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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

The National Education Association rejoices in
extending to the Teachers of America its cordial
wishes for a Happy and Prosperous New Year

CONTENTS

	Page
Editorials	3
Cleveland Meeting	4
Why a Secretary of Education—Hugh S. Magill.....	6
Teachers Organizations	8
One Hundred Per Cent Enrolments.....	9
Value of Teachers Councils—W. J. Bogan.....	11
Training of Teachers—W. C. Bagley.....	11
An Adequate Student Constituency—J. G. Crabbe.....	12
An Adequate Supply of Teachers—D. B. Waldo.....	13
Administrative Cooperation	14
The New World—Henry Sterling.....	15
Passing the Salary Bill—Olive Jones.....	15
Business Methods in Education—H. H. Hilton.....	16
Teacher Participation in Administration—Mary C. Harris.....	17
Cooperation with School Boards—W. L. Pieplow.....	18
Recent Pension Developments—Joseph Swain.....	18
Secretary's Minutes, Milwaukee Meeting.....	19
Cleveland Hotels	29
Charter Amendment	31

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Members, who attend the Cleveland meeting of the Department of Superintendence, will present their membership cards at the N. E. A. headquarters for badges, programs, etc.

The N. E. A. Post Office, which proved so satisfactory at the Milwaukee meeting, will be operated also at the Cleveland meeting of the Department of Superintendence.

WORKING TOGETHER TO PROMOTE THE COMMON GOOD

Teachers have always worked for the common good and not without a degree of success. They have always cooperated with other agencies in promoting community and national enterprises. They have rendered this valuable service as individuals, not as an organized force. It remained for the war crisis in education to teach them the value of organization and combined effort. They now recognize that organization is necessary for the advancement and increase of influence of the teaching profession. They are now getting together as never before in local, state, and national organizations, not so much to promote selfish ends, as for the purpose of putting their work on a high professional plane and for the purpose of working more effectively in promoting the common good.

THE TEACHING PROFESSION

Teachers throughout the country take honest pride in the fact that they belong to a worthy profession. They hold to ideals and standards in keeping with the high type of their calling. Shame on the men and women who would break down this source of their inspiration by forcing upon them the claim that there is no such thing as a teaching profession in the United States and that the teachers' work is a most menial kind of service. Nothing but discontent and disloyalty can result from the promotion of such doctrine. There is a teaching profession and its ideals have inspired hope on the part of teachers and gained the confidence of the public. The fact that teachers believe they belong to a worthy profession and that the public appreciates its high standards are the strongest forces at the present time in securing increased salaries for teachers in the present crisis in education. There is a teaching profession and the National Education Association is one of many organizations of teachers properly credited with being professional organizations.

THE SCHOOL SERVICE OF THE NATIONAL GEOGRAPHIC SOCIETY

In cooperation with the Bureau of Education the National Geographic Society now furnishes free to schools a weekly bulletin of current events, linking the news items in the press with their geographic and historic backgrounds.

In addition to its bulletins, however, the Society is now publishing its immense wealth of pictures on separate sheets of heavy paper with appropriate text for schools. In accordance with its custom these pictures are being issued practically at cost as a part of the vast educational work of the Society in the increase and diffusion of geographic knowledge. To carry out more fully its enlarged program, the Society has established a School Service Department of which Miss Jessie L. Burrall is Chief.

The cost of living has exactly doubled since 1913. Teachers' salaries were at that time on the cost of living basis. Where teachers are receiving less than two times what they received in 1913 they have as a matter of fact suffered a decrease in pay. Acquaint members of boards of education and other citizens with this fact. The valuable information on teachers' salaries in the N. E. A. Bulletins will not serve its full purpose unless members see that it reaches the public.

THE N. E. A. BULLETIN AND ADVERTISING

The recommendation that the N. E. A. Bulletin open its columns to advertisements as a source of revenue for the Association has not been accepted for the following reasons:

1. It is in the interest of the teaching profession to have a strong well-supported educational press. The state school papers and other educational journals could not long survive under present conditions without the funds which they are receiving from advertisers. If the N. E. A. Bulletin should compete for advertising with educational journals, it would likely decrease the amount of space used by advertisers in these papers.
2. There is the fear on the part of some of the members of the Association that commercial interests might desire to shape and control its policies.
3. If the Bulletin is supported only by funds coming from membership dues, it is likely to remain more loyal to the members of the Association, and to continue to put forth determined efforts in the promotion of their interests.

Teachers' organizations in California at Los Angeles, Oakland and San Francisco participate in making courses of study and in a limited way in determining administrative policies. In Kentucky the Louisville Educational Association participates in this work. There are many other places where teachers' organizations are recognized in this way.

The Secretary of the Association wishes the names and addresses of the presidents of teachers' organizations which participate in making courses of study and in determining the administrative policies of the school.

PROGRAM OF THE CLEVELAND MEETING

The President of the Department of Superintendence announces that the program for the Cleveland meeting will place special emphasis on Americanization, and that it will provide for a full discussion of current problems in school administration. The speakers for the program are mainly superintendents and men engaged in practical school work. The papers are to be concrete and definite and to suggest practical solutions of various educational problems. Discussions are to be specific rather than general and the entire program as practical and helpful as possible. All prominent educators who have been invited to speak have accepted. The speakers will represent the best talent the country affords.

President Graff will announce his program in the February Bulletin which will reach members February 1.

The Secretary must have the complete programs for conferences of Departments and allied associations for the Cleveland meeting by January 12, in order to insure their being printed in the general program. It is presumed that each association desiring to hold a conference at the Cleveland meeting has arranged with the Secretary for a date and for an assembly room. Any others desirous, however, of making arrangements at this time should let him know by wire.

The Secretary has received excellent reports from superintendents and teachers' organizations concerning the service which Mrs. Sue L. Fratis and Miss Sallie Hill are rendering to teachers and schools in their work as assistant field secretaries. They are working in western states at the present time.

THE SMITH-TOWNER BILL

The Smith-Towner Bill is still in committee in both the Senate and House. Of course, it will not need to be reintroduced, but will hold its present number and designation thruout the Sixty-sixth Congress, which will expire March 4, 1921. The regular "long session" convened on Monday, December 1, and will probably continue until next summer or fall. The final "short session" will convene December 6, 1920. We should do everything in our power to secure the passage of this bill by the Sixty-sixth Congress.

In order to secure the passage of this bill we must do two specific things: First, acquaint the people with its provisions and secure their cooperation and support; and, second, get the people to tell the members of Congress by telegrams, letters and petitions that they want this bill past. Congressmen are interested in a thousand other things, and they will forget our cause unless we repeatedly bring it to their attention. If you can get prominent persons and commercial clubs, rotary clubs, women's clubs and other similar civic organizations to send in letters, resolutions, and petitions to Congress they will be very effective. We must recognize the importance of organized, cooperative effort and of a persistent, aggressive campaign.

The cause which we represent is vitally related to the welfare of all the people and to the safety and prosperity of our nation. The responsibility for the passage of this constructive piece of legislation is largely upon us and we must not fail. Will you do your part in winning this great battle for the promotion of education?

Mr. Magill delivered addresses in December in the states of Ohio, Missouri, Texas, California and Colorado. He was greeted by large audiences in each of these states. His services are in such great demand that he cannot accept one-half of the calls which are received. During January and February he will make other trips across the continent. These ocean to ocean trips would be expensive to the Association were it not for the fact that the local associations and clubs where he speaks meet his railroad and hotel expenses.

The N. E. A. Bulletin limits its editorials and pronouncements to policies definitely adopted by the Association or recommended by its commissions and committees.

NO SOVIET TENDENCY IN THE PROFESSION

The fact that a few overworked and unbalanced teachers in radical communities have voiced the sentiment of their kind, does not justify the conclusion that teachers are not loyal to our form of government. I do not believe that there is the slightest Soviet tendency in the teaching profession. I do not sense it in my correspondence with thousands of them in every part of the country. I do sense a consecration to the work of their calling and a degree of loyalty to our democratic form of government which I do not believe can be found among the representatives of any other occupation or profession.

J. W. CRABTREE,
Secretary of the National Education Association.

WHY A SECRETARY OF EDUCATION?

Hugh S. Magill, Field Secretary National Education Association

The Smith-Towner Educational Bill now before Congress contains two principal provisions, the creation of a Department of Education with a Secretary of Education in the President's Cabinet at its head, and the authorization of an appropriation of \$100,000,000 to aid and encourage the states in the promotion of education. The bill embodies two fundamental ideas, a Secretary of Education and Federal aid.

It has been suggested that the appointment of a Secretary of Education by the President might bring education into partisan politics, and it is pointed out that in the states and local communities it has been found wise to keep the administration of education free from all political influence. It seems to me that those who hold this view have not given sufficient consideration to certain facts which are quite fundamental in determining the question.

The Federal Government Cannot Administer Education

In the first place, the Federal Government cannot control or administer education. Any attempt to do so would be in violation of the tenth amendment to the Constitution. The Smith-Towner Bill expressly provides that the purpose of the act is "to encourage the states in the promotion of education," and that all educational facilities encouraged by its provisions "shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities of the several states."

It is clear, therefore, that the arguments which may be advanced in behalf of keeping the administration of education out of politics do not apply to the Secretary of Education as provided for in the Smith-Towner Bill. He is authorized to administer his department, but he cannot administer the public schools. The administration and control of education in the schools is reserved by the federal constitution "to the states, respectively, or to the people," and by the terms of this bill to the "state and local educational authorities of the several states."

Offensive Partisanship Unlikely in Department of Education

I do not believe that the appointment of a Secretary of Education by the President is at all likely to bring the administration of the Department of Education into partisan politics. A prominent United States Senator, whose name has frequently been mentioned in connection with the Presidency, recently remarked that he did not know of any action that would be poorer politics from a purely partisan standpoint than for a President to undertake to "play politics" with a Department of Education. He declared that in his opinion any President would recognize that a failure to keep the Department of Education on a very high plane of efficiency and professional service would be condemned by people of all parties and would be most disastrous even from a partisan standpoint. This view is held by every member of the committees on education of both the Senate and House with whom I have talked.

Education in Relation to a Federal Budget

But there are some very positive reasons why there should be a Secretary of Education in the President's Cabinet. It is quite generally conceded that the

Federal Government should make appropriations to encourage the states in the promotion of education. It is also recognized that a budget system should be created. A bill establishing such a system has been past by the House of Representatives, and is now under consideration in the Senate. A federal budget must, of necessity, be prepared by the Executive Department under the direction of the President. Its preparation will become an important administrative function and will undoubtedly be carefully studied and discust by the President and his Cabinet. If education is to receive just recognition and support it should be represented in the President's Cabinet, the same as other great national interests. The Department of Agriculture, which has enjoyed such recognition since 1889, now receives more than \$33,000,000 a year for the promotion of agriculture, while the Bureau of Education, which does not have such recognition, receives less than a half a million for the promotion of education.

The Need of Educational Statesmanship

But the most important reason for a Secretary of Education is that the vital relation of education to the social, industrial and economic life of our nation may receive due consideration by those highest in authority. Someone should be in a position to bring this fact to the attention of the President and other high officials, that it may be recognized as an important element in the policy of every administration. The President might well include it in his messages to Congress as a subject of national importance, and recommend such action by Congress as might seem best to encourage the states in the promotion of education. Experience has demonstrated that this cannot be accomplisht by a Commissioner who is not in immediate touch with the President and Congress.

The administration of the schools should continue to be under the management of educational experts, just as the immediate control of the army should be under military experts, but the relation of education to the welfare of the country deserves recognition in the highest councils of the nation. Here the demand is for educational statesmanship.

COMMITTEE ON STATE SUPERINTENDENTS REPORTS

The President of the National Education Association has on the request of state superintendents, appointed a committee to study state superintendents' reports with a view of increasing efficiency in gathering statistics. Following is the committee:

T. E. Johnson, Michigan, Chairman.
C. N. Childs, Utah.
G. N. Sheats, Florida.

Katherine Morton, Wyoming.
J. A. Churchill, Oregon.
T. E. Finegan, Pennsylvania.

A picture of Ella Flaggs Young appropriately hangs on the wall in the reception room at N. E. A. headquarters near the portraits of W. T. Harris and Irwin Shepard. The picture was framed and presented to the Association by Miss Laura M. Brayton, who was Mrs. Young's secretary and companion for many years. Mrs. Young was President of the National Education Association in 1910-11, the first woman president of the Association. Her last public service was efficiently rendered as a member of the Woman's National Liberty Loan Committee, Treasury Department, Washington, D. C. She was active in this particular work up to the time of her death, October 26, 1918.

TEACHERS ORGANIZATIONS

Participation of Classroom Teachers in Determining Educational Policies

The following is a correct statement of the action taken by the Commission on the Emergency in Education, which has been favorably received thruout the country:

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

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

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

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

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

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 December 15:

Aberdeen, S. D., Aberdeen City Schools, Joseph T. Glenn, Superintendent
Akron, Mich., City Public Schools, Ralph Rourke, Superintendent
Allegan, Mich., City Public Schools, A. H. Robertson, Superintendent
Albert Lea, Minn., Central School, C. C. Baker, Superintendent
Americus, Ga., Public Schools (white) T. E. Mathis, Superintendent
Americus, Ga., High School, C. M. Hale, Principal
Americus, Ga., Furlow Grammar School, Elizabeth McLendon, Vice Principal
Appleton, Wis., Appleton High School, Paul G. W. Keller, Principal
Bainbridge, N. Y., High School, G. Harold Carl, Principal
Bayard, Nebr., Bayard City Schools, I. H. Linder, Superintendent
Bellflower, Ill., Bellflower Township High School, Roy Schofield
Ben Avon, Pa., City Public Schools, H. M. Merritt, Supervising Principal
Berkeley, Calif., Berkeley High School, C. L. Biedenbach, Principal
Beverly, Ohio, City Public Schools, F. J. Taylor, Superintendent
Bingham Canyon, Utah, Highland Boy School, H. S. Mangelson, Principal
Bogata, Tex., City Public Schools, Murry H. Fly, Superintendent
Bryant, S. D., City Public Schools, Edmund Steele, Superintendent
Buffalo, Wyo., Johnson County High School, S. R. Bumann, Principal
Carleton, Mich., City Public Schools, E. H. Bremer, Superintendent
Center, Colo., Center Joint Consolidated School, District No. 26, S. W. Todd, Superintendent
Centerville, S. D., City Public Schools, Robert Favell, Superintendent
Chicago, Ill., Norwood Park School, Wm. L. Super, Principal
Chisago City, Minn., Graded School, J. A. Petska, Principal
Cleveland, Ohio, Dike School, Bessie M. Corlett, Principal
Cleveland, Ohio, Doan School, Laura Kate Collister, Principal
Cleveland, Ohio, Eagle School, Sara E. Slawson, Principal
Cleveland, Ohio, East Denison School, Brigid L. Gafney, Principal
Cleveland, Ohio, Gordon School, Edith C. Peters, Principal
Cleveland, Ohio, Waring School, Katharine M. Grayeli, Principal
Cleveland, Ohio, Willson Cripple School, Alice Christianar, Principal
Clovis, N. M., City Public Schools, E. W. Bowyer, Superintendent
Cohasset, Mass., School Department, Harry H. Lowery, Superintendent
Columbus, Ohio, Fulton Street School, Belle T. Scott, Principal
Connell, Wash., City Public Schools, J. L. Hunt, Principal
Delphos, Ohio, High School, Fred C. Snodgrass, Principal
Duvall, Wash., City Public Schools, G. W. Greene, Principal
East Troy, Wis., City Public Schools, A. W. Kruger, Principal
Edinboro, Pa., Edinboro State Normal School, F. E. Baker, Principal
Elko, Nev., City Public Schools, S. O. Welday, Superintendent
Elmhurst, Ill., City Public Schools, Lydia Vautsmier, Superintendent
Elyria, Ohio, City Public Schools, F. M. Shelton, Superintendent
Eureka, Nev., County High School, Joseph Dickinson, Principal
Fort Wayne, Ind., Fort Wayne Normal and Training School, Flora Wilbur, Principal
Freeland, Mich., Public Schools, H. B. Fisher, Principal
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., Grand Valley Schools, L. W. Martin, Superintendent
Grass Lake, Mich., City Public Schools, A. W. Glas, Superintendent
Greeley, Colo., Colorado State Teachers College, J. G. Crabbe, President
Idaho Springs, Colo., City Public Schools, Charles E. Greene, Superintendent

Ipswich, S. D., City Public Schools, E. M. Paulu, Superintendent
Ithaca, N. Y., Ithaca Public Schools, F. D. Boynton, Superintendent
Jacksonville, Ill., High School, H. C. Hopkins, Principal
Knoxville, Pittsburgh, Pa., Union High School, C. B. Critchfield, Principal
Las Vegas, Nev., City Public Schools, R. H. McPeak, Superintendent
Lawrenceville, Ill., Lawrenceville Township High School, R. R. Denison, Principal
Lewisburg, Pa., High School, H. S. Bourne, Principal
Locust Grove, Ga., City Public Schools, J. Harry P. Thomas, Principal
Maple Lake, Minn., City Public Schools, Hugh Graham, Superintendent
McIntosh, Minn., McIntosh Public Schools, I. S. Horn, Superintendent
Milbank, S. D., City Public Schools, H. C. Souder, Superintendent
Minnesota Lake, Minn., City Public Schools, E. H. Englebart, Superintendent.
Morris, N. Y., High School, Ross E. Cameron, Principal
New Bedford, Mass., Betsey B. Wilson School, Allen P. Keith, Superintendent
Noblesville, Ind., City Public Schools, A. C. Payne, Superintendent
Norfolk, Conn., The Center School, John Lund, Superintendent
Okmulgee, Okla., High School, E. S. Griggs, Principal
Orland, Ind., High School, F. Ray Rogers, Principal
Otis Orchards, Wash., Otis Orchards Public Schools, E. W. McHenry, Superintendent
Parsons, Kans., McKinley School, John T. Barnhill, Superintendent
Peabody, Kans., City Public Schools, Webster P. Reese, Superintendent
Quincy, Ill., Adams School, Sara Louise Derrick, Principal
Quincy, Ill., Emerson School
Quincy, Ill., Washington School, Emma Beckwith, Principal
Quincy, Ill., Special School, Anna M. Kordsiemon, Director
Racine, Wis., City Public Schools, F. M. Longanecker, Superintendent
Redfield, S. D., Redfield Public Schools, C. M. Bair, 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., Salem High School, Paul N. Musgrave, Principal
Salem, Mass., Farms Grammar School, Wilhelmina Patterson, Supervising Principal
Schleswig, Iowa, City Public Schools, C. D. Vance, Superintendent
Sedalia, Mo., Horace Mann School, Jessie Bell Steele, Principal
Sedalia, Mo., Prospect School, Nina K. Slater, Principal
Sharonville, Ohio, Village School, Sarah E. Williamson, Principal
Sherburn, Minn., City Public Schools, O. L. Troxell, Superintendent
St. Francis, Kans., City Public Schools, Mrs. 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
Wilton, N. D., City Public Schools, C. L. Coddington, Superintendent
Winchester, Va., City Public Schools, F. E. Clerk, Superintendent
Winchester, Conn., Public Schools, John Lund, Superintendent
Wind Gap, Pa., City Public Schools, Isaac Rissmiller, Superintendent
Winnetka, Ill., City Public Schools, C. W. Washburne, Superintendent
Zumbrota, Minn., City Public Schools, K. O. Snortum, Superintendent

THE VALUE OF TEACHERS' COUNCILS

William J. Bogan, Principal, Lane Technical High School, Chicago, Ill.

A study of educational administration will show that most educational lectures, books, addresses, notices, and directions are permeated at best by the spirit of benevolent despotism and at worst by the spirit of plain undiluted despotism. Many administrators seem to believe that the ideal teachers are docile children who need but to be directed kindly in the way they should go. Others seem to believe that teachers should walk with downcast eyes and listen to the voice of authority in fear and trembling. The attitude of the former is typified by the superintendent who said recently in organizing a new educational association, "The elementary teachers will be satisfied to listen to the inspirational lectures and leave the management to us." Doubtless he meant to furnish the inspiration too. When someone complained that the teachers did not have representation enough in the new organization that he was forming he said, curtly, "My teachers are not nearly so much concerned about their representation as you are." The pity of it is that he told the truth, in all probability. The establishment of teachers' councils will set teachers to thinking on educational problems as never before. Thinking on these problems will solve most of them. The council will serve as a clearing house for the ideals and ideas of all the teachers in the system and it will release a pent-up enthusiasm for education at present unknown to educational administrators. It will bring freedom and independence to the teacher and thru the teacher to the pupil. Intimidation will go out of fashion and truth will prevail.

These desirable ends will be attained only thru the establishment of *real* councils. Councils without power or responsibility will not serve a useful purpose except for the practice they may give in debating. They will be repudiated by all teachers with a spirit of independence, and unless such councils are repudiated teachers will be as helpless as before. Teachers must be free to discuss without fear all matters relating to educational policy. Only in this manner can the responsibility of teachers be given a genuine test. Even this kind of freedom will not prevent sycophants from running with their tales to willing ears, but it does provide a measure of protection.

—*Milwaukee Meeting National Education Association.*

TRAINING OF TEACHERS

W. C. Bagley, Teachers College, Columbia University, New York, N. Y.

There are certain fundamental facts that deserve to be reiterated until their deep significance has sunk home.

In the first place the high-school graduates now entering the normal schools to prepare for public-school service represent a significantly lower level of mental ability than do the high-school graduates who are looking toward other professions. That this condition obtains in many if not most of the states is voucht for by the testimony of those long familiar with the situation. The few who are now preparing with any degree of seriousness for the work do not represent, as a group, the best available material.

A second fact of which the public should become thoroly aware is the low rank that we hold among the civilized nations with respect to the preparation of

our public-school teachers. Just before the war began, for example, two-thirds of the elementary teachers in England had had a preparation that would be equivalent in this country to graduation from a four-year high school plus two years of normal-school training. In the United States not more than one-fifth of the elementary teachers have had so extended a preparation.

Nor is our standing low only in comparison with countries like England and France. One of our South American sister-republics, Chile, supports sixteen normal schools for a population of 4,000,000—five more than Massachusetts operates for a population about equal to that of Chile.

Another fact deserves especially serious consideration. Our neglect of adequate preparation for teachers has led to the creation of a system which was designed to compensate for this neglect, but which in itself bears the seeds of very great evils. I mean frankly the effort to compensate for poor preparation thru elaborate systems of supervision. This is rapidly bringing into being a group of superteachers, if I may use the term, better trained and much better paid than the classroom teachers and bearing to the latter a relation akin to that of the foreman of a factory to the "hands" of the factory. More and more the plans and specifications for teaching are being prepared by these superteachers. While they have been selected in the past very largely upon the basis of their success in doing and actual first-hand teaching, this condition is rapidly passing, and in any case their work means a detachment from the real first-hand problems of teaching and managing boys and girls.

It may be too late to correct in industry the evils that the factory system has brought about. It is not too late in education. The problem is immediately to place teaching in the only position in which it can hope to render its all-important service—to give the actual work of first-hand teaching its true status as a fine art. This means above all a vast extension of our agencies for the initial preparation of teachers. This will solve the problem and nothing else will.

—Dept. of Superintendence, Chicago Meeting National Education Association.

HOW TO SECURE AN ADEQUATE STUDENT CONSTITUENCY FOR STATE NORMAL SCHOOLS AND COLLEGES

J. G. Crabbe, President Colorado State Teachers College, Greeley, Colo.

No greater menace ever faced the American people than the present shortage of teachers. The choicest young men and women of the country must be attracted to the profession. First of all in the objectives of the campaign for the improvement of the profession comes the urgent necessity for better salaries.

In all fairness the public-school teacher must be absolutely impartial in attitude and in his teaching. He must teach without discrimination "all the children of all the people." The American teacher should keep the fine impartiality that he has heretofore held in American education, thus eschewing all class distinctions. May we avoid entangling alliances!

The second objective of the campaign for the improvement of the profession is fully presented in the big "National Program of Education" as introduced in Congress and popularly called the "Smith-Towner Bill Revised." In this critical period in America our government cannot neglect a national program of education.

Teacher-producing institutions must be made attractive to young men and women who have been drawn to the profession of teaching. It matters not by

what name the school may be called—normal school, normal college, normal university, or teachers' college; but it must maintain four-year courses of college grade. The full-fledged normal school is a teachers' college.

The teachers-training schools are under-advertised. The meeting of this Department today will be worth all it cost if all its members go away with these words ringing in their ears: The normal schools are under-advertised! I offer the following sifted suggestions for a big program of institutional advertising—a plan of publicity.

1. **A bureau of publicity.**—The school must have a bureau of publicity with a "publicity man" in charge.

2. **A mailing-list.**

3. **A series of bulletins.**—A monthly bulletin.

4. **A field agent.**—A field worker, well informed, tactful, popular, proves her value. Try her out and you will be pleased.

5. **Special visitation to high schools.**—Since the next step from the high school, in the training of teachers, is the normal school or teachers' college, it is highly important that these higher institutions of learning focus the attention of the high-school student before he has made his choice of profession and of college.

6. **Free tuition and low cost of living.**—No tuition should be required in a state school, and certainly not in a teacher-training school. Incidentals and all fees should be fixt at a minimum. Dormitories should be establisht in most normal schools.

—*Milwaukee Meeting National Education Association.*

AN ADEQUATE SUPPLY OF TEACHERS

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

The solution of the teacher-training problem lies first in the adoption of adequate standards. Minimum preparation for all teachers in the grades and in the rural schools should involve not less than two years of special training after graduation from a standard four-year high school. For a considerable percentage of such teachers the standard of training should involve not less than four years of special preparation beyond high-school graduation. Public-school leaders and a considerable percentage of teachers should have five, six, or seven years of academic and professional training beyond high-school graduation. Public-school service will never be generally recognized as a profession of unquestioned dignity and position until we require of teachers preparation equivalent to that now required in the professions of law and medicine.

Teacher-training institutions must be made equal to the task of sound, thoro training of the student body. Such institutions, especially state normal schools and colleges, must be adequately supplied and equipt. Buildings should be models of convenience and sanitary standards. Instructors in state normal school should be paid as much as university instructors. There should be no overload either of teaching hours or of class numbers. These teacher-training institutions must have the life and vigor of youth.

The teaching profession must be made attractive to the ablest young men and women of this generation. Public schools must afford opportunity to render service untrammled by needless annoyances and obstacles. Teaching service and teachers should command the respect and challenge the admiration of every community where public schools exist.

Teachers everywhere must be paid adequately. There must be a decent thrift salary as a minimum. In every community there should be special salary rewards for exceptional teachers. These rewards should be large. The salaries of grade teachers in many places should start at a minimum of \$1,200 and rapidly increase to not less than \$2,000. Above this the exceptional teacher who teaches a red-letter lesson every day should be rewarded just as the exceptional lawyer, physician, or business manager is rewarded.

—*Milwaukee Meeting National Education Association.*

ADMINISTRATIVE COOPERATION IN MAKING OF COURSES OF STUDY IN ELEMENTARY SCHOOLS

Administrative cooperation in the making of courses of study in elementary schools has been approved by a sufficiently large number of superintendents of schools in cities of twenty-five thousand population and over to establish it as an accepted principle of administration of schools in such cities.

In cities below twenty-five thousand, administrative cooperation has not been tested in a sufficiently large number of places to conclude that superintendents of such cities as a whole have set their approval upon it. Nevertheless a large majority of those who have tried it express such judgments as to indicate their approval, altho in some cases with minor reservations.

There are still a large number of superintendents, particularly in the smaller cities, who prepare courses of study themselves or with only incidental and unorganized assistance of teachers and principals. Many of these superintendents have not in all probability given extended thought to the advantages that are to be derived from cooperative effort in the making of courses of study. Other superintendents, in both large and small cities, firmly believe that centralized control of details and strict uniformity in courses of study are essential to efficient schools. These practices are not in accordance with the principles of administration deduced from the science of efficiency nor with the practices approved by the majority of superintendents in their replies to the questionnaire used in this study.

There is no general agreement as to the best form of committee for cooperative effort. So few superintendents have tried more than one form of committee and their experience has been so limited and so recent that their judgments as to the best form of committee do not furnish a reliable index of the best committee organization. The form of committee most frequently found includes but a small number of the supervisory and teaching force working with the superintendent without organized contacts with other teachers. These were chosen by the superintendent primarily because of their abilities for this work; representation of an equal number of teachers from each building or district was of minor consideration.

—*From the Report of the Committee on Superintendents' Problems.*

A limited number of the above Report of the Committee on Superintendents' Problems, by Harlan Updegraff and A. Duncan Yokum, have been received at the N. E. A. headquarters.

Part one of the booklet deals with the administrative cooperation in the making of courses of study in elementary schools, and part two is a report of the subcommittee on Curriculum. The price is fifty cents to members.

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

Henry Sterling, Legislative Representative American Federation of Labor,
Washington, D. C.

What is our present purpose regarding education? We propose to cooperate to the fullest possible extent of our power and influence with the National Education Association and with all others who will cooperate in impressing more fully upon the public mind the vital need of full education for all the children of the Republic, regardless of state lines. A primary essential is a more adequate conception of the vital need of education to the safety and welfare of the Republic and the elevation of the profession of teaching to its rightful place in the public esteem. Unless the profession stands high in public esteem salaries for teachers adequate to secure the highest talent cannot be obtained. The teachers of Washington are urging upon Congress a salary of at least \$1,000 per year. Coal heavers, hod carriers, street laborers, day laborers, building laborers, farm hands, are paid at rates as high and sometimes higher than that. A 50 per cent pay cannot secure a 100 per cent efficiency. Low-class salaries cannot secure high-class talent. We cannot afford to put teachers not fully competent, not fully equipt, in charge of the education of American children. It is a wrong to the children and an injury to the Republic. The welfare of the children, the future rulers of the Republic, demands that teachers be properly paid.

A more democratic management of the schools is another essential to educational progress. Too many petty oligarchies are holding secret sessions, deciding behind closed doors large questions of vital concern to the entire public, and reaching, in strictest privacy, determinations relating to the administration of public property, public functions, and public policy. The establishment of teachers' councils would bring to the service of the schools the benefit of the fresh initiative growing out of actual teaching experience and would tend to eliminate autocratic and secret methods.

—*Milwaukee Meeting National Education Association.*

HOW THE SALARY BILL WAS PAST IN THE NEW YORK LEGISLATURE

Olive Jones, New York City

The average legislator, like the average public, is not interested in your needs or your problems. What you must do is to make the average legislator and the average public, the average citizen, feel and know and believe that **your** problem is **his** problem, and that your unsatisfied need will spell disaster to some special interest of his own.

To bring about this result as far as teachers' salaries are concerned there are just two methods. Both begin with the letter p, and that makes them easy to remember: practical politics and publicity.

No one person, however well endowed with the qualities of leadership or the advantages of social and political acquaintance, can do this work alone. Everybody must work, and everyone must work in cooperation with his fellow-teacher. It was that spirit of cooperation which our opponents feared most and made their strongest efforts to destroy. Opponents of salary legislation for teachers tried

to make us tie ourselves up with this, that, or the other issue, and many teachers were led into error, not realizing that we must stand alone as a great body of teachers, independent of all other issues and all other organized bodies whether of capital, labor, or of profession. They tried to make us lose popular sympathy, just as we were getting it most fully, by inducing some foolish ones to talk of "strikes," but except in the newspapers and among a few agitators the talk of strikes was trifling and negligible. The great mass of teachers is fundamentally sound in devotion to the children, whose young lives only would suffer if teachers went on strike, and the teachers repudiated the idea of strike, believing that the teacher who goes on strike is like the soldier who deserts in the face of the enemy.

Victory can be won only by full cooperation of all teachers working as an independent and yet an organized body. Get such cooperation, even if some of the real and wise leaders among you must make, as some of ours did, final, supreme self-abnegation by letting press and public give the credit of their labors to others.

Right here let me say that there is only one convincing argument to use with anyone, in or out of the legislature. Tell them why your lack of salary is going to bring some trouble to themselves and give them a few concrete illustrations of their personal inconvenience or worry resulting from your poor salary and you will have interested listeners, and sooner or later you will find each listener repeating his story or experience and thus becoming a publicity agent for you. Convince a man of his need or of his imminent loss and he becomes an active agent in discovering the cause of this need or loss, even tho it incidentally gives you some more money.

—*Milwaukee Meeting National Education Association.*

MODIFICATION OF BUSINESS METHODS IN EDUCATIONAL INSTITUTIONS

Henry H. Hilton, Chief of Settlement Division, Committee on Education and Special Training, War Department, Washington, D. C.

The recent experience of college teachers in war work has been tremendously impressive. They have found themselves and have in turn been discovered by the business world. Will they go back to teaching? Most of them will doubtless do so, but not under the conditions heretofore existing. With a new sense of power and the appreciation of their own adaptability to the business world, they will insist upon a different recognition by college authorities. Greater freedom will be demanded. Larger salaries will be expected and should be granted. One thousand dollars, instead of being usual for an instructor, should be considered ridiculous for any well-trained man. The business house knows from experience that underpayment of employees is false economy.

With the consciousness of growing power there should come to college professors an increasing disposition to place themselves upon an identical footing with men of business. An important step in this direction would be for the lifetime, in whose warmth they have basked, to be discontinued, making their status become that of the corps of any business house of repute. In the past, to many dependent upon salary, such assurance of permanence has been an inducement, if not full justification, for selecting this vocation. With the readjustment of compensation to a higher level the argument of necessity disappears. Were this

change to be brought about could anyone question the resulting benefit? The courageous would not be thereby deterred from entering the profession. If it were otherwise with the timid, so much the better. The life-tenure principle in the business world would have a paralyzing effect. Disaster inevitably follows in the business house where this principle has been allowed to take root. Would anyone argue that if such a principle is fatal in the business house it is wholly without bearing in the college world?

—*Milwaukee Meeting National Education Association.*

TEACHER PARTICIPATION IN SCHOOL ADMINISTRATION

Mary C. Harris, Former Chairman of Teachers' Educational Council,
Minneapolis, Minn.

In the great upheaval of the past five years two great principles ride the storm securely: first, that the voice of the many must really count in the counsels of those who govern, and second, that knowledge, understanding, and sympathy are essential for successful democracy.

The voice of the many must **really count**, not merely be heard and disregarded. There have been sometimes autocratic methods in school administration even under a semblance of democracy. I advocate and thoroly believe in a real conference of administrative officers with representatives whom the teachers choose, a conference in which there is mutual respect, and in which weight is attacht to the opinion of both sides, so that both contribute to the outcome of the conference. Such an attitude on the part of school officials toward teachers certainly comes nearer to our idea of the schools of a free people.

It was in the belief that there should be some means by which the teachers in a large city system might know and understand the administrative officers and in turn be known and understood by them, in the belief, too, that from those who are in direct contact with the children would come most valuable suggestions, that we began in 1912 to seek the formation of an Advisory Council. The Council is made up of the following personnel:

The city is divided into five high-school districts. Each district sends six grade teachers and one high-school teacher to the Council. Of the six grade teachers one represents the first grade, one the second, one the third and fourth combined, one the fifth and sixth combined, and two the seventh and eighth, including the special teachers.

There are also the following representatives: one for all the kindergarten teachers of the city, two for the grade principals, one high-school principal, one from the Girls' Vocational High School, and one from a group made up of the seventh-, eighth-, and ninth-grade teachers of the junior high schools. Thus there are forty-one members.

The Council has now been in existence for four years and in that time has dealt with such vital problems as courses of study, textbooks, the merit system, length of day, typical school building, and salary increases. It keeps in touch with local conditions by attendance of one member at each regular meeting of the board of education and sends delegates to the great national conventions that it may know the trend of educational progress.

—*Milwaukee Meeting National Education Association.*

COOPERATION BETWEEN BOARDS OF EDUCATION AND THE PUBLIC

William L. Pieplow, President, Board of School Directors, Milwaukee, Wis.

The business of running schools is an expert business. The business of a school board itself is not to run the schools but to see that they are run. The tendency on the part of many private citizens to regard themselves as quite capable of running the schools is one of the commonest and saddest manifestations of non-technical interference in technical public business to be found anywhere in American life.

School-board members stand in need of personal courage and honesty. They will find ample occasion for the exercise of these qualities. No other institution comes so delicately, so intimately, into contact with every home in the city as does the public school. The use of influence, if the board membership is known to be weak or political-minded, will be incessant and destructive. If all the board members are known to be honest and courageous the occasional exercise of the right of petition in matters of general policy can accomplish nothing but good.

—*Milwaukee Meeting National Education Association.*

RECENT PENSION DEVELOPMENTS

Joseph Swain, President, Swarthmore College, Swarthmore, Pa.

The crisis thru which the country is passing in the matter of the supply of teachers demands the closest analysis and consideration of the conditions to which it is due and of the means by which it may be met.

The National Education Association has during the past year undertaken a campaign for the increase of salaries. We cannot, however, afford to neglect at this time of economic readjustment the problem of providing for disability and old age, which is only another part of the problem of salaries. The colleges of the country are at present considering simultaneously the questions of increasing salaries and of establishing pension systems. England during the past year has not only bent her efforts to securing the adoption of generous salary scales but has also instituted a national pension system, which, albeit it is open to serious criticism, is at any rate an admission that when the rewards of the teaching profession are being considered, protection against the two chief hazards of life must be taken into account. Governor Smith, of New York, in his annual message to the legislature stated that "the efficiency of the school cannot rise above the standard of qualifications set for the teaching service. To bring this about the teachers should be adequately paid and fairly pensioned."

—*Milwaukee Meeting National Education Association.*

If your library or school has not taken out a \$5 membership see that it does so at once in order that all publications of the Association may be easily accessible to all members.

Commission Series No. 6 on Teachers Salaries and Salary Schedules is rendering effective service in salary campaigns. The general price is \$1.50 but the price to members and for class use or for use in salary campaigns is \$1.00 a copy. Orders will be filled promptly as long as the supply lasts. Every school should have at least one copy of this report.

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

The Business Session of the National Education Association for the year 1919 was held at the Auditorium, Milwaukee, Wisconsin, Friday, July 4, 1919.

This is an exact copy of the Secretary's minutes following that which was contained in the December Bulletin on pages 20 to 25:

GENERAL STATEMENT OF PRINCIPLES

MR. HUNTER: I will first present a general statement of principles: One phase of the world crisis in the progress of civilization has just been safely past in the successful outcome of the great war. The democratic peoples of the world face another phase of the same crisis in the solution of the problem of making democracy universal and effective. Inasmuch as universal and effective democracy is fundamentally dependent upon a high level of intelligence in the rank and file of the citizenship of a nation, as well as upon a properly qualified and trained leadership, a nation-wide, even a world-wide program in education has become a vitally essential factor in the right solution of the great problem. The National Education Association desires to outline at this time of crisis an American program in education. In so doing we are not unmindful of the great fundamental lessons taught by the war.

1. That the general ideals, purposes, and methods of American education are consistent with competent and effective democracy because of the war has proved the output of the schools of America to be resourceful, of independent and reliable judgment, courageous in the highest degree, and consecrated to public duty.

2. That great defects in our National life and in our social and industrial system exist, which are incompatible with the spirit of democracy, which invite the existence of forces and institutions destructive to our ideals and purposes as a nation, and which are essentially dangerous to the perpetual prosperity and happiness of the masses of our people and to our leadership in the movement toward universal democracy. We recognize these to be,

(a) An increasingly large un-Americanized element, both native and foreign born, in our population evident by statistical research to be one in three.

(b) An alarming percentage of illiteracy in our population shown by the Army tests to be approximately twenty percent of the total population.

(c) An astonishing degree of physical unfitness in our people, betraying a lack of preparedness either for the duties of defense or the responsibilities of peace—amounting to at least one-third of the entire adult population.

(d) A machinery for public education which is distinctly defective in many vital particulars, namely,

(a1) The schools as the principal agent of a democratic people in the training for universal good citizenship fail to reach effectively at least fifty percent of the youth for whom such training is vitally essential, and for whom a system of public education is intended.

(a2) School organizations, courses of study and class-room methods have not been sufficiently differentiated and adapted to the varying needs of different communities and individual children.

(a3) A large proportion of the teaching corps of the nation has had training and experience entirely incommensurate with the responsibilities imposed upon the teachers of the schools of a democracy. Five million children, or one-fourth of our total school population in the United States, are taught by teachers having less than the regular four years of high school training.

(a4) Such inadequate support has been given the public schools of the United States that teachers are leaving the profession in large numbers for more remunerative fields, and ambitious and talented young men and young women are largely refusing to enter the profession of teaching as a life career. (During the past school year from 30,000 to 70,000 children were without teachers in one of the largest metropolitan cities because it was impossible to secure a sufficient number of teachers on account of the very few men and women entering the profession).

(a5) The average yearly salary paid elementary teachers in the United States is \$630.00.

(a6) There has never been developed an adequate effectively organized and well supervised system of rural education.

(a7) Compulsory education laws have not been well enforced and such enforcement as has been prevalent has not been based upon records showing the numbers of minor citizens of each age in our various communities, without which provision complete and universal enforcement is entirely impossible.

(a8) Our efforts in making education scientific have been largely theoretical. We have not adequately followed up our surveys and scientific investigations.

AIMS OF A PROGRAM IN EDUCATION

In view of these conclusions forced upon us by the great war, a program of education in America should aim to bring about the following results:

- (1) A general high level of patriotic intelligent and competent citizenship thru the specific training of all children of the democracy for citizenship to an age approximating maturity.
- (2) The Americanization of the un-Americanized element in the United States, both native and foreign born.
- (3) The complete abolition of illiteracy.
- (4) The use of English as the medium of instruction in all schools and as the means of making general and common our American ideals.
- (5) A high degree of physical and moral fitness for both the responsibilities of peace and the duties of war on the part of all our people.
- (6) An adequate and effective system of public education, both State and National, as the chief agency for the accomplishment of the above ends.

Since the aims of an American program in education are these, the National Education Association pledges itself to the following measure, and calls upon all its membership to engage actively in a nation-wide campaign for the successful consummation of them all and urges upon all those in our nation who believe in democracy and in the effectiveness of public education as an agency in perfecting it and bringing to ourselves and our children its richest fruits, active persistent effort in supporting this program:

NATIONAL MEASURES

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

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

THE SMITH-TOWNER BILL

This Association has urged for years that education should be given just recognition by the Federal Government, and that a Department of Education should be established. The war has so emphasized the importance of education from a national standpoint that the necessity of the immediate consideration of this question is universally recognized.

Moreover, a Commission on the Emergency in Education, appointed by this Association one year ago, acting under the instructions of the Association, prepared a bill creating a Department of Education with a Secretary in the President's Cabinet, and authorizing the appropriation of one hundred million dollars to encourage the states in the promotion of education, particularly on the removal of illiteracy, the Americanization of immigrants, physical and health education, teacher preparation, and the equalizing of educational opportunities.

This Association thru its Commission and with the cooperation of other great national organizations, secured the introduction of this bill in the sixty-fifth Congress, and more recently its introduction in the sixty-sixth Congress, in a carefully revised and perfected form, known as the Smith-Towner Bill, H. R. 7, and S. 1017.

This Association, therefore gives its hearty and unqualified endorsement to the Smith-Towner Bill, H. R. 7, and S. 1017, now before the sixty-sixth Congress, and instructs the official staff of this Association to use all honorable means to secure its passage.

A YEAR OF CIVIC TRAINING

We advocate a comprehensive program of education which shall bring effectively within the reach of every boy and girl all the training physical, mental and moral, literary, technical and scientific, of which each is capable.

We urge that this program of education shall provide for universal training of all young men and women for a definite period, which training shall have for its object civic responsibility and occupational efficiency in the interest of National progress and National defense.

We urge the government of the United States to institute and maintain a full twelve month-year of instruction, training and discipline, for each young man and young woman between the ages of seventeen and twenty, such training to be carried on at such place and in such manner as

may result in the particular advantage of the individual in the development of civic responsibility and vocational efficiency, and to bear the entire expense of this undertaking, including adequate maintenance allowance for the dependents of such students in training.

A NATIONAL POLICY OF VOCATIONAL EDUCATION

A high standard of intelligence, general vocational efficiency, physical and moral fitness and civic devotion are not only dependent upon an efficient system of public education of all our youth, but also upon the reaction upon human values of the occupations in which the people of the nation engage. If we are to become a homogenous people generally happy and prosperous, generally living full, rich, contributive lives, the work which we do must continue thru our lives. To this end, industry in this country must be reorganized. All industry must become educational to those who engage in it. The workers must find in their work an opportunity for self-expression and self-development. Human, not commercial values must be placed first in our great industrial establishments. The rank and file of those who produce wealth must, thru their organizations, share in the control of the policy of the institutions for which they work. They must find an educative realization of their life's purpose in the output of their daily toil, and in the sharing in the direction of the policy aiding its production. Vocational Education must have as its purpose educative industry. Inasmuch as the general policy of Vocational Education in this country is directed by those responsible for the administration of the Smith-Hughes law, we urge those thus responsible to adopt such a policy in interpreting and administering this law that the above ends may be furthered by the system of Vocational Education now developing under this law; namely, "That those educated in the schools and departments organized under the Smith-Hughes law shall be made competent as far as humanly possible for sharing in the control of the policy of the institution in which they may afterwards be employed," and, "That they shall be inspired so far as is humanly possible with an impulse to continue their education thru the instrumentality of the occupation for which they may be trained and in which they may be afterward engaged."

A BUREAU OF INTERNATIONAL STUDY

"The country needs a growing constituency of educated leaders, familiar with the language, history, traditions, aspirations and ideals of the various foreign nations with which the United States will from this time on have ever increasing relations, commercial, social and political. The number of Americans on the soil who understand the hearts and the institutions, and the tongues of foreign peoples is exceedingly small.

Our government should, therefore, establish a plan by which every year two or three hundred young men and young women, who have completed their secondary or preparatory education, should be carefully selected to be sent to the various countries of South America, Australia, and the old world to spend from four to six years in the higher educational institutions of the country to which they are accredited, their necessary living expenses being borne by their government, as is now done in the case of young men being educated for the Army at West Point, and for the Navy at Annapolis."

I move the adoption of the resolution just read.

THE CHAIRMAN: All who favor the adoption of these resolutions say Aye; those who oppose, say No. The motion is carried. Mr. Hunter may continue his report.

MR. HUNTER: (Reading.)

STATE MEASURES

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

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

We specifically recommend the following steps and measures:

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

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

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

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

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

2. Laws clearly defining education as a function of the state rather than the municipality, and making impossible the control of the public educational system or municipal government by establishing the fiscal independence of school districts.

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

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

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

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

7. Effective compulsory education laws in all states.

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

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

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

I move the adoption of this resolution.

THE CHAIRMAN: You have heard the motion to adopt the resolution. All favoring the motion say Aye. The resolution is adopted.

RECRUITING THE TEACHING PROFESSION

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

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

I move the adoption of the resolution.

THE CHAIRMAN: All in favor of the resolution say Aye. The resolution is adopted.

MR. HUNTER: (Reads.)

TEACHERS' SALARIES

There are evidences that the campaign for adequate, just and appropriate salaries for teachers is beginning to show results, but we also know that deplorable conditions still too generally exist. We therefore, stand for the minimum of \$1,000 for any and all legally qualified teachers, and for legislative enactment to that end. Since thru the magnanimity of public spirited citizens who have purchased space in metropolitan daily papers for the promulgation of the teachers' salary cause, and used their journals for that end, we have had demonstrated to us the effectiveness of that form of support and promotion. We therefore urge thru increast publicity the continuance of this campaign for a living, saving, culture wage for all competent teachers until the public mind is imprinted with the patriotic and social importance of this cause as it effects the future welfare of our country, and with its justice as it affects our profession.

That this movement for more adequate compensation implies the reciprocal obligations to earnest effort for increast efficiency of service, must not be forgotten, if the gains are to be made secure.

EDUCATIONAL AND TYPICAL CHILDREN

1. We advocate the application of standard measurements to all children to determine their mental strength, progress and fitness, and an earnest effort to adapt education to the needs of all, as discovered by these tests, to the superior, mediocre, and inferior alike.

2. The educational policy of the state should be sufficiently comprehensive to provide training and instruction for every child under eighteen years of age, be he normal, feeble-minded, delinquent, or suffering from permanent physical handicaps.

3. The education of the mental defectives, of delinquents, and of those suffering from physical handicaps, should be an integral part of the educational program of the state and should not be dependent upon individual initiative, or state authority, other than that responsible for the entire educational policy of the state.

4. The diagnosing of degrees of mental defect and the classification of children upon such diagnosis should be in the hands of highly qualified and certified psychologists only. The same standard should apply to those diagnosing the physical handicaps.

5. In order to facilitate adequate handling, state institutions for exceptional children should be available as research laboratories and as training schools for teachers of exceptional children.

AN ALL-YEAR SCHOOL

Since the All-year schools mean, (1) a greater conservation of the child's time during his school years, and a consequent raising of the general level of education; (2) and offers the economic advantage of affording a fuller utilization of the school plant; and (3) will assist towards a continuous census for a more reliable count of children and the securing of educational rights for everyone of them, we recommend for city school systems the continuous school year of four twelve-week units.

I move the adoption of this section, including these resolutions.

MISS HALEY: I think that where it says the minimum salary of teachers should be \$1,000 should be amended to read \$1,200. I would like to have the plan concerning All-year schools set aside so that we may adopt that separately. I am willing to vote with the rest if the section concerning the All-year schools is withdrawn.

MR. HUNTER: I will consider my motion covering the first two resolutions only.

THE CHAIRMAN: Those in favor of the motion as amended say Aye. The first two resolutions are adopted.

MISS HALEY: I move that the action of the All-year portion of the report be postponed for one year.

THE CHAIRMAN: All in favor of the motion say Aye. The motion is carried.

MR. HUNTER: (Reads.)

GENERAL RESOLUTIONS

We declare our advocacy of the following measures which we believe to be in accordance with the general ideals and purposes of our democracy, and vital to the carrying out of the program just stated:

LEAGUE OF NATIONS

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

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

RECOGNITION OF WAR SERVICE

Altho the great patriotic service rendered by the rank and file of the educational forces of our country during the years has received in no small measure the appreciation due such high service, we feel that further expressions of praise would not be fulsome. The Association desires therefore to take this opportunity to express its appreciation of the self-forgetfulness and devotion with which the teachers of the nation replied to the call upon them, so that by their example, their influence, and their instruction they made the schools the main factor in the quick and generous response our people gave in reply to the various war loans, war activities, and the demand for the service and even life of their sons.

SUFFRAGE

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

BUDGET SYSTEM

Since expenditures National, State and Local will greatly increase, and inasmuch as education is finally able and ready to justify all expenditures, and every other appropriation should be required to justify itself, we insist upon the universal adoption of the Budget System in public appropriation.

THRIFT INSTRUCTION

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

THE SCOUT MOVEMENT

Recognizing the notable service rendered by the organization known as Boy Scouts of America and the Girl Scouts of America during the world war, and taking into consideration the educational value of training for citizenship thru service, the National Education Association of the United States approves and endorses the work and program of the Boy Scouts and the Girl Scouts, urges its promotion as a supplementary extra classroom educational activity for the schools, and recommends the fullest cooperation between the schools and the Boy Scout and Girl Scout movements in the development of their common objective of character building and citizenship training.

Report signed by the Committee.

THE CHAIRMAN: The question is open for discussion. The resolutions will be adopted item by item.

OBJECTIONS TO LEAGUE OF NATIONS

MISS O'REILLY OF CHICAGO: I do not think we need to discuss the League of Nations, as this is being done in the Senate. The only point that I wish to make is that such a measure should not be past as that referring to the League of Nations. How can we expect to approve of it at this time before a copy of the League of Nations is in our hands, and before we have heard its discussion? I am going to try to get my point to you by telling a story. I heard sometime ago about two Irishmen working on a roof. One came down and called to the other, "Don't come down the ladder on the southwest corner because I took it away." It seems to me that anybody who counts on the so-called League of Nations to secure democracy is in this position.

This is a matter which is open for the fullest and freest discussion. We should not endorse it today at this late hour, because we are tired and hungry and want to go home. It is a question whether this will secure the peace which we are after, or whether it will open the way for other wars. It is freely predicted that we had better prepare for the war with the yellow race in 1940. It secures no protection for small nations. My name is O'Reilly and I am interested in the rights of a small nation, whose rights are not secured. Fellow members, I ask that this be postponed, and I speak as one of you.

THE CHAIRMAN: The chair rules that the postponement called for is out of order, except by action of the Association. Is there further discussion?

A MEMBER: I move it be laid on the table.

MR. NEWLON: I wish the personal privilege of speaking. I have a family, some of them gave their lives in France, others were wounded. I am a Republican. I am for the treaty. The only thing we can discuss today is the treaty. Nine out of every ten Americans are in favor of the treaty. It would be a travesty on justice on the part of the N. E. A. if by some unfortunate circumstances or otherwise, this assembly should not give expression to the wishes of nine-tenths of the teachers in America upon this very vital question.

THE CHAIRMAN: The effect of the motion to lay on the table will be to refuse to adopt the resolution. It is before us now. Those in favor of laying the resolution concerning a League of Nations on the table say Aye. Opposed, No. The motion is lost. We are now to vote on the adoption of the resolution. All favoring say Aye. Opposed, No. The resolution is past.

MR. HUNTER: I move the adoption of the resolution concerning the recognition of the War Service of the Teachers.

THE CHAIRMAN: All in favor of this motion say Aye. The motion is carried and the resolution is adopted.

MR. HUNTER: I move the adoption of the Suffrage Resolution.

THE CHAIRMAN: All in favor of this motion say Aye. The motion is carried and the resolution is adopted.

MR. HUNTER: I move the adoption of the Budget Resolution.

THE CHAIRMAN: Those favoring this resolution say Aye. The motion is carried and the resolution is adopted.

MR. HUNTER: I move the adoption of the Thrift Resolution.

THE CHAIRMAN: All those favoring the motion say Aye. The motion is carried and the resolution is adopted.

MR. HUNTER: I now move the adoption of the complete report as amended.

THE CHAIRMAN: Those in favor of the complete set of resolutions as amended and adopted separately, say Aye. The resolutions are unanimously adopted.

MR. HUNTER: Before the committee is discharged, I should like to serve notice of the presentation of a program embodying principles governing teachers' organizations at the next annual Meeting.

WILLIAM M. DAVIDSON: I wish to offer the following resolution:

"That the Secretary of the N. E. A. be directed to print hereafter in connection with each annual meeting of this Association a special number of the N. E. A. Bulletin, and issue the same to the members of the Association in attendance upon such annual meetings; that the said "special number" shall contain an advance copy of the report of the committee on resolutions and that the said special number shall be issued at least one day in advance of the date on which the committee on resolutions is scheduled to make its report."

THE CHAIRMAN: All in favor, say Aye. The resolution is adopted.

A MEMBER: I move we express our thanks to the people of Milwaukee for the courteous treatment we have received during this convention, the conveniences afforded us and the entertainment given by all of the teaching organization.

THE CHAIRMAN: The resolution is adopted by a unanimous vote.

AMENDMENTS TO BY-LAWS PROPOSED

MR. GILLAN: I rise to propose an amendment to the By-laws, to lie over for one year. Also to call attention to the fact that I think the chairman realizes that he made a little slip when he ruled that my amendment for a change in the hour of meeting would have to lie over a year. By unanimous consent any amendment can be made to the By-laws and be effective at the meeting at which it is made. I now offer the following amendment to be added to Section 4, Article 6, "that the report of the Committee on Resolutions shall be limited to 2,000 words."

THE CHAIRMAN: This is accepted as notice of action to be taken next year.

MR. GILLAN: Now, Mr. President, I hope you will not rule me out of order when I ask for unanimous consent to vote on the amendment which I proposed some time ago to change the hour of the business meeting from 11:00 o'clock to 9:00 o'clock.

THE CHAIRMAN: Do I hear an objection? (Some one objects.) Let me ask again, is there objection? There is no objection. All favoring the amendment say Aye. The amendment is adopted by unanimous vote.

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

THE CHAIRMAN: Notice has been given and it will be a subject for action at the next business meeting. Is there any other matter of business or notice of motion: if not, we will have the Report of the Nominating Committee.

MR. MAGILL: I wish to ask unanimous consent to offer the "Preamble" printed in the "Proposed Substitute for Committee's Report" under the heading "Declaration of Purpose," and to have it taken up for consideration at this time.

MISS HALEY: I want it understood that this is not to be a part of the By-laws.

MR. MAGILL: No, it is presented as a separate resolution expressing in concrete form the purpose of the Association—a sort of platform, so to speak.

THE CHAIRMAN: Is there any objection to the consideration of this matter at this time? The chairman hears no objection. Unanimous consent is granted.

MR. MAGILL: Then I move that the subject matter of the "Preamble" as printed in the "Proposed Substitute for Committee's Report" be adopted under the heading of "Declaration of Purpose." It is as follows:

DECLARATION OF PURPOSE

The object of the National Education Association of the United States is set forth in its Charter granted by Congress as follows:

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

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

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

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

THE CHAIRMAN: Those in favor of adopting this Declaration of Purpose will say Aye. Those opposed, No. It is unanimously adopted.

THE CHAIRMAN: In the absence of Mr. Aley, Chairman of the Committee on Nominations, the report will be read by the Secretary.

MR. CRABTREE: (Reads report.) For President, Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Washington. Vice-Presidents, George D. Strayer, New York; William M. Davidson, Pittsburgh; Sallie Hill, Denver; J. M. McConnel, St. Paul, Minnesota; Anna Webb Blanton, Austin, Texas; J. A. C. Chandler, Williamsburg, Virginia; Susan M. Dorsey, Los Angeles, California; R. D. Hetzel, New Hampshire; May Trumper, Helena, Montana; T. J. Knapp, Michigan; W. S. Booth, Springfield, Ill.

Treasurer, A. J. Matthews, Tempe, Arizona.

Board of Directors: Alabama—J. H. Phillips; Arizona—C. O. Case; Arkansas—S. D. Lucas; California—F. M. Hunter; Colorado—H. B. Smith; Connecticut—No one; District of Columbia—Jessie Burrall; Florida—F. A. Hathaway; Georgia—M. L. Brittain; Idaho—W. R. Siders; Illinois—E. A. Ellis; Indiana—H. L. Smith; Iowa—L. H. Minkel; Kansas—T. W. Butcher; Kentucky—F. C. Button; Louisiana—J. M. Gwinn; Maine—Glenn W. Starkey; Maryland—William Burdick; Massachusetts—Caroline Armitage; Michigan—Thomas E. Johnson; Minnesota—L. D. Coffman; Mississippi—E. E. Bass; Missouri—Samuel A. Baker; Montana—W. K. Dwyer; Nebraska—E. L. Rouse; Nevada—No one; New Hampshire—Theodora Richardson; New Mexico—E. W. Boyer; New York—Olive M. Jones; North Carolina—Robert A. Wright; North Dakota—N. C. McDonald; Ohio—W. W. McIntire; Oklahoma—E. E. Oberholtzer; Oregon—R. L. Kirk; Pennsylvania—Grace Swann; South Carolina—J. E. Walmsley; South Dakota—J. W. Ault; Tennessee—C. P. Jester; Texas—Emma Mitchell; Utah—Milton Bennion; Vermont—Carolina S. Woodruff; Virginia—Cornelia S. Adair; Washington—Jennie M. French; West Virginia—M. P. Shawkey; Wisconsin—J. F. Sims.

A MEMBER: I move the Secretary cast the vote of the Association for the persons nominated.

THE CHAIRMAN: There being no other nominees, the Secretary is instructed to cast the vote of the Association for each person nominated.

THE SECRETARY: I hereby cast the vote of the Association for each person on the list presented by the Nominating Committee.

THE CHAIRMAN: These persons are duly elected. We shall now have a word from our new president.

THE NEW PRESIDENT

JOSEPHINE CORLISS PRESTON: We have had a long and important session, and I know you are all anxious to get away. I want to say I deeply appreciate the honor you have conferred on me. I want to say that I am greatly concerned and deeply interested in the welfare of the chil-

dren of the United States, and I want you this year to help me to give to the children of the United States the service to which they are entitled. Let us work together. I am a long way out west, where the heart beats are a little longer, and where the hand clasps are a little stronger. I want you all to help me in this national educational work. Time forbids that I say to you what is in my heart, but I thank you for this honor.

THE CHAIRMAN: Is there any further business to be brought before the Association? There is no further business. The annual session for 1919 is therefore adjourned.

This finishes the publication of the complete minutes of the Business Session which can be found on pages 7 to 12 of the October number, 20 to 26 of the November number, 20 to 25 of the December number, and 19 to 27 of the January number of the Bulletin.

The minutes of the Executive Committee at the Milwaukee meeting will be found on pages 26 and 27 of the December Bulletin.

The University of Michigan will have the State of Michigan dinner on Wednesday evening of the week of the Cleveland meeting at the Masonic Temple. For information concerning tickets address Inspector J. B. Edmonson, Ann Arbor, Mich. As the announcements of other dinners and luncheons are received they will be published in the Bulletin.

PERILOUS TO UNDERPAY TEACHERS

The chief danger point in American life today lies in underpaid and dissatisfied instructors in our colleges and schools. It is a perilous situation when the men and women who are forming the characters of our children, who are to guide the ship of state, are unhappy and discontented people.

The teachers are waging a silent battle continually upon which depends the next definition of what Americanism is. We find in our schools little groups of dissatisfied people who are open to soviet argument, mainly because they see no hope for escape from conditions intolerable by reason of wages lower than laborers are paid.

In many cases these are men who have come back from the service in jobs in schools and who find they can not maintain their dignity and respect in what should be the most honored and dignified of professions.

—General Leonard Wood.

The price of the bound volume of the Proceedings is \$2.50, but a special price of \$2 a volume is made to new active members and to libraries.

One of the best brief statements of the reasons for a National Department of Education is the N. E. A. Bulletin No. 8. Copies of this four-page leaflet will be supplied free where desired to be used in promoting the Educational Bill before Congress.

Officers of local and state associations should call on the Secretary of the National Association for help in salary and other educational campaigns. The plan for cooperation between local, state and national associations has already become effective in many places.

The National Phi Delta Kappa dinner will be given Wednesday, at noon, probably at the Cleveland Hotel.

ASSOCIATE MEMBERS

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."

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 January, 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.

CLEVELAND HOTELS

The members of the Association who are planning on attending the Cleveland meeting, and are not familiar with the hotel accommodations of that city, are requested to write Assistant Superintendent A. C. Eldridge asking him to make reservations. He is well informed on this problem and will make the best possible reservations.

Hotel Cleveland	Superior Avenue N. W., at Public Square
Colonial Hotel	Prospect Avenue at Colonial Arcade
Hotel Euclid	Euclid Avenue at East 14th Street
Hotel Gillsey	East 9th Street at Chester Avenue
Hotel Hermitage	Euclid Avenue at E. 13th Street
Hotel Hollenden	Superior Avenue at E. 6th Street
Kennard House	St. Clair Avenue at W. 6th Street
New Amsterdam Hotel	Euclid Avenue at E. 22nd Street
Hotel Olmsted	Superior Avenue at East 9th Street
Hotel Statler	Euclid Avenue at E. 12th Street
Hotel Winton	Prospect Avenue near E. 9th Street

THE LOCAL COMMITTEE

The work of the local committee has been divided as follows:

Auditoriums and Hotels, A. C. Eldridge	Elementary, Catherine T. Bryce
Publicity, Chas. A. Lake	Kindergartens, Margaret A. Trace
Entertainment, S. D. Shankland	University, { Chas. F. Thwing
Exhibits, George Carrothers	{ Chas. S. Howe
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 School, 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.

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 membership to run for the year
 { 1919-20
 { 1920-21

 Cancel line which
 does not apply

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 and for full cooperation by the Association in the professional advancement of the cause of education. 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.

TEAR ALONG DOTTED LINE

AMENDMENT TO THE CHARTER

At the Milwaukee meeting of the National Education Association, the active members by a unanimous vote instructed the Executive Committee "to secure the enactment by Congress of legislation amending the act of incorporation under and by virtue of which said Association is organized, which will permit said Association by amendment of the by-laws in accordance with the provisions thereof to adopt a representative plan of organization." The Executive Committee later authorized the Secretary to take such action as necessary to carry out the instructions which were given to the Executive Committee.

The following bill prepared by the Secretary's office under these instructions has been introduced in Congress by Congressman Horace Mann Towner as H. R. 10917:

H. R. 10917

To amend an Act entitled, "An Act to incorporate the National Education Association of the United States," by adding thereto an additional section.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That an Act entitled, "An Act to incorporate the National Education Association of business, shall be vested in and exercised by a representative assembly composed of delegates to said Act, which section shall be designated Section 12, and shall read as follows:

Section 12. That said corporation may provide, by amendment to its by-laws, that the powers of the active members exercised at the annual meeting, in the election of officers and the transaction of business, shall be vested in and exercised by a representative assembly composed of delegates apportioned, elected and governed in accordance with the provisions of the by-laws adopted by said corporation.

It is believed that the proposed amendment is in harmony with the action taken at the Milwaukee meeting and with the understanding of all who participated in the discussions at the annual business session. It is believed that it meets the wishes of every active member of the Association and that all the educational forces of the country will favor its adoption.

The adoption of the amendment will not mean a representative plan of organization at once. The by-laws would need to be amended in the usual way before such a plan could become operative.

In publishing abstracts of addresses made at the meetings of the National Education Association, the aim is not to use that which presents the policies of the Association but impartially to select the strongest and best portions of the address, whether in harmony with the adopted policies of the Association or not.

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. A bill has been introduced in Congress for amending 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.

NEW TYPE OF ORGANIZATION

THE type of organization we need is one that will be dominated by professional aims; that will have regard for the teachers duties and responsibilities; that will attempt to develop the teachers thru cooperative effort; that will improve the work and spirit of the schools; that will choose as its insignia not the almighty dollar but the image of a little child.

WILL C. WOOD

State Superintendent of Public Instruction
California