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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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"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' COUNCILS

No educational suggestion has ever been taken up more quickly and more generally thruout the entire country than that of the N. E. A. Commission on the Emergency in Education concerning the organization of Teachers' Councils. Two items in the suggestion met with instant approval everywhere, that of an organization in which teacher, supervisor and principal could work together, and that of requiring by law that all questions of school policy be submitted to the teachers' council for consideration before being made effective by the board of education.

Teachers, superintendents and school officers were alike ready for this recommendation and the Commission was the one body in a position to say the word. Hundreds of teachers' councils have been organized during the last four weeks. A teacher council wave is literally sweeping over the country. Councils are being organized rapidly and boards of education are preparing rules in harmony with the general plan. It is based on the principle of democracy in school administration.

This is one of the most important steps in the educational progress of the year. It prepares for team work in every school system. It does not do away with other organizations among teachers, but it provides a means for all getting together on the best things thought out in special groups and elsewhere. Without this all inclusive group there is ever the danger of a **house divided against itself** instead of a house whose parts are bound solidly together. With all forces working together great things will be accomplished during the period of reconstruction in education.

ASSOCIATION MEMBERSHIP GROWING RAPIDLY

The list of schools and school systems securing complete enrolments of their teaching forces in the National Education Association is increasing rapidly. Every mail brings in new lists of names, many of which constitute 100 per cent enrolments, and results so far would indicate that the membership growth during the present year will far surpass all previous records. The interest that is being taken in this drive is indicated by the fact that over 2,000 city superintendents have sent in requests to the Secretary for supplies of membership blanks and other literature for use in carrying on their local campaigns for 100 per cent enrolments.

The list given in this Bulletin represents the schools which have attained the 100 per cent mark before November 15. Many of the lists of names sent in are not accompanied by a statement as to whether or not they comprise complete enrolments, and only schools which have reported their enrolments as being complete are included in this list. Any school, school system, college, teachers' association, or other educational unit, which has sent in a 100 per cent enrolment of its teachers and which has not been listed in the N. E. A. Bulletin should notify the Secretary at once, in order that due credit may be given.

The special One Hundred Per Cent Enrolment Certificate is being lithographed on a fine quality of parchment paper and will be well worth framing. It will be sent in recognition of complete enrolments as a mark of appreciation of the Association and as a commendation for high professional spirit.

THE AMERICAN LIBRARY ASSOCIATION

Members of the National Education Association will be interested in the new Enlarged Program of the American Library Association. This Association has the same relation to the libraries of the country that the National Education Association has to the schools.

A section of the Enlarged Program reads:

Many states have no adequate library systems. Whole sections are entirely without libraries. Millions of Americans do not have free access to books and magazines. A continuous campaign will be made to establish and develop complete library systems which will serve every community, every school, every penal and charitable institution.

Adequately supported libraries the country over, administered after some such comprehensive plan as the county library system in operation in California, will be a great boon to teachers. Not only will they aid teaching and enrich the school life of the children, but they will also provide teachers the books and journals needed for their own professional improvement. They will help teachers to fix in the minds of children that the business of the school is to lay the foundation for a life of intelligent and useful activity.

Teachers will be glad that The American Library Association is undertaking a peace time service fully worthy of its much praised service to the Army, Navy and Marine Corps during the war. They will rejoice especially to know that it plans to encourage and promote the development of library service for every man, woman and child in America. Members of the National Education Association will doubtless aid in carrying out this worthy program in every community in every state.

THE PLAN OF COOPERATION

There is a strong desire on the part of teachers for a plan of affiliation between the National Education Association and the state and local teachers' associations. Congress will be asked at the next session to amend the charter of the Association making provision for affiliation and for a form of government in which all teachers' organizations may have representation. In the meantime a plan of cooperation is being carried out which is highly satisfactory. Each teachers' council, or other local association, desiring a closer cooperation with the National Association designates its president or someone else to correspond with the officers of the N. E. A. to secure assistance in local educational campaigns and to direct the local group in doing its part in making effective the big educational program of the Association. The N. E. A. is giving special attention to the requests for help coming from local associations.

Members of Parent-Teacher Associations who are willing to serve on the committee for the enlistment of citizens as associate members of the National Education Association are requested to write the Secretary for the necessary blanks and literature for this work.

TEACHERS' ORGANIZATIONS—LOCAL, STATE AND NATIONAL**Hugh S. Magill, Field Secretary, National Education Association**

Note: Mr. Magill has been out in the field continuously since the middle of October, working for the teachers and in the interests of education. He has been enthusiastically received wherever he has been. He has come in close touch with the situation and has considered the subject from all angles. This article was prepared by him while in Kansas City.—Secretary.

The subject of teachers' organizations is a very live question with the teachers of the entire country. Its importance is emphasized by its relation to the more vital question right now of how teachers may secure just compensation under present economic conditions.

Notwithstanding an almost universal feeling of anxiety and unrest among the teachers, due to economic conditions, there is shown everywhere a splendid spirit of loyalty and devotion to duty. While some have become embittered and resentful, the great majority are maintaining a fine professional spirit under most trying circumstances. But they are determined to do all they can to bring about better conditions, and are considering how they can best accomplish their purposes.

I would suggest a few principles with respect to teachers' organizations which seem to me fundamental if we are to be at all effective in the accomplishment of our purposes. It is essential that we see clearly our objective. We must know just what we have to do, and then consider how best to do it.

Must Educate and Arouse Public Sentiment

Our first big job is to educate and arouse public sentiment to an appreciation of the situation as related to the welfare of the children, the community, the state, and the nation, as well as to the teachers. The people must be made to feel, what every intelligent person knows if he would stop to think, that the public schools are organized and carried on by them to do for them a very necessary work; that if their schools are not properly supported they can not be efficient and will ultimately deteriorate; that it is most important in this very critical period of our history that there shall be competent, well trained teachers in all the schools; that under present conditions thousands of competent teachers are leaving the profession, and promising young men and women are not being attracted to teaching; that thousands of schools in the rural districts are without teachers today, and the outlook for the future is not encouraging; that the only remedy for these conditions is to place the schools on a sound economic basis and give them adequate support. In short, that the whole problem is one of public concern which must be solved by the people themselves in their own interests, as well as in justice to the teachers.

Teachers Must All Pull Together

Now, how are we to make the public see the relation of the present educational crisis to public welfare? It is very evident, in the first place, that as educators we must all pull together. We should lay aside all class differences and stand unitedly as a profession for the common welfare of all. Then we should seek the sympathetic and active cooperation of all classes of society, labor and

capital, employers and employees, men and women; in fact, all who are interested in promoting the public welfare. As we gain the support of other organizations our movement will grow in influence and power. We should keep constantly in the foreground the fact that the schools belong to the people for the education of all the children, and that we are merely urging them to care for their own.

Local Organizations Can Accomplish Much

All local organizations of teachers should cooperate in a community movement to solve the problem in so far as it can be solved by the city or school district. But local school systems are organized under state laws, and it is often necessary to secure the revision or enactment of state laws before satisfactory conditions can be brought about.

State Associations Have an Important Work

Experience has shown that the most effective way to secure action by the state legislature is thru a strong state teachers' association. Such organizations have been formed in a number of states. Where possible a secretary should be employed to devote his entire time to the work, and keep the teachers of the state informed on all subjects pertaining to the welfare of the profession and the cause of education in the state, particularly when the legislature is in session. The state association, to be most effective, should have the hearty support of the teachers and the cooperation of the local teachers' organizations.

Teachers' Interests Must Be Represented Nationally

Finally, the interests of the profession and the cause of education must be promoted nationally. The American people are coming to recognize more and more the interests which we have as citizens of a common country. Our highest ideals and purposes are not limited by state lines. We think broadly of what is for the welfare of all the people of our entire country. "To elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States" is the particular purpose of the National Education Association as set forth in its charter granted by Congress.

Work of the National Education Association

The National Education Association should continue to lead in promoting the passage of the Smith-Towner educational bill by Congress. Nothing could give greater impetus to the promotion and support of education in all the states than the establishment of a Department of Education with a Secretary in the President's cabinet, and the granting of federal aid to education. The association should continue to collect facts concerning educational conditions and give them national publicity. It should give every possible support to state and local organizations in carrying on a nation-wide movement for better salaries and higher professional standards. In addition to the work of the officers and headquarters staff, the field secretary and two assistants are now in the field devoting their entire time to this work.

Professional Organization Will Bring Results

If the teachers of the country will organize professionally and work together thru their local, state and national organizations, they will undoubtedly get results. The outlook is encouraging. A better day is dawning. Education, which is the hope of our country, is bound to receive the loyal and generous support of all public spirited, patriotic men and women of America when they are made to comprehend the crisis in public education.

COMMENTS ON WORK OF ASSOCIATION

The following extracts from letters recently received indicate the attitude being taken by educators thruout the country toward the great constructive program of the National Education Association:

"Would not care to remain in the profession were it not for a better recognition hoped for thru your splendid efforts. Hope within the next thirty days to report our faculty 100 per cent enrolled."

"A number of my teachers feel the need of organized effort to better conditions in our profession. We heartily approve of the work the N. E. A. has been doing along this line and wish to give our support by becoming members. If we can assist in other ways we are anxious to do so."

"I wish you success in your efforts to increase the membership of the N. E. A. and I might add that the literature with which you supplied me made it an easy matter for me to show the other teachers where their duty lay in the matter of organization. This school system is 100 per cent enrolled."

"I am very glad to know that our active membership list is growing so rapidly. The Association has proven itself of sufficient worth to merit the membership of every individual engaged in the profession."

"You are doing fine work. My active membership dates from 1895. Never did we get so much for the money spent for dues."

"The work of the N. E. A. is bringing results all along the line. Success to its aggressive spirit."

"I am renewing my membership tho not in active work in school. I retired a year ago and thought to give up my membership, but a life time of interest prevents me from doing so."

"I feel that I can not deny myself the privilege of active connection with the N. E. A. if I am to do my best work as chairman of Rural Schools in the General Federation of Women's Clubs."

"I am very vitally interested in the N. E. A.'s campaign for a Federal Department of Education, and if, thru my Federation connection I can be of further service, I hope you will let me know."

THE NEW REPORT OF COMMITTEE ON SUPERINTENDENTS' PROBLEMS

The new report of the Committee on Superintendents' Problems will consist of two parts, as follows: Part I, Administrative Cooperation in the Making of Courses of Study In Elementary Schools, and Part II, Report of Subcommittee on Curriculum.

This report is included in the Volume of Proceedings for 1919, just from the press, which is being mailed to members paying the \$5.00 annual fee. Owing to the demand the Association is publishing this report in a separate edition, limited to 1,000 copies, which will come from the press the latter part of December. The price to members will be fifty cents.

The general unrest among teachers, as among other workers, is largely because they are not receiving an adequate living and saving wage.

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 enrolment before November 15:

Akron, Mich., City Public Schools, Ralph Rourke, Superintendent
Allegan, Mich., City Public Schools, A. H. Robertson, Superintendent
Americus, Ga., High School, C. M. Hale, Principal
Appleton, Wis., High School, Paul G. W. Keller, Principal
Bainbridge, N. J., High School, G. Harold Carl, Principal
Ben Avon, Pa., City Public Schools, H. M. Merritt, Supervising Principal
Beverly, Ohio, City Public Schools, F. J. Taylor, Superintendent
Bogata, Tex., City Public Schools, Murry H. Fly, Superintendent
Buffalo, Wyo., Johnson County High School, S. R. Bumann, Principal
Bryant, S. D., City Public Schools, Edmund Steele, Superintendent
Carleton, Mich., City Public Schools, E. H. Bremer, Superintendent
Center, Colo., City Public Schools, S. W. Todd, Superintendent
Centerville, S. D., City Public Schools, Robert Favell, Superintendent
Chisago City, Minn., Graded School, J. A. Petska, Principal
Clovis, N. M., City Public Schools, E. W. Bowyer, Superintendent
Cohasset, Mass., City Public Schools, Harry H. Lowry, Superintendent
Connell, Wash., City Public Schools, J. L. Hunt, Principal
Delphos, Ohio, High School, Fred C. Snodgrass, Principal
East Troy, Wis., City Public Schools, A. W. Krueger, Principal
Elmhurst, Ill., City Public Schools, Lydia Vantsmier, Superintendent
Elko, Nev., City Public Schools, S. O. Welday, Superintendent
Elyria, Ohio, City Public Schools, F. M. Shelton, Superintendent
Eureka, Nev., County High School, Joseph Dickinson, Principal
Freeland, Mich., City Public Schools, H. B. Fisher, Superintendent
Freeport, Me., High School, Oscar F. Smith, Principal
Garber, Okla., City Public Schools, R. D. Eaton, Superintendent
Gardner, Me., High School, T. C. Chaffee, Principal
Grand Valley, Colo., City Public Schools, L. W. Martin, Superintendent
Grass Lake, Mich., City Public Schools, A. W. Glas, Superintendent
Greeley, Colo., State Teachers College, J. G. Crabbe, President
Idaho Springs, Colo., City Public Schools, Charles E. Greene, Superintendent
Ithaca, N. Y., City Public Schools, F. D. Boynton, Superintendent
Ipswich, S. D., City Public Schools, E. M. Paulu, Superintendent
Jacksonville, Ill., High School, H. C. Hopkins, Principal
Knoxville, Pa., Union High School, C. B. Critchfield, Principal
Las Vegas, Nev., City Public Schools, R. H. McPeak, Superintendent
Lawrenceville, Ill., Township High School, R. R. Denison, Principal
Lewisburg, Pa., High School, H. S. Bourne, Principal
Locust Grove, Ga., City Public Schools, J. Henry P. Thomas, Principal
Maple Lake, Minn., City Public Schools, Hugh Graham, Superintendent
Milbank, S. D., City Public Schools, H. C. Souder, Superintendent
Millville, N. J., City Public Schools, F. J. Sickles, Superintendent
Minnesota Lake, Minn., City Public Schools, E. H. Englebart, Superintendent

Morris, N. Y., High School, Ross E. Cameron, Principal
New Bedford, Mass., Betsy B. Winslow School, Allen P. Keith, Superintendent
Noblesville, Ind., City Public Schools, A. C. Payne, Superintendent
Okmulgee, Okla., High School, E. S. Griggs, Principal
Orland, Ind., High School, F. Ray Rogers, Principal
Otis Orchards, Wash., City Public Schools, E. H. McHenry, Superintendent
Peabody, Kans., City Public Schools, Webster P. Reese, Superintendent
Quincy, Ill., Adams School, Sara Louise Derrick, Principal
Racine, Wis., City Public Schools, L. M. Longanecker, Superintendent
Rochester, N. H., High School, Bernard Ross, Headmaster
Rochester, Vt., High School, L. B. Badger, Principal
Rocky Ford, Colo., City Public Schools, R. J. Walters, Superintendent
Rockford, Wash., City Public Schools, M. E. Brown, Superintendent
Rossford, Ohio, City Public Schools, E. N. Littleton, Superintendent
Roy, Wash., City Public Schools, N. E. Wilson, Superintendent
Rudyard, Mont., High School, N. W. Lawrence, Principal
Salem, W. Va., High School, Paul N. Musgrave, Principal
Schleswig, Iowa, City Public Schools, C. D. Vance, Superintendent
Sharonville, Ohio, Village School, Sarah E. Williamson, Principal
Sherburn, Minn., City Public Schools, O. L. Troxell, Superintendent
St. Francis, Kans., City Public Schools, Mae Bertram, Principal
St. Louis, Mo., Eugene Field School, E. J. Sexton, Principal
St. Louis, Mo., House of Detention School, Bertha Hensel, Principal
St. Louis, Mo., Lindenwood School, Margaret Gartenbach, Principal
St. Louis, Mo., Penrose School.
St. Paul, Nebr., City Public Schools, H. G. Stout, Superintendent
Tonopah, Nev., City Public Schools, G. L. Delworth, Superintendent
Wayland, N. Y., High School, A. Earle Hemstreet, Supervising Principal
Westerville, Ohio, City Public Schools, Edward L. Baxter, Superintendent
Williamson, W. Va., City Public Schools, A. C. Davis, Superintendent
Winchester, Va., City Public Schools, F. E. Clerk, Superintendent
Wind Gap, Pa., City Public Schools, Isaac Rissmiller, Principal
Winnetka, Ill., City Public Schools, C. W. Washburne, Superintendent
Winsted, Conn., City Public Schools, John Lund, Superintendent.

The League of Nations has had the right of way for many weeks in the United States Senate, postponing action during the special session of Congress on many important measures. The Smith-Towner Educational Bill may have to wait like other measures for the regular session of Congress. It is a popular Bill at both ends of the Capitol. It ought to be possible to secure its passage early in the next session of Congress.

"The N. E. A. has just started on a career that is bound to be of great service to the public schools, to public education and to public school teachers. Any teacher or superintendent or college faculty member, who is not a member of this young giant organization should be heartily ashamed of himself.

The N. E. A. is fighting the teachers' battles right now. It ought to have every teacher's support. In a few years it will be an organization of 500,000 active members instead of 24,000."

—Nebraska Teacher.

DEMOCRACY TRAINING IN THE PUBLIC SCHOOLS

I. M. Allen, Superintendent of Schools, Springfield, Ill.

We cannot expect our teachers to train children in democracy and to stamp the nervous machinery of children with responsiveness to cooperative control unless the teachers find themselves in a cooperatively administered system of schools. Does the teacher have a voice in the making of professional rating systems and educational requirements for salary promotions and the opportunity to express herself on various educational and administrative policies? If we really believe in democracy and expect to train children in it, then it must be practised in the administrative offices and organizations of the school system as well as in the classroom. There is no place for a *vicarious* democracy in a system of public schools.

In Germany is illustrated a nation seeking to establish autocracy thru a system of education. She succeeded. Is it possible for us thru training in the schools to establish a cooperating democracy? Yes, but the task is more difficult than the education for autocracy. Training children to feel, think, and act cooperatively is more difficult than training children to feel, think, and act dependently. We shall not, however, despair because of the enormity of our task.

Primarily we must believe that the teacher is a self-directing, cooperating control machine placed in the school for the purpose of training similar machines to function. There will be many breakdowns in the school, and there will be times when the chief engineer will desire to switch back on to the old autocratic controls, but if he really understands himself, the machines intrusted to his care, and the purpose of the school he will be willing to blunder in the manipulation, to be disappointed in the day's quantitative output, because he is concerned, not in a product made in Germany, but in a product in the making in America.

This chief engineer is the American school teacher, and the wonderful, coordinating, cooperative, self-directing, and self-improving machines are American boys and girls in our public schools. The force that operates within such a school is the socializing force of democracy. If we really believe in it we shall operate our schools according to its laws. Our chief concern in the dawn of democracy is to discover its laws and then to apply them.

—Part of address delivered at Milwaukee Meeting N. E. A.

CONSTRUCTIVE PARTICIPATION IN ORGANIZATION AND ADMINISTRATION BY TEACHERS

Ethel M. Gardner, Teacher, Park Street School, Milwaukee, Wis.

In these days of the glorious rebirth of democracy and the recognition of the right of peoples everywhere to determine for themselves the kind of government under which they shall live, the desire of teachers to participate in the organization and administration of the school system should cause no consternation or alarm to the people of this greatest democracy in the world. The world has learned the value of team work, of cooperation. The victory of the Allies demon-

strated its effectiveness. It is evident in the League of Nations. What should prevent its application in the industrial and educational worlds?

The nation has awakened to the importance of the public schools. It is awakening to the need for better training for teachers and for better salaries that there may be better teachers, but it has not yet realized that the way to secure the best teachers is to allow them to become participators in the great scheme of education. We may appropriate millions for the training of teachers; we may obtain better salaries for teachers; we may attract to the teaching profession the brightest of our young men and young women; but we must allow them to be something more than mere automatons if we want them to be real teachers.

For several years the feeling has been slowly developing in this country that teachers should have some right to express opinions on matters pertaining to school administration, and this has been evident by attempts in various cities to establish so-called "teachers' councils," or advisory committees of teachers. Some school boards have allowed teachers to express in writing their opinions in regard to changes in textbooks. Some superintendents have appointed committees of teachers and principals to report on textbooks and changes in courses of study. These attempts at democratizing the school system have met with varying degrees of success.

Of the most successful teachers' councils—those of Minneapolis, St. Paul, Toledo, Boston, New York, and Portland—no two are exactly alike either in constitution or purpose, except as they offer an outlet of expression for teachers. This in itself is of value, for teachers must express themselves and do, tho not always publicly; and school directors come into contact more or less with individual teachers and listen, tho not officially. It has been claimed that "teachers have not that all-around and distant view" which is necessary in order to administer a school system. All teachers will readily agree to this statement, but we do feel that we have the "close-up" and intimate view which no other group in the school system has. We feel that a school board that would give equal recognition to the "all-around and distant view" of the superintendent and the "close-up" and intimate view of the teacher, that would weigh them both judiciously and fairly, would be a democratic and American school board, and we should have no other kind in the United States of America.

—Part of Address delivered at Milwaukee Meeting N. E. A.

NEED FOR THE SUBSTITUTION OF A COOPERATIVE TYPE OF ORGANIZATION FOR THE PRESENT SYSTEM

Lotus D. Coffman, Dean of Education, University of Minnesota,
Minneapolis, Minn.

A crisis in the affairs of nations tests the foundations of existing institutions. During such times the revolutionist, the reformer, and the reactionary, each in turn, brings forward his cures for institutional ills. The chief danger is that common sense will not get a fair hearing. The unscrupulous demagogue and the misguided sentimentalist make their specious appeals in behalf of the oppressed while the stolid conservative harks back to the good old days when there was no unrest or instability. One does quite as much harm as the other, and neither

in the long run can divert the stream of progress far from the channel in which wisdom and good sense have directed it.

There are those who insist that politics, religion, industry, and education will never again be what they have been, and so they will not; but the changes that are taking place and those that are impending in education cannot be brought about by destroying our educational superstructure, digging up its foundations and casting to the four winds and high seas the traditions of the schoolmaster. There are those, on the other hand, who are urging us to exercise speed in dropping back into the grooves of custom. Each of these groups is receiving a hearing, each has its inning. The dissatisfied malignant reformer maintains that the only cure for the ills of democracy is more democracy, while the incrustated conservative maintains that change is sought simply for the sake of change. The conservative is unwilling to accept the challenge of the new world because all his experience has taught him that innovation may be accompanied by chance failure or calamity. He fears change; the reformer fears tradition. The result is that both become critics and both are likely to be controlled more by their emotions than by their judgment.

These two classes are found among the teaching population. There are those who insist that the schools must be reorganized. Admit it. There are those who insist that there is still much virtue in the present system. Admit that also. Both are true. Old lines of social cleavage are being cut across and new conditions and new problems lie ahead awaiting disposition or solution. A new order can be formed only out of the disintegrating elements of the old order.

Before we permit the present system of school organization to be revolutionized we must ask ourselves, What is the organization of a school system for? What is its primary purpose? A school is organized in order that it may be instructed. Whenever the element of instruction is removed, a school ceases to be a school. Every device, every detail, every working schedule, every salary, every teacher, every supervisor, must be evaluated in terms of the excellence of the work. Better conditions for work can be justified only on the ground of better work. With this as a guiding principle we have an intelligent basis for cooperative planning and cooperative organization.

—Part of Address delivered at Milwaukee Meeting N. E. A.

A PLEA FOR GREATER DEMOCRACY IN OUR PUBLIC SCHOOLS

Frances E. Harden, Teacher, Stewart School, Chicago, Ill.

In our nation today there is no power more potent for good or for evil than that which lies in our public schools.

The autocratic power exerted by the German ruling class and its influence over the great mass of the people has been traced directly to the training received in the German schools. The mental attitude created by this training, which began in the kindergarten and continued thruout the period of school life, resulted in that peculiar state of mind which made possible the Great War.

This inherent power of the public schools rests in the hands of the classroom teachers who day after day touch directly the lives of the children in their care and thru this direct daily contact exert, either consciously or unconsciously, an influence which in a large measure fixes their point of view.

While the very foundations of many of our established institutions and customs are being upset and while systems are in process of formation, would it not seem advisable to make of our public-school system a model democracy, in the conduct of the policies and in the execution of the activities of which all teachers would have an equal share and an equal responsibility?

This work might be begun thru the establishment of self-governing, advisory, educational councils of teachers, and so utilize, in the conduct of the schools, the experience, judgment, and initiative of the men and women in direct daily contact with the children and the problems of the schools.

All questions, administrative as well as educational, affecting the welfare of the teachers, the children, and the schools should be recognized as proper subjects for discussion and finding by these councils. All recommendations of the councils, whether on questions referred to the councils by the superintendent or initiated by the councils, should be made a matter of official record.

The opinions and judgments of teachers should be thus brought to bear on the formulation of school policies, not alone for the sake of the policies, but because in no other way can a sense of responsibility be engendered in teachers for the carrying out of policies except by a voice in their determination.

In the administration of the schools teachers should also have a voice. Until such time as the members of the educational force are permitted to choose their leaders from the standpoint of inspirational leadership we will have in our schools an autocracy permeated by petty tyrannies, with a small group ruling despotically and a large group subserviently obedient to the power that controls the professional lives and activities of its members.

People are thinking today, more seriously perhaps than ever before, about democracy and what it means. They are thinking perhaps that real democracy means more than political democracy, that it means industrial democracy as well, and if industrial democracy is ever to become a fact the training for it must begin in the schoolroom.

If the ideals of democratic freedom for which the world-war was fought are to be realized, the period of reconstruction must have clear thinkers, men and women who are able to gather up the fragments of civilization, and out of them build a broader, better, fairer nation; one where justice will be assured even to the humblest member of society.

—Part of Address delivered at Milwaukee Meeting N. E. A.

"Yes, National Education Association on the envelope means much more than the two cent stamp. Save the money."

—Geo. C. Wise, Butler College.

"The item on Saving Postage in the November Bulletin interests me. Your correspondence is conducted almost exclusively with men and women who know the meat from the shell. No difference how brilliantly the shell may be polished, they would quickly reject the meat were it not good. Why continue to spend fifty per cent more simply polishing the shell. Save all those pennies is my suggestion."

—S. C. Folsom, President Teachers Casualty Underwriters.

TEACHERS' SALARIES AND SALARY SCHEDULES**COMMISSION SERIES NO. 6****Some Facts Showing That There is a "National Emergency in Education"**

1. The average number of years (of 200 days) attendance at public schools for each individual, as indicated by the school statistics for 1916, was only 5.96, or less than the completion of the sixth grade for an average education for the citizens of the greatest democracy in the world.

2. The total high school enrolment for 1916 was only $8\frac{1}{4}$ per cent of the enrolment of the elementary schools. Assuming that the schools should hold students at least thru the high school, and that the high school course extends over 4 years and the elementary over 8, we might expect to find the high school enrolment nearly 50 per cent of the enrolment in the elementary schools, making a slight allowance for death rate. Instead, we find $8\frac{1}{4}$ per cent, or only one out of every six of those who should be in attendance. The "holding power" of the school is a mythical quantity. Its "dropping power," however, is not only a reality but so effective that of 100 children starting the first grade together, 30 are dropt before they finish the sixth grade, 30 of the remaining 70 are dropt before completing the eighth grade; of the 40 graduating from the eighth grade, 30 more are dropt before graduation from high school. About eight more are dropt before college and about one of the two remaining educational pilgrims completes his college course.

3. There are more than 5,000,000 persons in the United States over ten years of age (about one in every twenty) who can neither read nor write. If we consider as illiterate all who are not able to read a newspaper and write a simple letter, the above figures would be increased four times, or to one person in five. There are many thousands of children in the United States attending schools in which not a word of English is spoken during the entire day.

4. Of the 3,208,446 men examined by the Draft Boards of the United States, 949,419 were declared physically unfit for general military service. Considering that these were men in the prime of life, and assuming that even the same proportion would hold for younger and older men and for women, it would indicate that there are 30,000,000 persons in the United States who are to a greater or less degree physically inefficient.

5. About 4,000,000 children are taught by teachers less than 21 years of age, with little or no high school training, with no professional preparation for their work, and who are, in a great majority of cases, products of the same schools in which they teach.

6. The normal schools and teacher-training institutions of the country found their attendance cut from 5 to 46 per cent, during the two years of the war, thus further decreasing the inadequate source of supply.

7. Thousands of children were urged to leave school and enter some shop or war work industry in order that they might more directly "serve their country," and attendance laws were more laxly enforced in order to make this possible.

What Has Been Done to Meet These Conditions

To meet the above conditions educators were able to offer prospective teaching recruits an opportunity to serve, to do work which is enervating, with many

outside demands and long irregular hours, at an average yearly salary of \$630.64—less than \$55 a month.

No adjustment of the salary situation can be either satisfactory or lasting until it is based upon sound economic principles. Careful studies of the whole situation in its economic, sociological and educational aspects must be made, and salary schedules must be based upon the findings of such studies. Salary adjustments can no longer be based on pity, condescension, or public charity in the form of temporary bonuses, nor can they be made by "flat increases" either in dollars or per cents.

The National Education Association has conducted such a study this year, in the hope that its findings may be profitable, not only to the teachers concerned, but to the patrons of public schools in America who, because of their belief in universal education and their faith in democracy, control in a large measure the efficiency of our educational system by the enlightened way in which they financially support it.

Teachers Financially Exploited

The present emergency in education is a direct outgrowth of the financial exploitation of teachers, and no permanent corrections can be made until teachers' salaries are very materially increased. Other causes for this emergency are given and, when analyzed, prove to be merely statements of the salary problem, in different words, or from a different angle. Other reasons are given, such as inadequate support, inequality of burden, shortage of teachers, and untrained teachers. Inadequate support is a question of salaries since 57 per cent of the money expended for school purposes in the United States in 1915-16 was for salaries, and it is a higher percentage now. Inequality of burden is almost entirely a question of salary since the big differences arise there rather than in cost of buildings, school supplies, and operating expenses. A serious shortage of teachers does exist and has been an important element in the present emergency, but practically all teachers who have left teaching for reasons other than marriage, ill-health, or old age, did so for positions paying better salaries.

Teachers are untrained, but the graduates of all the public and private normal schools are not more than one-sixth of the new teachers needed each year, and yet very few of the normal schools are carrying their capacity number of students. The rewards of teaching do not encourage the expenditure of time and money in professional preparation. This will also account for the shortness of the teacher training courses, being in most cases only one or two years.

Inadequate Support of Normal Schools

The training of teachers is influenced not only by the prospective lack of salary for the students but also by inadequate support of these normal schools, particularly in the salaries of the normal school teachers. Few states have a salary schedule for their normal schools which will bear comparison with the salaries in the better high schools of the state. As a nation we spend as much per student per year to educate any high school pupil or any boy in a reform school as we do for the training of a teacher in a normal school. We spend nearly twice as much for a pupil in a deaf school, more than twice as much for a college or university student, three times as much for a blind student, and nearly four times as much for the training of a feeble-minded child.

Probably the two reasons why the question of teachers' salaries is educationally paramount at the present time are (1) salaries have not kept pace with the increase of cost of living, and (2) teaching is so poorly paid in comparison with other lines of work that it has suffered tremendously by competition. The opposites of these two statements are frequently claimed to be true and used as arguments against measures for the better support of schools or the increase of teachers' salaries. It behooves all teachers to know how true they are, which the comparisons in this part of the chapter will show.

Teachers' Salaries and the Cost of Living

Have teachers' salaries advanced, and if so, how much? Table LVII will show that during the last twelve years the average salary for all the teachers in the United States has increased from \$381.77 to \$630.64, an increase of 65 per cent—'A tremendous increase! What an ungrateful lot of money-grabbing Croesuses the teachers of the United States must be to have such an increase in salary and still be waging campaigns for more' exclaims the self-pitying and nearsighted taxpayer. What does an increase of 65 per cent mean when based upon such a salary for 1906 as \$381.77 (\$31.80 a month)?

TABLE LVII
AVERAGE ANNUAL SALARIES FOR TEACHERS (MEN AND WOMEN) IN "STATE
SCHOOL SYSTEMS" FOR THE UNITED STATES AND FOR THE
FIVE GEOGRAPHICAL DIVISIONS
FOR THE YEARS 1906-07 TO 1915-16

Year	United States	North Atlantic	North Central	South Atlantic	South Central	Western
1906-07	\$381.77	\$567.45	\$373.86	\$235.73	\$239.59	\$535.95
1907-08	414.87	581.36	436.56	232.13	260.04	550.27
1908-09	442.89	648.07	457.07	292.38	293.92	558.31
1909-10	488.20	611.06	468.08	281.88	320.48	576.25
1910-11	466.40	604.04	480.29	303.91	332.60	607.63
1911-12	491.62	651.24	499.18	308.34	354.84	668.46
1912-13	511.86	668.52	523.22	327.19	354.29	709.13
1913-14	524.60	696.25	537.45	328.88	360.06	699.03
1914-15	543.31	727.28	557.78	333.58	366.60	734.00
1915-16	563.08	728.56	569.65	342.39	413.58	797.47
1918	630.64					

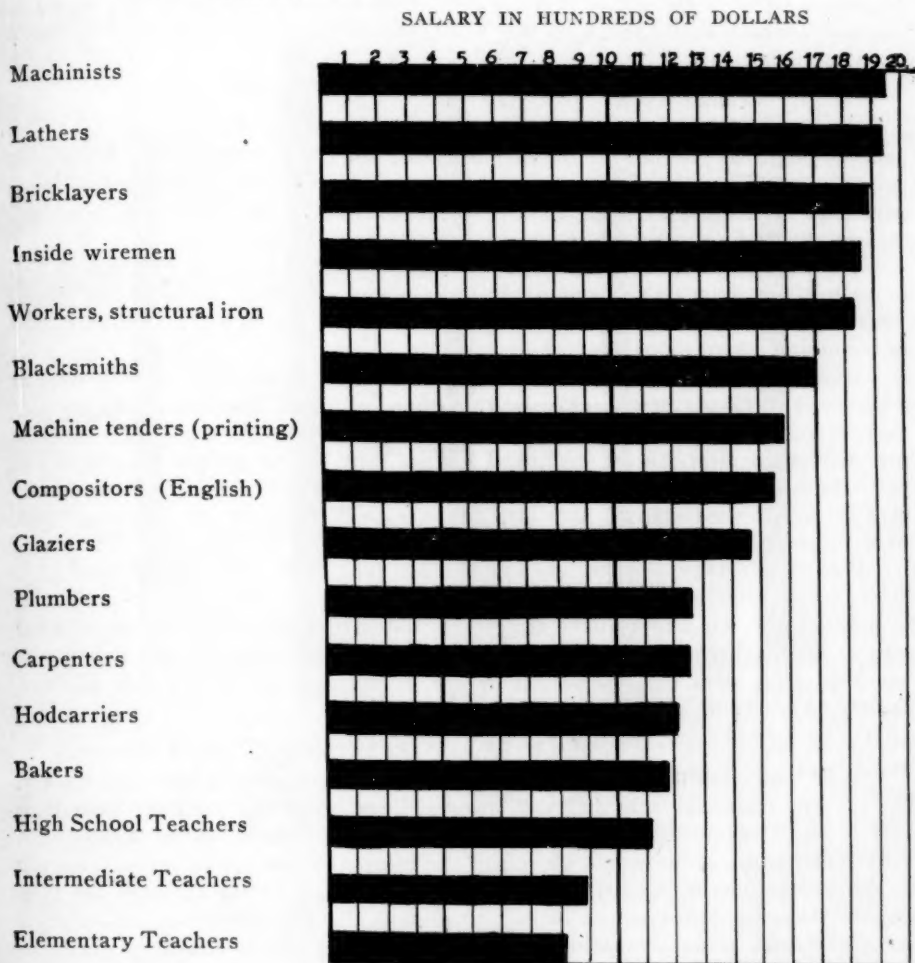
Such a salary is a relic of days when teaching was a side issue to some other occupation, requiring little or no preparation, continuing for intermittent periods of two or three months according to the season and the weather conditions and not expected, in any case, to be a total means of support. It was rather a means for the stay-at-home girl to make a little "ready money" and have in addition the "peace of mind" which is the reward of the missionary and the social worker.

How much additional preparation can a teacher afford, how much better can she live, how much more optimistic can she be in her teaching even if her salary has increased 65 per cent within the last ten years, when she realizes that within the same period the cost of living has more than doubled so that her 65 per cent increase is in reality almost a 20 per cent decrease.

Standard of Living Forced Down

In this age of economic enlightenment almost every occupation except teaching has learned that there is such a thing as a "standard of living," that this

CHART SHOWING COMPARISON OF TEACHERS' SALARIES IN FIVE MIDDLE WESTERN STATES WITH THE UNION SCALE OF WAGES FOR CERTAIN OCCUPATIONS IN THE SAME SECTION AS INDICATED BY THE AVERAGE OF THE WAGES PAID IN CHICAGO AND CLEVELAND



standard of living has a direct effect upon the health, happiness, and efficiency of the worker and his family, that this standard varies by occupations and by localities, that there is a minimal level below which it is socially unsafe to force people to live and lastly, that wages must be considered not from the point of view of actual amounts but in regard to what can be obtained for them.

The keeper of a boarding house in a Western normal school town was heard to remonstrate upon the State's extravagance in the payment of its normal school teachers. She complained that they were paying some of them almost twice as much as they did ten years before that. In that same ten years the price of board in her home had increased from \$2 per week to \$5. This tendency of juggling school expenditures by comparisons with the past, rather than the scientific for-

ward look which is the basis of all modern budget making, has too long prevailed. School men are, themselves, largely responsible for this attitude. They have practised it and allowed its use on them and their problems until now it has become a habit of the public mind in all school measures. Any means would be justifiable which would break up this habit, and the campaign of education cannot start too soon.

Salaries Should Provide for Coming Year

Teachers should realize and they must see to it that the people realize that salaries ought to provide for the coming year, not the one just past. They must provide also for additional preparation at future intervals, for a standard of living necessary for teachers and for a small margin of saving. The only use of past conditions should be to guide in making this estimate of future needs.

Of what value is an increase in a teacher's annual salary of \$20, \$22.50, \$45, or even \$75 or \$100 (which range will include 95 per cent of the increases given) when all of this increase, and often more, will be needed for the additional cost of room and board alone?

During the five-year period between October 1913, and October 1918, food as a whole was 75 per cent higher in 1918 than in 1913. The wholesale price of every article increased 54 per cent or more, while five articles increased over 100 per cent (corn meal 119 per cent, lard 115 per cent, bacon 108 per cent, flour 103 per cent, and pork chops 102 per cent). The close of 1918 found the index numbers for all wholesale prices over 200, an increase of over 100 per cent since 1913, with an average for the year of 196 $\frac{1}{2}$.

What percentage, or even fraction of a per cent, of the teachers of the United States were receiving in November, 1918, more than twice as much as they were in October, 1913? Or we might be still more modest and ask what fraction of a per cent of the teachers of the country had had increases of salary in that time which had kept pace with the lowest percentage of increase for any article of food, namely 54 per cent.

Should Teachers Be Singled Out

Some near-sighted penurious "watchdogs of the public funds" are saying: "Prices are abnormal now and will drop at once. Let the teachers bear their part of the increased cost as a patriotic duty, until things readjust themselves." Why didn't these same people object on the same grounds to the increases given to railroad employes, to the workers in their factories, to the farmers for their wheat? If patriotism consists in being economically exploited, how could these same objectors bring themselves to accepting higher prices for their goods or services? Are we making a wise investment when the teachers of the country are living on such a close margin that statements like the following are common: "I am buying a \$50 Liberty Bond each year, so shall not be able to attend summer school until they are paid for." "I put the money for my magazines into War Savings Stamps?"

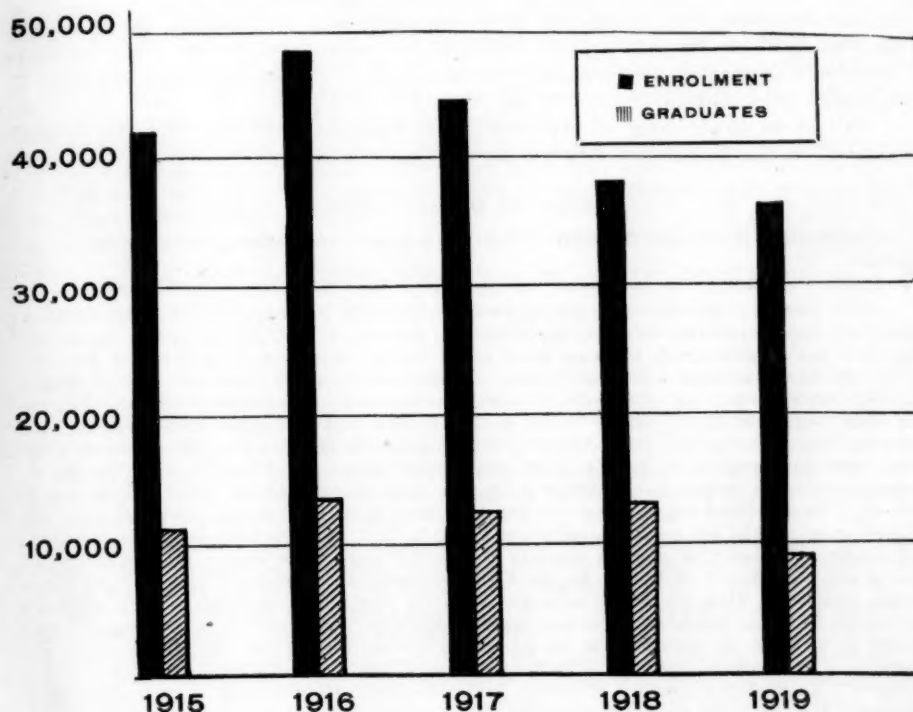
—Taken from report on "Teachers' Salaries and Salary Schedules," Commission Series No. 6.

Call on the National Education Association for help in campaigns for increased salaries for teachers.

Every library is expected to take out a \$5 membership.

THE TEACHER SUPPLY PROBLEM

Decrease in Normal School Enrolment and Graduates



The above chart represents the figures submitted to the N. E. A. by the Presidents of 120 Normal Schools in 37 different states, and covers the total enrolment and number of graduates from these institutions during the period from 1915 to 1919, inclusive. These figures are as follows:

	1915	1916	1917	1918	1919
Enrolment	42,844	48,246	43,468	38,027	36,160
Graduates	11,218	13,681	14,921	13,356	9,514

The price of the report of the Commission on Teachers' Salaries and Salary Schedules is \$1.50. Members, however, may have the report at cost which is \$1. Departments of education desiring a quantity for class use or boards of education ordering for a campaign for increased salaries are given advantage of the price to members.

Announcements concerning Dinners and Luncheons at the meeting of the Department of Superintendence, February 23-28, should be sent to the Secretary as early as possible.

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 November Bulletin on pages 20 to 26:

A PLAN OF ORGANIZATION

CATHERINE D. BLAKE OF NEW YORK: Is it in order to introduce an amendment to the By-laws?

THE CHAIRMAN: An amendment might be offered for consideration at the next meeting.

MISS BLAKE: Mr. President, and members of the N. E. A. I give notice that I desire to submit for consideration the following amendments at the next annual meeting of the Association. You have just adopted Article I. I was going to ask for the elimination of Section 1 of Article I, but I will leave that section as it is. Taking Article I of "Proposed Substitute for Committee's Report," which you have in your hands, as a basis, in Section 2 substitute the word "associate" for the word "active" in lines 1 and 4. Adopt Section 3, again substituting the word "associate" for the word "active" in the first line. Adopt the second paragraph of Section 3. Adopt Section 4 entire. Omit first paragraph of Section 5, but adopt second paragraph of Section 5. Adopt the remaining sections of Article I. In Article 2 omit the first Section. Change Section 2 to read as follows: "Each affiliated associate member shall be entitled to elect (1) active member for each 100 of these members who are associate members of the N. E. A." Omit the last sentence of Section 3, and substitute instead "The associate members of each city, territory or district, shall be entitled to join as active members." Substitute for the words "delegate of representative assembly" the words "active members." Omit the second sentence, retain the third, again substitute "active members" for the words "State delegates of the representative assembly." Change Section 4 to read: "The officers of the N. E. A. elected at the annual meeting for the current year, and the president and secretary of the National Council and each department of the Association shall be ex-officio active members." In Section 5 substitute the words "active members" for "delegates to the representative assembly," and change the last sentence to read: "They shall establish their own rule of procedure."

MISS HALEY: I make this a point of order. This material is entirely out of order.

THE CHAIRMAN: The chair rules that it is in order as an amendment to be considered at the next annual meeting.

MISS HALEY: Does the chair rule that there is power in this Association now to serve notice of an amendment to these By-laws, or change of By-laws not in conformity with the Charter? Does the chair rule that this Association has jurisdiction to waive all notice of the subject matter that has been withdrawn, and which was struck out by Mr. Owen and his committee.

THE CHAIRMAN: The chair rules that the action proposed by Miss Blake is in order and the legality of any part of said action so proposed is a matter to be determined afterwards.

(Miss Haley served notice that she would contest the legality of this procedure and Miss O'Reilly of Chicago also filed a similar objection. The Chairman continues). The chair has ruled and will stand on his ruling.

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

MISS HALEY: I ask for a ruling of the chair when the motion to adopt the resolution asking Congress for an amendment to the Charter was under consideration. I stated that I was in favor of this resolution and would vote for it on the condition that the report of the committee on reorganization be ruled out of order, and not before this was done, and therefore there could not be any other proposed amendments covering reorganization brought before the N. E. A. at this meeting. If I have misconstrued this, then I would like to know it. I now request that the chair rule on

these two points: the question of Mr. Owen's report submitted at Pittsburgh, and the point I raised, that these other amendments could not be at this time presented to this body.

MISS BLAKE: I rise to ask a question. I want to say that I know of no such understanding and that I would refuse to be bound by any such understanding, because I have the right as a member of this organization to present any kind of an amendment that I choose for the next meeting.

THE CHAIRMAN: The chair rules that it is the privilege of any active member of this Association to present matters for consideration at the next meeting and that there is no agreement of any sort forbidding such action by active members.

MISS HALEY: I make this point of order. This body has no right to entertain this year any notice of reorganization in the N. E. A. It cannot do so until power is conferred by Congress. This body is without legal power to serve notice for a plan of reorganization to be voted on, and I would like the chair so to rule.

THE CHAIRMAN: The chair will not so rule. The chair rules that you are out of order.

MOTION TO RECONSIDER ACTION TO AMEND CHARTER

MR. GILLAN: Mr. Chairman, I wish to make a motion. I am going to make a motion to clear the ground. It seems that the only way we can prevent a movement for reorganization to be filed now and acted on at the meeting a year hence, is to let matters stand as they are. Therefore, I move the reconsideration of the motion which I made sometime ago instructing or empowering the Executive Committee to go to Congress and ask for a change in the Charter, which would permit this thing. In other words, if we cannot have fair play, let us not have anything. I move, Mr. Chairman, a reconsideration of the motion I made.

THE CHAIRMAN: It is moved and seconded that we reconsider the motion which was made by Mr. Gillan sometime ago to ask Congress to change our Charter so as to permit of a representative form of government, and which was carried by a vote of the Association.

MR. OWEN: I am not going to argue, but I want to say that the agreement made as to our procedure has been kept by both sides, and I had no knowledge whatever of this amendment. Now, I hope that we will go ahead with the plan we have decided upon. I am going to give you my point of view. I think it was not a proposition merely to put something over. I hope it is clear to everybody that the agreement made has been kept.

MISS HALEY: It has been represented to me that Miss Blake meant by the amendment to make every member who is now an active member, an associate member, except any members who may be created delegates or members of the representative assembly. It has been explained to me on this platform that that is what it means; and if that is what it means, then it is not in order, because it is a reorganization scheme. Is Miss Blake proposing to present an amendment to the By-laws in Section 4 of the Charter, which authorizes this body to define active, associate, and other members? Does the chair hold that this body is within its rights?

THE CHAIRMAN: The chair rules that whether or not that would be so, is a matter for determination.

MR. MARSHALL: You now see the difficulties that are before us in getting some of these changes made which very many desire to make. In my opinion we should get a new Charter. This present Charter in my judgment was not very meritorious when we got it, and much more archaic now.

MR. CARR: I wish to ask if the ruling of the chair as to whether Article I, as adopted is not part of the constitution of the Association at this time, being legally adopted by this body?

THE CHAIRMAN: The chair so rules.

MR. CARR: Then any motion to reconsider or to file notice of reconsideration is out of order. The By-laws of this Association cannot be amended without giving notice of one year. We have just adopted certain sections, and now we want to, without notice, reconsider part of the By-laws that have been adopted. I want a decision on my point of order.

THE CHAIRMAN: The chair rules that the motion to instruct the Executive Committee was not a part of Article I as adopted and therefore the motion to reconsider is in order.

MR. MARSHALL: Certainly any motion that we have past here we can reconsider here. The question is, how in all of this entanglement, we are to attain our freedom. That is what we are fighting for now. We want to be a large representative body of teachers in a democratic way, where we can all have an equal chance. I would prefer that this motion be reconsidered, altho I voted for it because I thought it was the best thing in sight at that time. I would prefer to reconsider this motion and authorize the Executive Committee, or better, appoint a special committee, to draw a new form of Charter.

I believe a good, representative committee of teachers from different parts of the United States can draw up articles of incorporation that will give us that democratic freedom we are fighting for now, and I want it reconsidered for that purpose. I am therefore in favor of a motion to reconsider and later on, a motion to get a new Charter.

MISS BLAKE: I want to say that my object in introducing these amendments was that I believed that it would be more satisfactory to bring them up before the annual meeting of the members than to have an arrangement made thru a committee, and so I brought these amendments forward because it will make it possible in the next year for the organization as a whole to consider these plans and adopt, or, refuse them, as they see fit.

A MEMBER: We ought to understand that no one is really prevented in this organization from expressing himself. Action was taken in this meeting, however, a short time ago which did in a measure tie the hands of every one of us, but should we not reconsider this question, or withdraw from the agreement we all entered into?

MR. SPRINGER: It seems to me we would be very foolish to reconsider what we have voted on honestly at the time. When we voted on this matter we were all anxious to get before Congress during the lifetime of most of us. It is a fact, and the chair was right in ruling that any member has a right to give notice of proposed amendments, regardless of the agreement entered into.

MISS HALEY: So much has been said about amendments that I think we ought to have it cleared up as to what we mean. I mean we should have a ruling from the chair. I regret very much that I did not call for that ruling explicitly at the time, so we could know where we are at. I recall that I said that it was with the understanding that this Association was without power to proceed to act on matters of reorganization until the amendment to the Charter is acted upon by Congress; and then, and not until then, could we serve notice. I said that if that is the understanding, any proposed amendments of reorganization should be ruled out of order.

I say this is not the time to offer these amendments, and I think it is up to the chair to say so. If I had known that, I would have taken a different stand on motions made before this, and I submit that I should have been informed as to the intentions of the chair. It was an agreement. I call upon anyone in this audience to say that we had no agreement. An agreement was entered into upon this platform. We made an open statement that the action at Pittsburgh was without authority. We agreed that these amendments cannot be entertained or acted upon by this body until Congress had acted. Now, if we have to be subjected next year to another discussion as to whether or not these amendments can be made, we will not have gained anything. It was clearly understood that there would be no attempt to act until the Charter was amended on the subject matter proposed in the amendment.

MR. HATHAWAY, JACKSONVILLE, FLA.: I am a new member but I have been listening with great interest to everything said. I fail to understand how the chair could rule out a part and leave in another part. I wish to make a motion that the question to reconsider be tabled.

CHAIRMAN: Those in favor of the motion to table the motion to reconsider say Aye. Those opposed, No. The chair is in doubt. Those in favor will stand. Those opposed will stand. (After counting) the motion to table is lost.

WITHDRAWAL OF MOTION

MISS BLAKE: I don't know whether I am in order or not, but this is a question of personal privilege. I gave notice that I wanted these amendments acted on next year because I believe in democracy, because I do not believe in two or three people getting together and making arrangements which are binding upon this entire assembly. My amendment is absolutely legal, but in the interests of harmony, I am going to withdraw it. In doing so, friends, we are handing over our rights and we are doing what is wrong. I withdraw my notice of amendment because I am forced to do so for harmony, but I warn you that if it is possible, I will put them in next year. I therefore, Mr. Chairman, withdraw all amendments except those referring to Article 9, with reference to the proceedings.

THE CHAIRMAN: The proposed amendments are withdrawn.

MR. GILLAN: Then in order to make the record clear I withdraw my motion to reconsider my own motion.

MR. MARSHALL: I rise to a point of order. It is that this body has been discussing that for sometime and it is now in the hands of the body.

THE CHAIRMAN: The chair rules that the motion can be withdrawn by general consent. The motion to reconsider is withdrawn.

MR. GILLAN: I now rise to present two amendments to the By-laws, the first for immediate consideration, and the other to be laid over for action next year, in the usual way. First, that in Section 2 of Article 7 of the By-laws where it reads: "That the annual business meeting of the

convention, etc.," be amended so it reads, "9:30 A. M., instead of 11:00 A. M." I ask unanimous consent for immediate consideration.

THE CHAIRMAN: The motion is accepted, but no action can be taken until the next meeting.

A MEMBER: I suggest the change be 9:00 o'clock instead of 9:30 o'clock.

THE CHAIRMAN: Is this amendment accepted? It is accepted.

MR. GILLAN: One other, and this I offer in the interests of avoiding turmoil. You know what a time we had at Boston in 1910 when we elected Mrs. Young. It is to save us from a repetition of that that I am offering the following resolution: **RESOLVED**, That Article 5, Section 3 of the By-laws be amended by adding the following paragraph:

"When the vote is taken by the Committee on Nominations for candidates for President and for Treasurer, the committee shall report to the active members at their annual business meeting the persons receiving the highest number of votes not exceeding two candidates for each office. But if any person shall receive two-thirds of the votes cast by the Committee on Nominations for either of the aforesaid offices, then the person receiving such two-thirds majority shall be reported as the only candidate for such office."

THE CHAIRMAN: Notice will be recorded for consideration next year.

MR. DRIGGS OF UTAH: I propose the following amendment to the By-laws of the Association and ask that the same lie over for one year:

That Article XI—"Amendments," be amended to read as follows:

Section 1. These By-laws may be altered or amended at the annual business meeting of the active members by unanimous consent, or by a two-thirds vote of the active members present.

Section 2. This amendment shall take effect immediately upon its adoption.

THE CHAIRMAN: This notice is accepted for action at the business meeting next year.

THE CHAIRMAN: The following is proposed by Deans of Women for consideration next year:

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

Notice has been given and the amendment will be acted on at the next business meeting.

The chair will recognize the Chairman on Resolutions, Mr. Hunter.

RESOLUTION OF TRIBUTE

MR. HUNTER: Mary D. Bradford of this Committee wishes to present a resolution for the Committee.

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

All of them were for many years honored members of the National Education Association. Several were, by their loyal, active support and wise counsel potent influences in shaping the progressive policies of this organization. Ella Flagg Young, and Nathan C. Schaeffer, each served as president of the National Education Association, and John C. Shoop as president of the Department of Superintendence. To these names must be added those of others among whom are Henry R. Pattengill of Lansing, Michigan; Fred L. Keeler, State Superintendent of Michigan; Samuel L. Dutton, Professor Emeritus of Columbia University, New York; Jennie Rebecca Faddis, Assistant Superintendent of Schools, St. Paul, Minn.; John J. Keene, Archbishop of Dubuque, Iowa, and Charles B. Robertson, Superintendent of Extension, Pittsburgh University, Pittsburgh, Pa.

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

MR. HUNTER: I move the adoption of this resolution offered by the Committee on Resolutions, and express the hope that we may have a rising vote in honor of our members who have past away.

THE CHAIRMAN: Let us have a rising vote. It is unanimous.

MR. HUNTER: Miss Jones will present the portion of report concerning Teachers' Organizations.

THE CHAIRMAN: The chair recognizes Miss Jones.

MISS JONES: (Reads.)

TEACHERS' ORGANIZATIONS

A. *Previous Origin.* In the past teachers' organizations have been lightly formed, seldom with a wide vision of the teachers' opportunities or with a big purpose. Generally, their origin has been: (1) Measures demanding legislative enactment and force of united action. (2) Some specific personal interest which has brought together a group of teachers similarly affected. (3) A grievance. (4) Accidental friendships leading to the organization of a club or society as the group grew.

B. *Resultant Criticism.* These haphazard methods of forming teachers' organizations have gained some advantages but are encountering certain criticisms and just cause for complaint. (1) Multiplicity of organizations. In consequence, none can receive full support. In none can the dues be sufficiently large to permit the accumulation of funds which make possible big activities. The same exist on paper only, and great jealousies are precipitated. (2) Overlapping of membership. This gives sometimes into the hands of a few the control of an entire school system, and when it so results, it prevents the adequate expression of sentiment by the majority. (3) Apathetic membership. Thru the apathy of its members an association permits unworthy persons to rise to the top and use the organization for self-exploitation. Thru the apathy of its members an association fails to secure consideration of experience of its members and recognition by boards of education. (4) Overlong continuance in office. Too long continuance in office gives an individual a sense of proprietary right in an association and ultimately discourages the attendance and interest of the bulk of the membership.

C. *New Programs.* The fundamental cause for these failures of the teachers' associations lies in the method of formation and more particularly in the lack of high purpose. Just as the fault for these errors rests upon the teachers themselves, so does the correction. The first great problem, therefore, is the method of formation of a teachers' organization. In the preparation of a new program, we have frankly based our plan upon three great organizations of proved perfection. For this we desire to recommend to your consideration three basic ideas.

1. There should be one all-inclusive teachers' organization, membership open to every member of the entire teaching and supervising staff.
2. The holding of office should be open to every rank of the teaching and supervising staff, the only condition to be fitness.
3. Voting, whether for officers or on matters proposed for action, should be planned by each school system, according to its local conditions, but in observance of certain fundamental principles: 1. That no class can control by power of numbers. 2. That no class can control by power of official position. 3. That the plan of nominating and electing officers shall preclude so far as humanly possible, the securing of office or the gratification of personal aims by means of chicanery or political trickery, and the long continuance in office of any one person, class or sex.

The second great problem is the purpose of teachers' organizations. No organization can long exist if it is based upon a special interest or the personal aims of an individual. Groups which have come together for the accomplishment of a specific purpose should immediately disband after their task is done.

THE FOURFOLD IDEAL

The proper basis of a teachers' organization is to be found only in the union of the entire teaching and supervising staff of the schools of a given community in the pursuit of a high ideal in a practical way. This ideal should be fourfold:

1. The discovery and recognition of and the struggle to attain the purpose of education in a democracy. We believe that purpose to be the training of the youth of our country in such a way as to produce efficient, intelligent and patriotic citizens, prepared to uphold the ideals of American democracy.
2. The careful study of children so as to give each individual boy and girl the training best adapted to their peculiar personal need and ability, preparing to offset the handicap of unequal natural endowment or opportunity.
3. The development of professional spirit to a high standard so there will develop a self-inspired professional growth. This would involve the establishment of a code of professional ethics which will govern the entire teaching body as highly trained public opinion and without the need of any great volume of written laws.

It should further include the idea of service, or a recognition of teaching as a civic service, never possible of full financial return as in business or other vocations, yet nevertheless demanding a pledge of service to the children of the nation to be performed to the full satisfaction of the people of the nation.

4. Propaganda will result in making the people of the nation as aware of the work of teachers, their living conditions, and their degree of service as the public is today aware of the work of other professions and the trades, and as awake to support and secure their needs.

A teachers' organization so constituted, guided and controlled would be entitled to a hearing and consideration in all matters of school policy and courses of study, and thru its officers and appropriate committees, may voice its ideas and experience to boards of education, state and city officials, and the public, and may establish and conduct its own extension courses and institute for the professional improvement of its members.

Local and state organizations so constituted will logically form a part of or cooperate with the National Education Association so that there will result a large, working professional body equal in rank, influence and public esteem with the other organizations of labor and capital.

It is in the sense of this assembly that the National Education Association should, thru its Bulletins and the work of the Commission and its officers, promulgate the formation of such teachers' organizations in each state, community, or city, as circumstances may permit, and thus lead the teachers of America to see and to meet their responsibility to the nation.

I move the adoption of these resolutions.

MISS BUCHANAN: May I ask if that is the only resolution on teachers' organizations which the Committee on Resolutions is to present? If so, I move that these resolutions do not go thru. I consider it absolutely un-democratic, and I as the delegate of the grade teachers of the State of Washington know that if these resolutions are put thru they will greatly hamper the work of these teachers.

THE CHAIRMAN: Perhaps the lady from Seattle will suggest an amendment. It was felt by the committee that we were entirely democratic.

(Several other members took part in the discussion).

THE CHAIRMAN: All who favor the motion to adopt this resolution say Aye; those who are opposed, say No. The motion is lost. Mr. Hunter has the floor.

Minutes to be concluded in January Bulletin.

Two questions will likely be presented for consideration at the next business session of the Association: A plan of life membership and the question of adopting an N. E. A. membership pin.

NATIONAL GEOGRAPHIC SOCIETY

Washington, D. C.

GILBERT GROSVENOR, DIRECTOR AND EDITOR

October 31, 1919.

Dr. J. W. Crabtree, Secretary,
National Education Association,
1400 Massachusetts Avenue,
Washington, D. C.

My Dear Dr. Crabtree:

I want to express, on behalf of the National Geographic Society, our pleasure that the National Education Association has become our close neighbor and our congratulations on your exceedingly wise purchase of the handsome northeast corner of Sixteenth and M Streets. I do not believe you could construct a new building for the price you paid for the house and lot. I watcht the construction of this property a few years ago, and know how well built it is and what good materials went into the work.

By the way, the house was occupied by Robert Bacon when he was Secretary of State in Roosevelt's administration, and many notable functions were held in the house at that time.

With cordial regards, I am

Yours sincerely,
GILBERT GROSVENOR.
Director and Editor.

EXECUTIVE COMMITTEE MEETING SECRETARY'S MINUTES

The meeting of the Executive Committee, Plankinton Hotel, Room 233, July 4, 1919, was called to order at 8:00 o'clock by President Josephine Corliss Preston, with all members present.

Cora Wilson Stewart and Arthur Chamberlain of the Commission on Illiteracy presented reasons for requesting a larger appropriation for the Commission, after which a motion was past providing for caring for part of the printing for the Commission in the Secretary's office, in case it is found that the appropriation of \$1,000 will not cover the necessary expenses of the work of the Commission.

A motion was past authorizing the Secretary to take such action as necessary to carry out the instructions that were given the Executive Committee by vote of the active members with respect to securing amendment to the charter.

A motion was past by a unanimous vote authorizing the President and the First Vice-President to confer next week with the Secretary and Field Secretary at Washington with reference to the immediate selection of two assistants to the Field Secretary to work with the teachers of the country.

A motion was past instructing the Secretary to negotiate with experts on the matter of having the system of records and accounts of the Association revised, and of submitting recommendations to the subcommittee, Josephine Corliss Preston and George D. Strayer, for approval, and then presenting the recommendation of the subcommittee to the Executive Committee for vote by mail.

A motion was past instructing the Treasurer to pay \$300 to J. W. Searson and \$150 to J. H. Carothers for their services in charge of the N. E. A. press service of the Milwaukee meeting.

A motion was past instructing member Pearse to make arrangements with the University of Chicago Press for printing the volume of Proceedings and authorizing him to buy paper for the same.

A motion was past authorizing the Publication Committee in its discretion to discontinue the publication of the N. E. A. Journal.

A motion was past instructing the Secretary to act for the Executive Committee and the Association in putting into effect the resolution adopted at the business session with respect to the establishment of the International Bureau of Education in connection with the League of Nations.

A motion was past instructing the Secretary to drop from the lists all committees not now doing work for the Association, except where the committee has been continued by action of the Association. The motion is to apply especially to all committees which have not made reports during the past two years.

A motion was past authorizing the Secretary to publish the N. E. A. Bulletin in ten numbers instead of five as heretofore, and to send it to all active and associate members.

A motion was past instructing the Secretary to employ a lawyer to pass on such points in the Charter and By-Laws as is necessary.

The Secretary asked whether he should permit any committee to combine the appropriation of the Association with that of an Educational Foundation in carrying forward its work. He stated that Miss Haley and others had asked for a

ruling on that point. The President made the ruling that the appropriation of the Association should be used only by the N. E. A. Committee and that the Committee would not be permitted to use the same in connection with funds received from other sources, without first having the definite approval of the active members of the Association.

(Signed) Josephine Corliss Preston, President.
J. W. Crabtree, Secretary.

ASSOCIATE MEMBERS

The following is the provision in the by-laws pertaining to associate members:

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

CITIZENS INTERESTED IN N. E. A. PROGRAM

Wherever representatives of the Association have presented the educational program of this Association to public audiences they have been impressed with the desire of citizens to cooperate and aid in making effective the big educational program now before the country. It is believed that thousands of the members of Parent-Teacher associations and other citizens will be glad to become associate members and do active work towards securing increased salaries for teachers and improved conditions for the schools as their attention is called to the matter. Many reports have been received from Parent-Teacher associations and branches of the National Congress of Mothers asking for suggestions as to what their organizations can do to help the teachers. In response to this request the N. E. A. Bulletin will hereafter contain information and suggestions along this line. Mrs. J. H. Francis, President of the Patron's Department of the National Education Association and Mrs. Frederic Schoff, President of the National Congress of Mothers, have been asked to aid in preparing these suggestions for the Bulletin.

THE PLAN OF ENLISTING THE SUPPORT OF THE PUBLIC

Each active member, who can give a few hours time to this work, is requested to make an effort to secure not less than five new associate members during the first half of December, listing the names on the blank and sending it to the Secretary with a check covering membership dues. Those who pay \$2 will receive the monthly Bulletin and all general information and announcements. Those who pay \$5 will receive the Bulletin, the bound volume of Proceedings, all committee and commission reports and all regular publications of the Association

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.

CLEVELAND HOTEL RATES**AMERICAN HOUSE**

(150 rooms)

639-49 Superior Avenue, N. W.

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

(1,000 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 St.

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

KENNARD HOUSE

(103 rooms)

St. Clair Avenue at W. 6th St.

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

NEW AMSTERDAM HOTEL

(350 rooms)

Euclid Avenue at E. 22nd St.

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

HOTEL OLMSTED

(300 rooms)

Superior Avenue at E. 9th

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

HOTEL STATLER

(1,000 rooms)

Euclid Avenue at E. 12th St.

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

HOTEL WINTON

(600 rooms)

Prospect Avenue near E. 9th St.

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

The theory that the dollar is a cheaper dollar than we had before the beginning of the war seems to be gaining ground. The cost of living has already adjusted itself to the new value of the dollar. The compensation for certain forms of labor has been brought up to the new level. The pay of teachers should conform to the same standard. If this is a correct theory, the cost of living will remain high, and in order that teachers may have a square deal their salaries must be increased so as to bear the same relation to the cost of living as when the dollar possessed higher purchasing power.

The membership card is also a receipt for membership dues.

Application has been made to the United States Railroad Administration for reduced railroad fare for the Cleveland meeting and it is expected that a favorable decision will be given within a short time.

DEPARTMENT OF SUPERINTENDENCE
THE SEMI-CENTENNIAL MEETING, CLEVELAND, OHIO
FEBRUARY 23-28, 1920

THE educational forces of Cleveland have perfected a complete organization to manage the local arrangements for the meeting of the Department. A conference of this committee with Supt. E. U. Graff, President of the Department, was held in Cleveland early in November at which Dr. Spaulding acted as host. Assistant Superintendent R. G. Jones is in general charge of the local arrangements. The work of the local committee has been divided into the following departments:

Auditoriums and Hotels,	A. C. Eldridge	Elementary,	Catherine T. Bryce
Publicity,	Chas. A. Lake	Kindergartens,	Margaret A. Trace
Entertainment,	S. D. Shankland	University,	{ Chas. S. Howe
Exhibits,	George Carrothers		{ Chas. F. Thwing
Transportation,	O. M. Eastman	Normal,	Ambrose L. Suhrie
Information,	H. A. Bathrick	Art Museum,	F. Allen Whiting
Pamphlets,	J. B. Welles	Art School,	Henry Turner Bailey
Music,	J. Powell Jones	Suburban Schools,	W. H. Kirk
Extension,	George Carrothers	County Schools,	A. G. Yawberg
High Schools,	R. G. Jones	Buildings,	F. G. Hogan
		Public Addresses,	A. S. Suhrie

The local arrangements are in good hands and the members of the Department may be well assured that their comfort, convenience and entertainment will be amply cared for during their stay in Cleveland.

The Cleveland School authorities will present a pageant for the entertainment and instruction of the delegates. The general direction of this work will be in the hands of Catherine T. Bryce, Assistant Superintendent. No doubt the members of the Department will find a feature of this kind especially attractive. The Cleveland schools have been especially successful in presenting historical pageants and it will be a fine opportunity to see how such work is done. The great interest shown in the demonstration by children at the Chicago meeting last year points to the interest in this type of program. It will afford a change from the routine of papers and speeches.