eighteenth birthday is reached, for both boys and girls, with an additional year for boys. This instruction should be maintained by law, and attendance thereon should be required of all youth concerned.

Two Types of Secondary Schools; Full-Time and Continuation

For the giving of this instruction, two general types of schools should be maintained, each suited to the needs and choices of the youth who are to attend. First, there should be full-time schools for those who can devote their time chiefly to systematic study; and, second, there should be part-time, or continuation schools, for those who are compelled, or who choose, to devote the major portion of their time to work.

The first type of schools would include high schools of all kinds—"academic," commercial, technical, trade and agricultural schools—indeed any full-time school of secondary grade.

The second type of schools, for those who are to devote only a minor part of their time to schooling, should be flexible in their organization, adapted to the essential conditions of employment. Two conditions, however, should be strictly maintained by these schools: their hours of instruction, for a given pupil, should not be less than eight per week, forty-eight weeks in the year; and these hours should be favorable, not following a day's work, nor in addition to the normal working hours of a week.

Within the above essential limitations, there should be flexibility in the arrangement of hours for the given pupil; as a rule, however, it would probably be found advisable to schedule not less than two, nor more than four hours in succession. In the country, it might generally be found best to concentrate the

year's instruction into three winter months, when schooling, not work, was made the chief concern of the pupils.

Whatever detailed arrangement of hours, continuation school courses should cover four years of progressively graded work. The work should be chiefly adapted to the two ends to be attained; it should be civic and vocational, not narrowly, but characteristically. These courses would necessarily include such "liberal" studies as history, literature, geography, and something of mathematics; and the sciences would be given much attention. In their vocational bearing, the courses should be adapted to the interest of the pupils immediately to be served, having regard not merely for the occupations in which the pupils might actually be engaged, but also their possible future occupations. For girls, instruction in household arts and economy, and in the care and rearing of children, should always receive prominent place.

National Civic Institutes

The training of young men for civic responsibility and vocational efficiency should culminate in a full twelvemonth year of instruction, discipline and training, to be carried on directly under the auspices of the national government.

For this year of training, all male youth of the land should be mobilized by a complete draft carried out by the War Department, only those seriously crippled physically and the mentally incompetent being rejected as unfit; for one of the fundamental aims of this course of training should be to make fit.

Some option should be allowed the individual concerned as to the age at which he should enter upon this year of strictly compulsory training. He should not be allowed, for example, to begin it before reaching the age of seventeen years and six months; and he should be required to begin it before passing his twentieth birthday. This option would permit most boys in high schools to complete their courses before entering on this year's training; it would also permit those going to college to precede their college work with this year of training.

Whether a modest or nominal wage should be paid the young men in training is a debatable question. Certain it is that the entire expense of the undertaking, including the maintenance, necessary personal equipment and transportation of those in attendance should be borne by the government. And adequate maintenance allowances should be granted dependents of students in training.

For this year of instruction, permanent centers should be established thruout the country. The cantonments that have proved best adapted for military training suggest themselves as most suitable. Of course, these should be gradually rebuilt with permanent but plain structures, adapted both to the maintenance of the student-body and to the wide range of instruction that should be given.

Purpose Primarily Educational

While the whole purpose of this year of government control and direction should be educational, in the broadest sense, every student should be required to devote one-third to one-half of his time to exercise for physical development and to military training. The remaining half or two-thirds of his time should be devoted to such courses of study as he might select, the widest range of choice being provided.

The curricula of these centers of training for civic responsibility, which might well be called National Civic Institutes, should be prepared jointly by the Educational and War Departments of the government, the latter assuming responsibility for the military and physical training part of the curricula, the former for the non-military subjects and courses of instruction. The curricula should embrace, besides a thoro course in physical development and military training, every subject of instruction, literary, scientific, technical, artistic, every "cultural" and "practical" subject, that any youth of eighteen or twenty might wish to pursue.

The immediate control of the student-body should be exercised by a military staff under the War Department. So, also, should the military instruction and physical development be carried out by a military staff especially qualified for this service. The instruction in non-military subjects, however, should be under the direction and supervision of the Department of Education. It should not be difficult to work out a plan of harmonious co-operation between the two departments, both working toward the same general end. Recent experiences in carrying out a broad educational program in the A. E. F. have yielded valuable suggestions for the formulation of such a plan.

Natural and Individual Advantages

The advantages of such a year of intensive training for all the male youth of the country are equally great for the nation and for the individuals immediately concerned. The nation would add to its resources annually a million men, trained not simply in strictly military affairs, but equally in civic knowledge and ideals, and in all the multitude of arts and industries that make for the prosperity of the country at peace, and that have been found, most of them, indispensable in time of war.

The advantage to the individuals concerned would be no less than to the nation. In no sense would this year be a year out of the life of each one, a year simply donated to the service of the nation, or to preparation for such service. Quite the contrary; this year, considered solely from the standpoint of the individual's advantage, would prove to be the most profitable year in the life of every young man. Think what such a year would mean to three-fourths of a million of youth who have never gone beyond the elementary school course, a large portion of whom have never even completed that, tens of thousands of whom have never had any schooling whatever, very few of whom have acquired or are in the way to acquire any adequate training for an occupation worthy of their natural capacities!

The more favored hundred thousand or less, who have completed a high school course, and the much smaller number of these who are going on to college or other higher school, would find this a most profitable year. It would be a fitting culmination of the education of those whose schooling would otherwise terminate with the high school; while those planning to go on to college would find this year more than equivalent scholastically for the usual first year of the college course, and of inestimable disciplinary value in preparation for the following college years. And by no means the least of the advantages of this year of training for civic responsibility would be found in the health and vigor resulting from living largely in the open air, from abundant physical exercise, from ample

and wholesome food, from skilful medical, surgical, dental and optical attention and from observing generally sound principles and rules of hygiene.

But even greater than all these specific advantages, whether for the nation or for the individual, would be the influence and effects growing out of the intimate associations of youth at the most impressionable age; of youth coming from every conceivable rank and condition of society, bringing together the greatest variety of experience of life, of labor, of responsibility and of freedom from responsibility; bringing together every conceivable point of view and outlook, all the prejudices, the visions and noble aspirations characteristic of their years; and all these under the instruction, the leadership and the inspiration of the best teachers that America could produce. Here indeed would be a practical school of democracy worthy the name; a school in which the fundamental lessons of democracy would be inevitable; a school whose guiding purpose and abundant justification are the preparation of all young men for intelligent, efficient, wholehearted service of the state in peace, and, if need be, in war.

Additional Supplementary and Higher Educational Opportunities to Be Provided

This year of universal training for civic responsibility and occupational efficiency, completes the proposed program for the advancement of American public education, so far as this program is to be required and universal. Beyond, however, and in addition to this required program, there should be provided at public expense and under public control, supplementing the provisions of private and semi-public agencies, all the varied and ample educational opportunities required to "bring effectively within the reach not only of every boy and girl, but also of every adult citizen, all the training, physical, mental and moral, literary, technical and scientific, of which he is capable."

To this end State Universities, affording not only instruction of collegiate grade, but the widest range of advanced professional instruction, should be fostered by the nation as well as by the State. Relatively, our whole system of State Universities needs strengthening and developing almost as much as does our system of lower schools. Only greatly improved State Universities will be worthy to continue the work of the lower schools, strengthened and developed as proposed by this program.

Crowning our whole system of public education, there should be established immediately at Washington the long-projected but never-realized National University, an institution which should deliberately aim at the outset and continuously to express the most advanced thought, to afford the richest, most advanced and varied opportunities for study—wholly beyond college grade—to be found anywhere in the world.

Is This Comprehensive Educational Program Practicable?

Is this vast educational program practicable? Indeed it is. It is only necessary for the American people to decide that it is worth while and that it shall be carried out. It is the next step in the campaign for enlightened democracy. Even now thousands of American children and youth are enjoying at public expense nearly all the advantages that this program would afford them; but millions of others, just as worthy, and as educationally needy, are enjoying no such ad-

vantages. This is a democratic program, a program for bringing to the many those advantages that only the select few now enjoy. It is a program for the development of all, not merely a small part, of the nation's human resources.

But the cost of it? Would it not be tremendous? No, it would be almost insignificant compared with the cost of war. And there is this difference that should never be forgotten. The cost of war is the cost of destruction; there is no guaranteed return; indeed the total cost may exceed many-fold the original investment. While the cost of education is returned many-fold, even in kind, in wealth producing capacity to make the investing nation materially prosperous; but even greater is the return in intelligence, in public spirit and civic responsibility. Investment in the education of her children and youth, of her whole people, is the most gilt-edged investment that any state can make and unlike all other investments, it combines the greatest safety with the largest rate of return.

Education a National Concern

The time has now clearly arrived when education generally should be considered and treated as of great, indeed the greatest, national concern. The crisis of the war helped to make this fact stand out in clear relief. At once it became apparent to every thinking person that the thousands of unassimilated foreign groups, millions of people, speaking scores of different languages and dialects, but understanding no word of our national tongue, were not exclusively or even chiefly, the concern of Fall River, of Cleveland, of Chicago, of Milwaukee, of Seattle, but of the nation; it became apparent that millions of native born illiterates, white and colored, were not exclusively or even chiefly, the concern of Louisiana, of South Carolina, of Alabama, of Mississippi, but of the nation; it became apparent that the failure of local communities to provide technical training in sufficient variety and extent was a matter of national concern. And the concern of the nation in the results of our weak and inadequate locally independent, educational systems, was by no means confined to the effects on military efficiency; the effects on our whole national life, on our unity of purpose and effort, were cause for far graver concern.

A National Department of Education

It is evident that the development of this, or of any other plan of education, national in scope and adequate to national needs, demands the establishment of a Department of Education in the National Government, a Department that shall be on a par with other State Departments, having a Secretary at its head who is a member of the President's Cabinet.

America is distinguished as the one important nation of the world that fails to recognize education as one of the half-dozen or half-score great national fundamental interests and responsibilities. This is a startling fact; but the all-sufficient reason for adequate governmental recognition of public education in America, is the simple reason that only thru such recognition can there be assured to all the American people adequate preparation for the great tasks that are before them; that only thru such recognition of education can the American nation qualify itself to discharge the unprecedented responsibilities that should be welcome, that will be inevitable.

SAVING IN POSTAGE

The Secretary's office saves from \$350 to \$400 each time a general letter is sent out to all members of the Association by using one cent stamp envelopes instead of two cent envelopes. A similar saving is made in sending form letters to others in the profession. This means a saving of many hundred dollars each year.

The suggestion has been made that these form letters would receive more respectful consideration if sent as first class mail. Is that true? Does it really strike you favorably to receive a form letter as first class? The office proceeds on the theory that this saving will be appreciated and that the two cent stamp does not command the attention and respect of members one half so much as the words NATIONAL EDUCATION ASSOCIATION on the envelope. Is this a correct view?

ASSISTANT FIELD SECRETARIES

Miss Sallie Hill of Denver, Colo. public schools and Mrs. Sue L. Fratis of the Oakland, Calif., public schools have accepted positions with the National Education Association as assistant field secretaries for the rest of the present school year. Their work will begin in November. Mrs. Fratis will begin her work on the Pacific coast. Miss Hill will begin her work in the middle western states. Mr. Magill's schedule of work after November is mainly in the East and South. He is in the middle West and South during this month. All work of the field secretaries will be under the direction of Mr. Magill.

Since the teachers as a rule are taking out the \$2 memberships, school boards are advised to take out a \$5 membership for each ward school, in order to have the bound volume and other publications of the Association near at hand for reference use.

Read the article in this number of the N. E. A. Bulletin on the Teacher Problem and then do your part in placing the facts, set forth in it, before parents and others interested in the public schools.

Any active or associate member failing to receive the N. E. A. Bulletin should report such failure to the Secretary.

THE CLEVELAND MEETING
OF THE DEPARTMENT OF SUPERINTENDENCE
FEBRUARY 23 to 28, 1919

THE NEW NATIONAL HEADQUARTERS FOR THE NATIONAL EDUCATION ASSOCIATION

The National Education Association now owns the Guggenheim property on 16th and "M" streets, which after July 1, 1920, will be used as the national headquarters of the Association. This valuable property was purchased for the sum of \$98,000. It is now occupied by the National Research Council which will retain possession until July 1 at a rental of \$541 a month. The location is one of the most desirable in Washington being on 16th street only five blocks from the White House and diagonally across the street from the home of the National Geographic Society.

Sixteenth Street, or Presidential Avenue as it is sometimes called, extending from the White House north to the district line, passing by the leading embassies of foreign countries and the most beautiful and expensive dwellings in the city, is not only considered to be the finest street in Washington but one of the finest in the world.

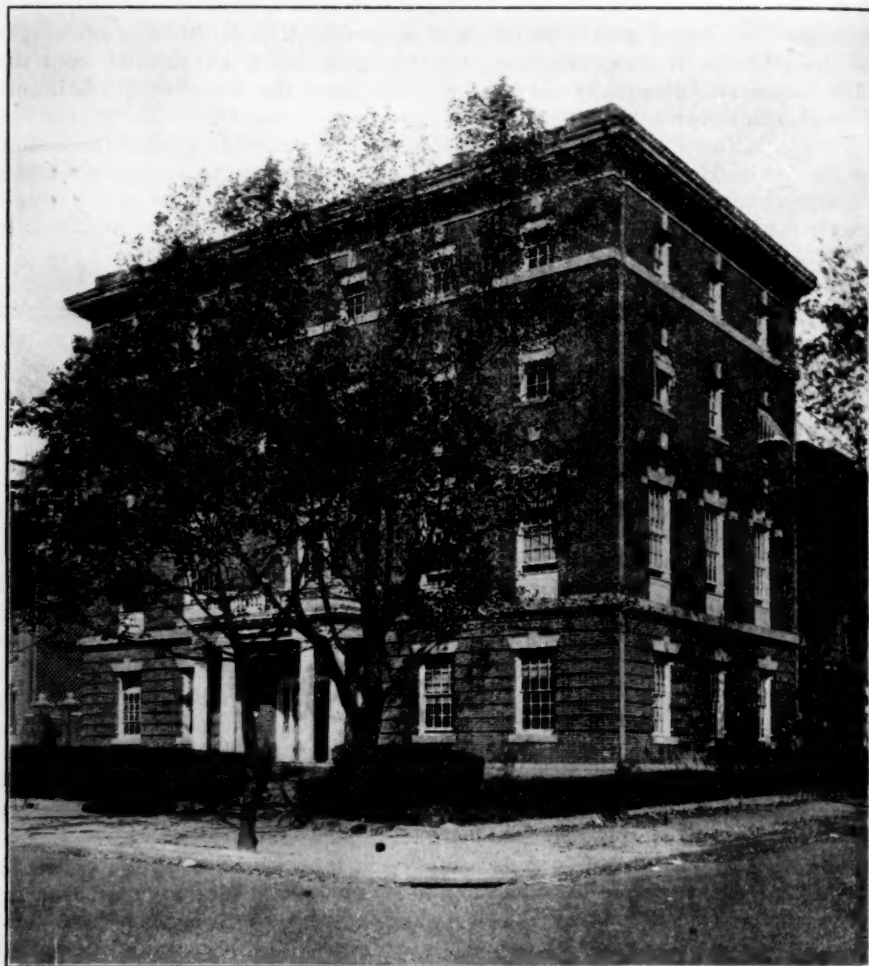
The building is well adapted to the needs of the Association. It is a beautiful four-story structure, 85 x 42 feet. The heavy walls are of reinforced concrete and a fine quality of brick. The columns and finish are of heavy oak. The rooms are large and well lighted. The building is of colonial design and holds its own in a good degree with the beautiful and substantial buildings of the National Geographic Society.

The Board of Trustees was authorized by unanimous vote of the active members at the Milwaukee meeting to invest a portion of the Association's permanent fund in Washington property to be used for rental purposes and as a home for the Association. A committee, consisting of Josephine Corliss Preston, W. R. Siders and J. Y. Joyner, visited Washington in July for the purpose of investigating available property. The committee accepted for consideration propositions from real estate men and from owners and after selecting eight of the most desirable employed an expert on values to make a careful investigation of these properties and to report to the committee. After receiving this report a meeting of the Board of Trustees was held at the national headquarters of the Association September 13, when after further inspection and investigation the Guggenheim property which had been submitted by The F. H. Smith Company for the National Savings and Trust Company, and valued at \$120,000, was decided upon as the most desirable. The Association's first offer of \$95,000 was not accepted. A later offer of \$98,000 was accepted and the contract signed October 5.

The true asset valuation of this property as shown by the assessor's records is \$103,000, which may properly mean that \$120,000 would not have been an exorbitant price, and hence that the Association purchased it as a bargain for \$98,000. The Association will occupy the new location after July first, using one-half of the space of the building itself and leasing the other half to the National Research Council or to some other reputable association.

Vernon G. Owen, of Washington, who investigated the various properties for the Board of Trustees, said: "In my opinion this property is worth \$100,000. I am also of the opinion that this is the best property for your purposes yet offered you."

Gilbert Grosvenor, director and manager of the National Geographic Society, was one of the first to suggest the Guggenheim property as a suitable home for the National Education Association. He was anxious to see a property



New National Education Association Headquarters

selected which would be in keeping with the dignity and prestige of this Association and which would meet its needs for more than fifty years. Many eminent men and women of Washington have shown personal interest in the matter of the purchasing of a permanent home for the Association.

George B. Utley of the American Library Association writes: "The American Library Association congratulates the National Education Association upon its good fortune in securing such an ideal location for its new permanent headquarters. This forward step is in keeping with the progressive policy that has enabled your Association to double its membership during the last few years and to exert a large influence for improved educational conditions."

P. P. Claxton, National Commissioner of Education, Washington, D. C., says: "I have learned with pleasure of the purchase of the Guggenheim property on the northeast corner of 16th and M streets, opposite the National Geographic Society, for use as a permanent home for the National Education Association in the city of Washington. Washington is, of course, the proper place for the permanent headquarters of this Association, and it is well that it should be housed in its own building rather than in a rented building from which it might be ejected at any time. Any purchase of property at a conservative price in this part of Washington should prove to be a good investment of funds."

William C. Bruce, Editor of the American School Board Journal, says: "I want to thank you very much for the splendid photograph of your new association home. The officers of the N. E. A. are certainly to be congratulated upon getting such a splendid piece of property in such a central location."

THE TEACHER PROBLEM

Report of Investigation By The Field Secretary

More than 100,000 teaching positions in the public schools of the United States are either vacant or filled by teachers below standard, and the attendance at normal schools and teacher-training schools has decreased 20 per cent in the last three years. These startling facts are shown by the complete report of an investigation made by the National Education Association.

Letters were sent out by the Association in September to every county and district superintendent in the United States asking for certain definite information. Signed statements were sent in by more than 1,700 superintendents, from every state, representing 238,573 teaching positions. These report an actual shortage of 14,685 teachers, or slightly more than 6 per cent of the teaching positions represented, and 23,006 teachers below standard who have been accepted to fill vacancies, or slightly less than 10 per cent. It is estimated that there are 650,000 teaching positions in the public schools of the United States, and if these figures hold good for the entire country there are 39,000 vacancies and 65,000 teachers below standard.

These same superintendents report that 52,798 teachers dropt out during the past year, a loss of over 22 per cent. On this basis the total number for the entire country would be 143,000. The reports show that the shortage of teachers and the number of teachers below standard are greatest in the rural districts where salaries are lowest and teaching conditions least attractive.

The states in which salaries and standards are highest have the most nearly adequate supply of teachers. California shows a combined shortage and below standard of $3\frac{1}{2}$ per cent; Massachusetts shows $4\frac{1}{2}$ per cent, and Illinois 7 per cent. In at least six of the Southern states more than one-third of their schools are reported either without teachers or being taught by teachers below their standards.

Nearly all of the superintendents declare that teachers' salaries have not increased in proportion to the increased cost of living, nor as salaries have in other vocations, and that teachers are continuing to leave the profession for other work.

Reports received by the National Education Association from normal school presidents show that the attendance in these teacher-training institutions has fallen off alarmingly. The total attendance in 78 normal schools and teacher training schools located in 35 different states for the year 1916, was 33,051. In 1919 the attendance in these same schools had fallen to 26,134. The total number of graduates in these schools in 1916 was 10,295, and in 1919, 8,274. The total number in the graduating classes of 1920 in these 78 schools is 7,119. These figures show a decrease of over 30 per cent in four years in the finished product of these schools.

The presidents of these institutions state that in order to induce promising young men and women to enter the teaching profession and thereby furnish the country an adequate supply of competent, well-trained teachers, there must be:—

1. Higher salaries for trained teachers;
2. Higher professional standards, excluding the incompetent and unprepared;
3. A more general recognition by the public of the importance of the teaching profession;
4. More liberal appropriations to state normal schools and teacher-training schools in order to pay better salaries in these institutions and furnish better equipment;
5. Extending the courses and raising the standards in the teacher-training schools.

"Why not give increased salaries for teachers a rest and work for higher standards and ideals?" Answer this question yourself remembering the following facts:

Great numbers of the strongest and best teachers are still leaving the profession because of inadequate pay.

The number of teachers in the public schools this year below 21 years of age is greater even than during the war.

The attendance at teacher training institutions is twenty per cent less than in 1916, and county superintendents report that very few young men and women now look forward to teaching as a life career.

Well qualified and successful teachers are more capable of observing higher standards and of living higher ideals.

The Secretary thinks the new plan of membership dues will leave for the campaign on increased salaries for teachers and other promotion work about 60 cents on each \$2 membership, and about \$1.25 on each \$5 membership. He estimates that this amount will enable the Association to do a fair amount of promotion work with a membership of 40,000 and that the funds will be ample when the membership reaches 75,000.

A DEPARTMENT OF EDUCATION

Hugh S. Magill, Field Secretary, National Education Association

The Smith-Towner Educational Bill now before Congress, introduced in the House by Congressman Horace Mann Towner of Iowa, and known as H. R. 7, and in the Senate by Senator Hoke Smith of Georgia, and known as S. 1017, establishes a Department of Education with a Secretary in the President's Cabinet and authorizes the appropriation of \$100,000,000 by the Federal Government to encourage the states in the promotion of education.

Of the \$100,000,000 authorized to be appropriated, \$7,500,000 is for the removal of illiteracy; \$7,500,000 for the Americanization of foreigners; \$50,000,000 for the partial payment of teachers' salaries and the promotion of public education generally, particularly in rural communities; \$20,000,000 for the promotion of physical education, including health and sanitation; and \$15,000,000 for the training of teachers.

The bill provides that a state must furnish an equal amount for each of the purposes named in order to receive its share of these apportionments. There is a specific provision "That all the educational facilities encouraged by the provisions of this Act shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities of the state." All funds allotted to a state must be distributed and administered in accordance with the laws of the state. Under the provisions of the bill, state autonomy and local control of education are most carefully preserved.

Advantages of a Department of Education

What benefits will accrue from a Department of Education with a Secretary in the President's Cabinet? In the first place, it does not mean that the Federal Government proposes to assume the control and administration of education. Such an attempt would be clearly unconstitutional, nor would it be for the best interests of our public schools. The schools must be kept in close touch with the people whom they serve and be subject to their immediate supervision and control. The Federal Government can set up standards and show why such standards should be accepted, but the authority of final decision in all educational matters must remain in the states where it is placed by the Tenth Amendment to the Constitution.

The Establishment of a Department of Education with a Secretary in the President's Cabinet will give to education the recognition which it justly deserves because of its vital importance from the standpoint of national welfare. Through a department the Federal Government could promote education, as it has promoted other great interests over which it does not have control. Examples of promotion without control are found in the Department of Agriculture and the Department of Labor.

Development of the President's Cabinet

When our Government was established it was decided, after very careful deliberation, to place the administration of the different departments then created under officials appointed by the President and confirmed by the Senate. At first there were but three such departments, the Department of State, the Department of the Treasury, and the Department of War. The heads of these departments

together with the Attorney General, appointed by Washington, were his immediate advisors and came to be known as the President's Cabinet.

In 1798 Congress established the Department of the Navy, and a fifth Cabinet office was created. In 1829 the Postmaster General was elevated in rank and made a member of President Jackson's Cabinet. In 1849 the Department of the Interior was created to take charge of Indian affairs, which had been under the control of the War Department and of the public Lands, which had been under the Treasury Department. To this new department were assigned also the Pension Office from the War Department, the Patent Office from the State Department, and several other bureaus.

Creation of Department of Agriculture

These seven Cabinet members were each in charge of a department which administered affairs over which the Federal Government had absolute control under the provisions of the Constitution. It was thought then that there would be no further additions to the President's Cabinet. In 1862 the Bureau of Agriculture was created, and a few years later the Bureau of Education. It soon became apparent that agriculture could not obtain the recognition which its importance in relation to national welfare justified without being represented in the President's Cabinet, and thereby being enabled to obtain directly the attention of Congress. Accordingly, the agricultural interests of the country started a movement for the establishment of a Department of Agriculture, with a Secretary in the President's Cabinet at its head.

The opponents of this movement argued that in as much as the Federal Government had not been granted authority by the Constitution to control agriculture it was illogical, if not unconstitutional, to create such a department. Those who favored the creation of such a department conceded that the Federal Government could not control agriculture, and frankly stated that they did not wish such control. But they claimed that it was within the province of the National Government to promote agriculture, and that because of the importance of the subject from a national standpoint agriculture should receive such recognition and promotion. The Department of Agriculture was created in 1889, the Federal Government thereby establishing the principle of national recognition and promotion without national control.

Other Federal Departments Created

While the controversy over the establishment of a Department of Agriculture was going on, the educators of the country urged the establishment of a Department of Education, insisting that education was of no less importance to national welfare than agriculture. Altho their claims were not successfully refuted, their petition was not granted, and education has remained unto this day in a subordinate bureau of the Department of the Interior. This is probably due in part to the fact that educators have not been as persistent and effective in urging the promotion of education as have the sponsors of other interests, and also to the fact that certain private interests have always opposed the development of public education.

A few years later the representatives of commerce and of labor set up their claims for Federal recognition, and as a result of their persistent efforts the Department of Commerce and Labor was established in 1903 for the recognition and

promotion of these two important interests. In 1913 this Department was separated into the Department of Commerce and the Department of Labor, each with a Secretary in the President's Cabinet.

Importance of Education From National Standpoint

In the light of this history it is necessary only to show that education is vitally related to national welfare in order to justify its recognition and promotion by the establishment of a Department of Education with a Secretary in the President's Cabinet. This is so evident that it would seem hardly necessary to offer arguments in its support. When it was found that of the 2,400,000 drafted men between the ages of 21 and 31 more than 700,000 could not read and write, the Federal Government came face to face with education as a question of the greatest national importance.

When another 700,000 of these young men had to be rejected from military service because of physical defects, most of which could have been prevented by proper attention and instruction in youth, the importance of education from the national standpoint was again emphasized. No one will contend that our country as a whole is not deeply interested in the Americanization of our foreign population, all of whom have been admitted to our shores under national laws.

But there is still a deeper significance to public education from the standpoint of national welfare. It was recognized by our forefathers at the very beginning of our government. The Ordinance of 1787 declares that "Religion, morality and knowledge being necessary to free government and the happiness of mankind, schools and the means of education shall forever be encouraged." It must be conceded by all that the security and perpetuity of a government of the people is dependent upon an enlightened citizenship. If we are to develop a civilization which shall stand the severe tests of the coming years, the right kind of education must be promoted thruout the entire nation. To give the greatest impetus to a movement for universal education of the right sort, there must be the stimulating influence of a national purpose.

A National Government Cannot Disregard Education

A question of such transcending importance, so vitally related to the security and prosperity of our country, cannot be disregarded by the national government and left entirely to the states and local communities. National ideals cannot be realized by states and communities unaided by national encouragement and support. There must be the unifying influence of a national incentive that education may accomplish the greatest good and make the largest contribution to national welfare.

The National Government thru its Department of Education will exercise no autocratic power in the realization of this end. It will stimulate and encourage but it can never dictate. It will make a thoro investigation of all educational questions, and a comparative study of the educational systems of all the states. It will then suggest certain educational standards, based upon this broader knowledge, which should be attained in all the states in order to preserve our free institutions and make possible the realization of our highest national ideals. The Secretary of Education, because of his high official position, will always have a hearing. What his department proposes will receive the consideration of the President, of Congress, and of the people of the country.

Thru national promotion and stimulation standards will be raised in all states. The day will be hastened when it can no longer be said that millions of American citizens cannot read the Constitution, nor even their ballots, a condition which humbles our national pride and is fraught with the gravest danger.

The perpetuity and prosperity of our nation demand that it give all possible encouragement and assistance to the states in the development thru education of a citizenship physically and intellectually sound, and imbued with the spirit and ideals of true Americanism. Thus only can our Republic be made safe, efficient and enduring.

THE BUSINESS SESSION—MILWAUKEE MEETING THE SECRETARY'S MINUTES—(Continued)

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.

This is an exact copy of the Secretary's minutes following that which was contained in the September Bulletin on pages 7 to 12:

REORGANIZATION

MR. OWEN: I think I can specify the matter that will be left open for discussion and adoption later on. (Reads Section 1, 2, 3, 4, 5, 6, and 7 of Article 1 of the Pittsburgh report, proposed form.) The situation is this: We have in Article I of the Pittsburgh report what is called the "Present Form." We also have what is called the "Proposed Form." It was proposed to substitute the Article I that I have read for the present Article I. I want unanimous consent to get rid of all the rest. That will leave this one question to settle. Then the next step will be a motion to adopt what I have just read. The parliamentary way should be to vote it up or down or amend it. You will have to do something. My suggestion would be that we drop the rest by unanimous consent.

THE CHAIRMAN: Again the chair asks. Is there unanimous consent to drop all after Article I? There is unanimous consent.

MR. OWEN: Now, I am going to ask Mr. Gillan to present his resolution. This resolution will clearly define the procedure, then there will be left for us to decide whether we want to vote up or down the proposed changes in Article I.

MR. MARSHALL: In my opinion this committee has the right to make such report now as it sees proper without any reference to the report in Pittsburgh. If I am correct in that, then there is no necessity for unanimous consent to withdraw any part. This committee has the right now.

THE CHAIRMAN: The chair rules that the committee did not have such right, and that it had to have unanimous consent to withdraw all except Article I. Unanimous consent has been given and all except Article I has been withdrawn.

MR. GILLAN: Let us understand the situation clearly. The unanimous consent given a moment ago for consideration of the matter which was read from the report of 1918, by Mr. Owen is only unanimous consent for consideration. Action comes later. The matter itself, much of it, is highly objectionable and I think ought to be voted down. Now, in regard to the motion I am going to make, understand also, how this will clear the ground. It will simply sweep away all reorganization plans, which up to date have been considered, and begin at the proper beginning—the Charter. We will send our committee to Washington to get the Charter revised by Congress, the only power that can revise it. That will end the discussion and contention in regard to reorganization at present. It sweeps it away.

However, there are printed on the same sheet with your reorganization plan printed yesterday, a few other things having no reference to the reorganization, having reference only to conducting an automatically developed active membership, which, I believe are generally recognized as good. Some of those could not be considered except by unanimous consent, but for one, I think some of them are so good they will appeal to our judgment as excellent. They will help our Field Secretary

in his work, so unanimous consent should be given. I give notice simply that there are a few things printed on that sheet that are not swept away by this change and which may be considered as good. Now, that I have cleared the ground, I wish to offer the following resolution:

AMENDING THE ACT OF INCORPORATION

I move that the Executive Committee of the National Education Association of the United States be and is hereby authorized and directed to secure the enactment by Congress of legislation amending the Act of Incorporation under and by virtue of which said Association is organized, so as to permit said Association by amendment of its By-laws in accordance with the provisions thereof, to adopt a representative plan of organization.

THE CHAIRMAN: Is there a second?

CATHERINE BLAKE OF NEW YORK: I would like to move that the words "and directed" be stricken out. That is a pretty strong term with reference to Congress. Would not the term "authorize" be sufficient?

THE CHAIRMAN: It is moved and seconded that the words "and directed" be stricken out. All in favor of the motion say aye. The motion to amend is carried. The motion to adopt the resolution as amended is before you for discussion.

MR. MARSHALL: It has been technically and repeatedly stated here this morning that we could not act on these things because the report was made out in Pittsburgh last year. If so, it is in the hands of the Association and cannot be withdrawn, and therefore the committee at this present time is not free and has not the full authority to make such a report as in its judgment appears to be best.

My name appears in the Charter that has been granted to this body by Congress a few years ago. I have frequently had part in the discussion of the rules and laws of this body in the long time I have been connected with it. In my judgment it would be better for us to formulate a plan of amendment to the constitution and then send a committee to Congress to get a Charter in conformity with what we wish to do. How can this committee know what we wish until we have discussed and voted upon it here? I do not know, and I think you do not know. We should have a definite idea of our plan for reorganization, one that will last us for twenty to thirty years. This is what we want and we ought to discuss and get what we want, and what would be for the best interests, according to our best judgment, and then ask Congress for a Charter to cover that.

MR. OWEN: I do not intend to say much, but I hope we will adopt this resolution and adopt it promptly. We do not know what Congress will do. They might write into it that we have to accept it before it could be valid, and I want to say if you think you can improvise a plan of reorganization in this business meeting, you have had different experience from what I have had. So I suggest that this is a perfectly proper procedure. If the Charter should be amended it will give the authority to create a representative assembly. Can't we stop there and find out what we want to do in detail later?

A MEMBER: I have just one thing I wish to say. Before we send any emissaries to Washington, we should know whether or not we want a representative assembly!

THE RESOLUTION AND THE UNDERSTANDING

MARGARET HALEY OF CHICAGO: I wish to speak on this resolution, or motion to adopt this resolution. I wish to say that the wording of this resolution has been arrived at after hours of consideration on the part of the various parties of this association who are responsible for it. Some people believe in reorganization; some do not. Some believe in one kind of reorganization, and some in another. Now, I want my position made perfectly clear, and if I may be permitted to speak, and given sufficient time, I can make myself clear.

The Charter which this resolution asks Congress to amend was adopted by the Association at Asbury Park in 1905. I was one of the two or three who stood on the floor of the N. E. A., and was voted down when I raised the question then that we should send to Congress a request that the Charter be amended. I served notice then that if that request was brought to Congress, I would protest it, and if it past I would take it into the Federal courts and have it knocked out, because I held there was absolutely no power in the organization under its By-laws to propose such a charter in 1905 at Asbury Park. It required a year's notice to do it and we had not had a year's notice. The chair ruled me out of order, and an appeal was taken from the decision of the chair and the chair was sustained. I went to Congress before the Committee and they decided I was right, that Mr. Gillan and myself were right, and that the body acted without authority and Congress put a referendum clause on that Charter, which was adopted. In 1907 there was an earthquake in San Francisco, and it was not adopted that year but the next year.

Now the plan of reorganization put before the body at Pittsburgh last year has been declared by expert legal authority to have been an attempt to amend the Charter granted by Congress. I am sure I am the last person in this Association who wants this body to fetter itself and I certainly had no responsibility, for I did all I could to prevent the organization at that time from fettering itself. I said then, "When this organization will want to act, the Charter will prevent it from doing so." It never should have been enacted. Now, by this resolution you are asking Congress to take off some of the fetters that you askt them to put on in 1905. You are not asking Congress to reorganize the Association but to make possible a reorganization. We are grown up and ought to know what we want in reorganization, or leave ourselves in a position where we can adopt it.

When I came to Milwaukee on Tuesday I heard there was a conference to be held on Wednesday. The question was raised on the floor of that conference regarding the right of the committee to present any report to this body at this meeting. The question was also raised by Mr. Springer, the former Secretary, that there was no power in the body to have presented the report at Pittsburgh last year, and when he raised it again he was ruled out of order in the conference. I submit that was an error. The place to have thrasht that out was at the conference last Wednesday, and when we were not permitted to do so, the Milwaukee teachers went to an attorney to ask if their rights, the rights of the Association, were being taken away, and to test the legality of the same. I have the attorney's written opinion that it was an illegal procedure.

I have learned since then that the question of legality was raised by the officers of this Association. They knew that question had been raised. I was told last night that lawyers in Washington, in Chicago, and in Milwaukee had advised the officers that the Association could not proceed to reorganize this body under the Charter. When I raised the question yesterday, the answer came "We will do it now, legal or illegal, it is an emergency." I want to tell you that was the disposition we found, but my old friend, the Chicago Tribune, sent out an S. O. S. for the teachers to meet here, that the Association was in danger. Whenever the Chicago Tribune tells the teachers of Chicago that Margaret Haley is in a losing fight in Milwaukee, a place only two hours' ride from Chicago, if given twenty-four hour's time, they will get here, and they are here today because they believe that if I raised that question I raised it in good faith and because I believed it to be right. I have no axe to grind. I raised that question because any member of this Association who did not like the plan of reorganization could have gone into the Federal courts, or any other court of jurisdiction, and could have brought the organization to a stand still.

As a member of this organization, interested in its welfare, I want to say that this question is seething today in this assembly. We might as well recognize that there are two forces conflicting. There are those who believe that teachers should be given the inherent right of citizenship, and there are those who deny the teachers the inherent right of citizenship. There are those who fear that if the reorganization plans be put thru, it will give us so much ex-officio representation that there will be no power left. If Congress will take the fetters off that this organization had put on at its own request, I am not afraid but that this Association will keep sane long enough to reorganize. This morning I was informed that the By-laws with respect to the proposed reorganization intended to be presented today, would not be presented, for it was admitted that this body did not have the power until the Charter could be amended by Congress.

If we seem discourteous, it is because this agreement was not reached until this morning. Until this morning we were not certain whether or not the By-laws proposed at Pittsburgh were going to be presented. Now, I understand, Mr. Chairman, that if we adopt this resolution there will be no attempt to make the records of this Association show that the question of reorganization was presented to be considered one year from now. If we have that understanding now, then I am in favor of adopting the resolution. Mr. President, am I right in my understanding that there are no such intentions?

THE CHAIRMAN: I know of none.

A MEMBER: How many life members and life directors are there in the N. E. A., and how do they become so?

THE CHAIRMAN: The chair is compelled to rule that this question is not pertinent to the motion. Are you ready for the question? Those who favor the motion to adopt the resolution say Aye. The motion is carried by unanimous vote and the resolution is adopted. The chair recognizes the Chairman of the Committee, Mr. Owen.

MR. OWEN: We revert to the beginning of Article I. The situation is this: We have Article I in the present By-laws. Last year we proposed an amendment by substitution to this Article I. That part of the proposed amendment submitted last year in no way affects the plan of reorganization. Sometime ago, the Field Secretary of the N. E. A., submitted a form of Article I, which he thought, and others thought would make more satisfactory provisions in regard to the membership. I ask, with the authority of the committee, and others of the Association to permit the committee

to substitute that form which is found in the first part of the "Proposed Substitute for Committee's Report," on page 2, for the Article I proposed in the Pittsburgh report.

THE CHAIRMAN: Permit the chair to interrupt to state that there is important business up for our consideration and that those who are leaving are denying themselves a part of this business. The chair is anxious that all remain for the afternoon meeting.

MR. OWEN: If the Association allows the committee to make this substitution, then a motion will be made by myself to adopt that portion of the report, and will yield to the Field Secretary to discuss and lay before you the reasons why he thinks it should be adopted. Therefore, I ask permission to offer as a substitute for Article I, as proposed in the Pittsburgh report, the preamble, and the Article I in the "Proposed Substitute for Committee's Report." If this is granted, I will then move its adoption.

MISS HALEY: I don't want to be put in the position of having to object and withhold the unanimous consent. One person in this Association is all that is necessary to prevent unanimous consent for consideration of new material that Mr. Owen is asking to have coupled with old material, meaning Article I which was presented at Pittsburgh. Now, if Mr. Owen will agree to leave out that new material which he wants considered and which cannot be considered without unanimous consent, and will confine himself to the old material in Article I, I think we will avoid confusion.

THE PREAMBLE

MR. OWEN: I move the adoption of Article I as presented at Pittsburgh. I move that we adopt Article I as proposed at Pittsburgh, and as contained in the 1918 report in italics.

MR. MAGILL, FIELD SECRETARY: I wish to speak on the adoption of the motion, and I wish to speak not as Field Secretary, but as an active member of the Association having the same right and no more than you have, and deserving no more consideration. In the place of Article I, proposed in the Pittsburgh report, referred to, there is in your hands the "Proposed Substitute for Committee's Report," including the preamble and Article I. This preamble is new material. I will say that frankly, so that Miss Haley's point will be clearly understood. There are other parts in this proposed Article I that are new material. This new material can be considered only by unanimous consent.

Now, we would like to take up the preamble for consideration. After I have explained it I think you will grant unanimous consent for its consideration, then I shall move that the preamble and Article I as here printed be substituted and adopted. I will say this preamble was drawn for the purpose of getting the plan of action and plan of work of the Association clearly before the members. The old Charter says that the purpose of this Association 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." Now, this preamble brings it down to a working proposition. You have read it. It sets forth that in order to accomplish this purpose two things must be done: First, there must be adequate support of education by the public; and second, there must be efficient and professional service of the highest standard given by the teachers.

MISS HALEY: I think the motion before the house to adopt the Article as proposed should be disposed of before we have anything else brought up. I object, altho I do not like to have to. I object to bringing in new material. I would suggest that we consider all except new matter, and take up the new matter afterwards.

MR. OWEN: We could not do that. The question before this house is material presented last year, and if you vote that down, nothing can come before the house in the form of an amendment.

MISS HALEY: I object to your coupling matter presented at Pittsburgh, on which this body has the unquestioned right to vote, with matter on which this body has no right to vote. You are depriving the members of the Association of the right to vote on things which they have the right to vote on. I want to vote on this.

MR. GILLAN: It is merely a matter of procedure.

MISS HALEY: I insist it was out of order.

THE CHAIRMAN: The chair rules that the motion before us is to adopt Article I.

MR. SPRINGER: May I make a statement, and when I am thru you will see that you can all have what you want. It has been demonstrated by the committee as a matter of fact that the form of their report made at Pittsburgh is not workable, and they have suggested a new method. Mr. Magill made his talk as against the Article in question, which he had a perfect right to do. The question of substitution will be a matter that will come afterward.

MISS HALEY: It is clear, but I will object.

MR. MAGILL: Mr. Crabtree and I have gone over this, and we have agreed with others that it would promote the welfare of the Association to have this preamble and Article I adopted as a substitute for the Article I presented at Pittsburgh. I am sure that no one wants to do anything

that will in any way impair the efficiency of the N. E. A. If we present something that will help the Association, then I am sure all the different factions can come together. So I would like to offer this preamble and Article I as a substitute for Article I of the Pittsburgh report offered by Dr. Owen.

MR. OWEN: May I ask for a ruling of the chair on this particular point. It is this: Our By-laws require that any amendment be placed before the Association one year. Now this Article I was proposed at Pittsburgh and has been before the Association for a year. I made a motion that we adopt it. Is that in accordance with the parliamentary laws controlling this Association? Can it not be voted up or down? That is why I made that motion. If you vote this motion down then the substitution of another form will have to lie over for another year.

RULINGS OF THE CHAIRMAN

MR. MAGILL: Before the chair rules on that point, I ask that all new material in the preamble and Article I, which I have presented as a substitute, be stricken out, because there is objection to its consideration.

THE CHAIRMAN: The chair rules that the preamble contains matter not germane to Article I as proposed last year. The chair also rules that the second paragraph of Section 2 contains matter not germane to matter proposed at the last meeting. The chair rules that the second paragraph of Section 3 is not germane. The chair rules that the second paragraph of Section 5 is not germane. The chair rules that Section 1, the first paragraph of Section 2, the first paragraph of Section 3, all of Section 4, the first paragraph of Section 5, and all of Sections 6, 7, 8, 9, and 10 are germane.

MR. MAGILL: Then I move that these parts which are germane be adopted as a substitute for Article I of the Pittsburgh report.

THE CHAIRMAN: The chair rules therefore that we are ready to consider the Article section by section; that is, only the material which has been ruled to be germane. We therefore begin with Section 1 of Article I, which is found in the printed form in your hands. Mr. Magill will read it.

AMENDMENTS TO SECTIONS ON MEMBERSHIP

MR. MAGILL: The parts that have been ruled as germane are parts we can all agree upon I cannot conceive of anyone objecting. (Reads Section 1.) "The membership of the National Education Association of the United States shall consist of three classes, Active, Associate, and Corresponding, whose qualifications, rights and obligations shall be hereinafter prescribed." I move the adoption of Section 1.

THE CHAIRMAN: It has been moved and seconded that this section be adopted. All favoring the motion say Aye. The section is adopted by unanimous vote.

MR. MAGILL: (Reads Section 2, first paragraph.) "Active members of the Association shall be those actively engaged in the profession of teaching at the time of their becoming members." I move the adoption of Section 2.

MISS HALEY: I move that after the words "actively engaged in the profession of teaching" be inserted "or other educational work."

THE CHAIRMAN: The amendment has been seconded. All in favor of the amendment say Aye. The motion to amend is carried. All in favor of the motion as amended say Aye. The motion is carried by unanimous vote.

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

That would make all associate members active members, if actively engaged in teaching. I move the adoption of this Section.

A MEMBER: I suggest that active members paying \$2.00 shall receive Bulletins and a copy of the Volume of Proceedings.

MR. MAGILL: Two dollars will not cover the cost of the Bulletin and the cost of printing the Proceedings and leave anything at all for the overhead expenses. It has been proposed that the \$2.00 fee should be raised to \$3.00.

A MEMBER: I think \$3.00 is too much.

MR. MAGILL: They will pay only \$2.00 and will be admitted to all meetings, get the Bulletin when issued, and if they want the Volume of Proceedings they will get it at cost.

THE CHAIRMAN: There is no second to the proposed suggestion and therefore we will vote on the original, if there is no further discussion. All in favor of the adoption of Section 3 say Aye. The Section is adopted by unanimous vote.

LIFE DIRECTORS

MR. MAGILL: (Reads Section 4.) "All life members and life directors shall have all the rights and privileges of active members without the payment of annual dues and shall receive free without application or condition the publications of the Association." I move the adoption of this Section.

A MEMBER: How does one become a life director?

MR. PEARSE: I am glad to be able to point to the original criminal life director. Many, many years ago when two or three hundred people only attended the meetings of the N. E. A., the organization "went broke," and it was necessary to get revenue in some way to meet the little expenses of this organization. The proposal was made by distinguished members at that time, some forty years ago, that a class of life directors be created on the payment of the sum of \$100. How it could be thought that any school man at that time should have \$100 is more than I can imagine. One man paid in his \$100. That man was Mr. Marshall, and he became the original life director of the N. E. A. Sad to relate, ladies and gentlemen, the other gentlemen who were responsible for this proposal did not have the money to make good. Now for a number of years, I don't know how long, there were some life directors created in that way, but when the present constitution was adopted, this was stricken out and the only way it can be done now is to be elected as its president. The past presidents are life directors. Mrs. Young was a life director, and Mrs. Bradford is a life director. I believe there are about twenty.

THE CHAIRMAN: I think there is one other statement which should be made. This same gentleman who is the oldest life member gave us the finest of support in our financial difficulties. My recollection is that he paid a \$25 membership fee this past year.

THE CHAIRMAN: All in favor of the adoption of Section 4 say Aye. The Section is adopted by a unanimous vote.

ASSOCIATE MEMBERS

MR. MAGILL: (Reads Section.) "Associate members of the Association shall be persons who are not actively engaged in the profession of teaching, but interested in the promotion of education. The annual dues of an associate member shall be the same as the dues of an active member and he shall have the same rights and privileges excepting the right to vote and to hold office.

MISS HALEY: Section 2 was amended and it was so amended that it has taken in some of the people who are now in this Association as associate members. Section 3 by its terms would exclude from active membership some of the people we propose to include.

MR. MAGILL: I would suggest that it be changed to read, "Those not actively engaged in teaching or other educational work." I move the adoption of Section 5, including that change.

THE CHAIRMAN: All in favor of the adoption say Aye. Carried by unanimous vote.

MR. MAGILL: (Reads Section 6.) "Eminent educators not residing in America may be elected by the Board of Directors as corresponding members. The number of corresponding members shall not at any time exceed fifty. They shall pay no dues, and may receive free the publications of the Association." I move the adoption of this Section.

THE CHAIRMAN: Those in favor of adoption say Aye. Section 6 is adopted by a unanimous vote.

OTHER CHANGES

MR. MAGILL: (Reads Section 7.) "The annual dues of all members shall be paid at the time of the annual meeting of the Association or shall be sent to the Secretary on or before November 1. An active member failing to pay his dues as herein provided shall forfeit the privileges of membership, and after being in arrears one year shall be dropped from the list of members." I move the adoption of Section 7.

THE CHAIRMAN: Those in favor of the adoption of Section 7 say Aye. The Section is adopted by a unanimous vote.

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

THE CHAIRMAN: The motion to adopt Section 8 has been seconded. Those in favor say Aye. The vote is unanimous and Section 8 is adopted.

MR. MAGILL: (Reads Section 9.) "The Secretary of the Association shall furnish each member of the Association a Membership Card, declaring him to be a member of the National Association for the year for which his dues are paid, and as such entitled to all the rights and privileges granted by the Charter and By-laws of the Association." I move the adoption of this Section.

THE CHAIRMAN: The motion is seconded. Those favoring the motion to adopt Section 9 say Aye. The motion is carried and Section 9 is adopted.

MR. MAGILL: (Reads Section 10.) "The right to vote shall be limited to active members of the Association whose dues are paid. The right to hold office in the Association or in any department shall be limited to active members whose dues are paid. The right to vote and hold office in the Council shall be limited to members of the Council whose dues are paid. Each active member shall have one vote." I move the adoption of this Section.

THE CHAIRMAN: All favoring the motion to adopt say Aye. The motion is carried and Section 10 is adopted.

MR. MAGILL: I move that the sections adopted separately, be adopted as a whole, that these sections be adopted as Article I, as a substitute for the motion made by Mr. Owen to adopt Article I of the Pittsburgh report.

THE CHAIRMAN: The motion is to adopt the matter adopted in sections as a substitute for the material which was presented at Pittsburgh as Article I.

MR. MARSHALL: With regard to the question of the \$5.00, there is this: One of the fundamental questions that has been raised for a few years is as to how this Association shall be administered. There has been complaints from time to time for many years. A lot of people had the idea that they were running the institution. It became a vital question of how much expense we want to put on the Association, and I hope you will consider that matter from now on.

THE CHAIRMAN: The chair rules that we have another question before us. The motion is to adopt the sections as read, as a substitute for the Article I in the Pittsburgh report. It has been seconded. All in favor say Aye. The motion to substitute is carried by a unanimous vote.

MR. MAGILL: I move that the Article I substituted for Article I of the Pittsburgh report be adopted as Article I of the By-laws of the Association.

THE CHAIRMAN: The motion has been seconded. All favoring the adoption of this Article I as Article I of the By-laws say Aye. Are there any who are opposed? The motion is carried and the Article unanimously adopted.

MR. OWEN: The Committee would ask that it be discharged.

THE CHAIRMAN: Is there unanimous consent to the motion that the Committee be discharged?

MR. CARR: I would like to ask to amend the motion by adding that this Committee has worked long and hard under some of the most vexatious and trying conditions, and I would like to ask that there be included in that motion the thanks of the Association.

THE CHAIRMAN: The amendment is accepted.

MR. OWEN: I made that motion because I believe that after we secure the amendment to the Charter, the Association will want to constitute a committee in keeping with the ideals of the Association at that time, and therefore I personally should like to be relieved of the matter. I believe it is best for the Association that such action be taken. I will get my ideas before the Association individually, where I can't as a member of the committee. May I say this further: I have kept out of the debate so far because I believe when you make an agreement to have a thing go thru you ought not to debate the matter.

THE CHAIRMAN: How many are in favor of the adoption of the motion? The motion is carried and the committee is discharged with the thanks and appreciation of the Association.

(Minutes to be continued in the December Bulletin)

CLEVELAND HOTEL RATES

It has been suggested that members make hotel reservations early by writing direct to the hotel. If in need of further information concerning hotels write R. G. Jones, Assistant City Superintendent, who is chairman of the local committee, asking him to make the reservation for you. There is every reason for expecting a large attendance at this meeting. President Graff estimates an attendance of 9,000. The date for the meeting of the Department of Superintendence is February 23 to 28.

AMERICAN HOUSE

(150 rooms)

639-49 Superior Avenue, N. W.

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

HOTEL CLEVELAND

(1000 rooms)

Superior Avenue, N. W. at Public Square

Room for one person—private bath	\$2.50 to \$6.00
Room for two persons—private bath	3.50 to 8.00

COLONIAL HOTEL

(150 rooms)

Prospect Avenue at Colonial Arcade

Room for one person—without bath	\$1.50 to \$2.50
Room for one person—private bath	2.00 to 3.50
Room for two persons—without bath	2.50 to 3.50
Room for two persons—private bath	3.00 to 5.00

HOTEL EUCLID

(200 rooms)

Euclid Avenue at East 14th

Room for one person—without bath	\$1.50 to \$3.00
Room for one person—with bath	2.00 to 5.00
Room for two persons—without bath	2.50 to 3.50
Room for two persons—with bath	3.00 to 6.00

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 Street

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

(360 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	\$2.00 to \$6.00
Room for two persons—with bath	3.00 to 8.00

Libraries are taking out the \$5 memberships in order that all teachers may have easy access to the bound volume, the committee reports, the commission reports and the other publications of the Association. Ask whether your library has made provision for this valuable material. If not advise it to do so at once.

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

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 a week or two.

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

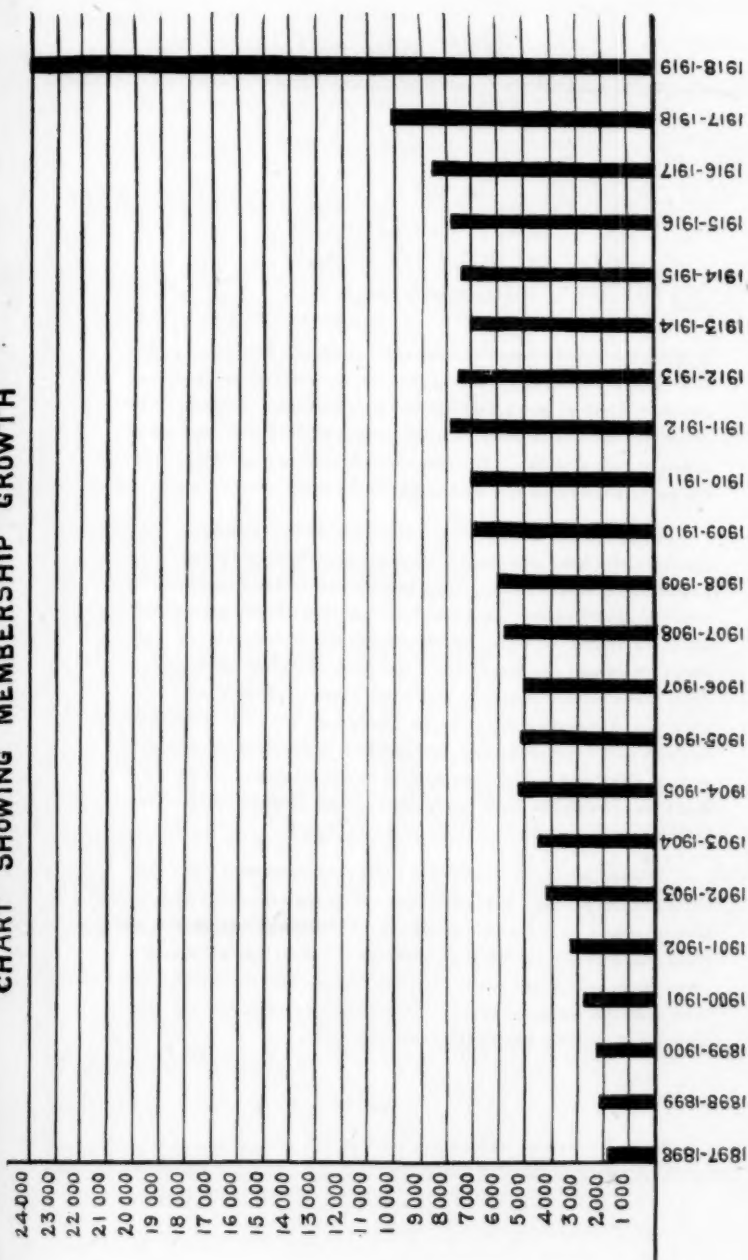
The payment of \$2.00 entitles an active member to attend all meetings of the Association and departments, to vote and hold office, and to receive the N. E. A. Bulletin. Each active member will receive a membership card.

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.

CHART SHOWING MEMBERSHIP GROWTH



ACTIVE MEMBERS OF THE NATIONAL EDUCATION ASSOCIATION

The By-Laws were amended at the Milwaukee meeting providing that teachers may become active members on the payment of the annual dues of \$2.00 and without the payment of the additional enrolment fee of \$2.00 as formerly required. The above chart does not include about 12,000 associate members.

HEROES OF PEACE

By Hugh S. Magill

HAS the spirit of service, the self-sacrificing devotion to duty which was supreme during the war, died in the hearts of our people? That a great change has come about is evident. The pendulum has swung back. Consciousness of duty well performed seems not so satisfying. The demand is for larger material reward. On every hand there is a mad scramble for more money.

In contrast to this prevailing tendency is the attitude of the teachers who have remained at their posts, faithful to the children committed to their charge. They furnish a stimulating example of unselfish, patriotic service. They are not as well paid proportionately, as before the war. Thousands of them have received only slight increases in salary while the cost of living has doubled. They have seen a hundred and forty thousand of their comrades drop out, disheartened, during the past year. They are compelled to pinch and save until they are reduced below their normal efficiency. Yet they hold on heroically, like the soldiers of the Lost Battalion, faithful to their trust, glad of an opportunity to give themselves in service.

"Peace hath her victories no less renowned than war," and these are her heroes. Suffering from the economic results of war, they continue to serve the childhood of America. All honor to these guardians of our nation's treasure. Let us hasten the day when the people of our country shall recognize the importance of their profession, appreciate the value of their services, and give them a just recompense, so long delayed.