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NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

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

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THE ANNUAL MEETING

The next annual meeting of the National Education Association will be held at Salt Lake City, Utah, July 4-10 inclusive. The program is nearing completion and will be printed in the next issue of the N. E. A. Bulletin.

A feature of the program will be the Congress of Boards of Education on Thursday, July 8, forenoon, afternoon and evening, theme—"Financing and Managing the Public Schools." Members of school boards, state, city and county superintendents, and educational experts will take part in the discussions.

The Congress will meet in two sections on Thursday forenoon, one section to consider rural school problems and the other to consider the financial problems of the city school. It will meet in one body Thursday afternoon and Thursday evening. Several eminent men and women have accepted places on the program.

The following are among the subjects of addresses and symposiums on the general program:

The Survival of the Professional Spirit Despite Economic Pressure and Social Unrest,

The Recognition of Education as Related to Our National Life,

The Necessity of the Unity of the Profession in Obtaining Needed Legislation,

The Proper Relation of the Superintendent and Board of Education to the Teaching Body with Respect to Administration,

The Proper Relation of the Class Room Teacher to the Superintendent and Board of Education with Respect to Administration,

The Relation of Teacher Shortage to Educational Standards,

Legal Status of the City Superintendents of Schools,

Fiscal Independence of City Boards of Education,

Shortage of Teachers in Rural Communities, a National Calamity, and

The Extension of Education in Country Life.

The Council of State Superintendents will hold an important two-days conference preceding the general sessions. The National Council will hold its sessions on Monday, July 5.

Sunday, July 4, will be designated on the program as Musical Sunday. The program of patriotic music under the auspices of the teachers and musical associations of Salt Lake City and the State of Utah means that Musical Sunday will be one of the great days of the convention.

All general sessions will be held in the world-renowned Tabernacle of the Mormon Church.

The preparation of the program for this great meeting is in the hands of the President of the Association, Mrs. Josephine Corliss Preston, who not only takes into account in the program the actual needs of the hour but looks ahead to shape readjustments and tendencies for the future welfare of our schools.

REDUCED RATES REQUESTED

Application has been made for reduced round trip rates for the Salt Lake City Meeting July 4-10, with 60 days stop-over privileges. The reply has been delayed owing to the recent transfer of the railroads from Government control to the control of the railroad companies themselves. The railroad authorities promise a reply in time for the next N. E. A. Bulletin.

ADDRESSES TO BE PUBLISHED

All the addresses on the general and departmental programs of the Cleveland meeting will appear in the annual volume of Proceedings together with the addresses to be delivered at the Salt Lake City meeting July 4-10, which will be published in September and October.

Many of these addresses will appear also in educational papers and magazines in the April, May and June numbers. Short abstracts will also appear in the N. E. A. Bulletin. The address of Lotus D. Coffman of the University of Minnesota, Minneapolis, Minn., on School Organizations, is printed in full in this number of the N. E. A. Bulletin on request of the Department of Superintendence. The discussion of the Smith-Towner Bill by W. P. Burris, Dean, University of Cincinnati, Ohio, and W. C. Bagley, Professor of Education, Teachers College, Columbia University, New York, N. Y., is printed in pamphlet form and may be secured from the Secretary on request.

If any one who attended the Cleveland meeting desires a copy of any of the addresses on the general program to be used in local papers or if he desires the same for some other special use he may obtain it by writing the Secretary.

N. E. A. HOME WORTH \$125,000

A real estate dealer of Washington informed the Secretary recently that he had a buyer for the property on 1201 Sixteenth Street Northwest, for \$120,000, if that amount would be accepted. He thought the offer might be increased to \$125,000. Of course he was informed that this property was purchased to be used as the home for the National Education Association, and that it was not for sale.

The Association paid \$98,000 for this property in November. It is at present occupied by the National Research Council on a lease for \$6,500 a year. The lease of the National Research Council expires July 1. The Association will move into its new home during the month of July.

PLAN OF ORGANIZATION OF DEPARTMENT OF SUPERINTENDENCE ADOPTED AT THE CLEVELAND MEETING

1. Any active member of the Department of Superintendence may between January 1 and February 15 of each year, file with the Secretary of the N. E. A. a nomination for each office in the Department, which nomination shall be placed upon the primary ballot as hereinafter provided.

2. In each January issue of the N. E. A. Bulletin, the Secretary of the N. E. A. shall print a notice calling for nominations for the several offices of the Department of Superintendence.

3. In each February issue of the N. E. A. Bulletin the Secretary of the N. E. A. shall print an alphabetical list of all persons who have been nominated for each of the several offices by the date when the Bulletin is issued.

4. The Secretary of the N. E. A. shall prepare printed primary ballots on which shall be alphabetically arranged under each office to be filled the names of all persons who have been nominated for that office by February 15 of that year, together with the educational position occupied by the person named and the date when he joined the Association.

5. Each active member of the Department who registers before 5:00 o'clock Wednesday afternoon of the week of the meeting shall be given a primary ballot on which he may indicate by means of a cross his choice for each office to be filled. In case three nominations shall not have been made for any office, voters may write in the name of another candidate but if three nominations shall have been made, votes for other candidates shall not be counted.

6. The Secretary and Vice-Presidents of the Department shall constitute a canvassing board to count the ballots cast by the active members of the Department and the result shall be reported by the President at the first regular session of the Department held on Thursday.

7. Election ballots shall be prepared by the Secretary of the N. E. A. containing under each office to be filled the names of the two persons who in the primary ballot had received the largest number of votes for that office, arranging the names in the order of number of votes received. In case two or more persons were tied for second place in the primary ballot, all such names shall be placed on the election ballot in alphabetical order.

8. At the annual business meeting the active members shall elect the officers by majority vote from the nomination made as the result of the primary election, using the election ballots provided.

WHERE WE ARE AND WHITHER WE ARE TENDING

Abraham Lincoln declared, in a speech delivered at Springfield, Illinois, on June 15, 1858, with reference to the great crisis then confronting the nation: "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it."

In the consideration of any complex public problem it is essential that full, reliable information be obtained and that the facts involved be viewed and weighed with the greatest candor. All statements not based on fact should be disregarded, and care should be taken not to minimize the seriousness of the situation on the one hand, nor to overestimate the difficulties to be overcome on the other.

Every thoughtful person recognizes that as a result of the war the American public is face to face with a very serious situation with respect to public education. Conditions, not theories, confront us. The National Education Association has sought diligently to find out just how serious this situation is and to determine on the basis of the most reliable information obtainable "where we are and whither we are tending" educationally.

The facts and figures obtained have been given wide publicity. Columns of news articles have appeared in the public press and scores of editorials have been written on the subject. "The Teacher Shortage" and "The Present Educational Crisis" have become popular subjects for magazine writers. The public has been educated and as a result has become thoroly aroused. The question now is: What will the people do about it?

It is a time for serious thought and deliberate action. Fundamental principles should be carefully considered. The schools belong to the people. They are one of their most cherished institutions. They have been established by the people and are supported by public taxation that all the children may obtain freely a good common school education. The doctrine laid down by our fathers that education is "necessary to free government and the happiness of mankind," and, therefore, that "schools and the means of education shall forever be encouraged," is unquestioned by the philosophers and statesmen of today. Will the people, then, save their schools from deterioration and ruin?

The question is not merely that of doing justice to the teachers, altho no state or community can afford not to deal justly and fairly with those engaged in so important a public service. From the standpoint of public welfare the question should be considered in the interest of the twenty odd million children enrolled in the public schools of America, and the disastrous results which must inevitably

follow the breaking down of our public school system. That hundreds of thousands of American boys and girls are today without free school privileges; that thousands of competent, well trained teachers are leaving the profession and going into other occupations; and that young men and women are not being attracted to teaching as a career, are facts which demand the serious consideration of every patriotic citizen.

Under existing conditions it is unquestionably the duty of all engaged in the teaching profession, whether in administrative positions or in class room teaching, to bring to public attention all the facts which bear upon this great public question. Of course this should not be done in a spirit of faultfinding or criticism, but for the purpose of furnishing the public full information as a basis for the solution of the problems involved. Superintendents and teachers are not asking favors nor begging alms, but, for the sake of the public schools to which they are devoting their lives, they ask that the schools be placed upon a sound economic basis, paying salaries that shall compare favorably with those paid in other vocations and professions with which the schools must compete in the industrial and professional world.

And what of the public? The more progressive communities have already met this problem squarely and brought about a satisfactory solution. They have recognized that as a matter of wise public policy better salaries must be paid, and that in order to supply the necessary funds tax rates must be increased. Where remedial legislation is necessary, steps have been taken to bring the matter to the attention of the state legislature and secure the passage of such laws as may be needed to make possible the raising of the necessary funds by taxation. In such communities the schools will not deteriorate, and the teachers will continue happy and contented, rendering the most effective, patriotic service. Where communities fail to appreciate the situation or to meet the problems in a business like way, teachers will continue to leave and those who remain are likely to be dissatisfied and consequently less efficient.

THE OUTSTANDING FEATURES OF THE CLEVELAND MEETING

The following are the striking features of the Cleveland meeting, February 23-28, as seen by the N. E. A. Publicity Department and by the Staff in the Secretary's office:

1. In every section department or other group meeting there was a very definite attempt to outline programs of practice instead of merely to discuss educational theory.

2. Thruout the entire meeting there was a very definite recognition of the community and nation-wide need to increase teachers' salaries and to improve teachers professionally, not from the standpoint of teachers merely, but from the standpoint of a democracy which must rely on education to train its citizenship.

3. A very definite and clear-cut recognition of the need for a federal department of education and for federal appropriation as provided in the Smith-Towner bill.

4. The definite recognition of the need for a complete program of physical and health education and well-being as inclusive of the best that is implied in military training and personal and community hygiene and sanitation.

5. A distinctive tendency to support a permanent nation-wide program of Americanization under the direction of trained educators instead of politicians.

6. A definite recognition of the immediate need for greater democracy in school management, for wise teacher participation in school government, and for a democratic reorganization of the department itself.

7. The very definite recognition of the educational value of out-of-school organizations such as the Boy Scouts, the Girl Scouts, Camp Fire Girls, Junior Red Cross, National Geographic Society, Community Center Organizations, and the School Garden Association.

8. A definite recognition of the educational value of all forms of visual education including objects, slides, laboratory experiments and moving picture films.

9. A general recognition of the need to refine greatly our present available tests in subject matter and in intelligence, with a growing appreciation of the educational value of the plan underlying the army trade and intelligence tests.

10. The growing recognition of the necessity for a nation-wide organization of teachers on a professional basis.

Superintendents and teachers of the country who made extensive use of the valuable data concerning teachers' salaries and teacher shortage will appreciate the investigation of the National Bureau of Education and the new statistics which have been collected by Bureau experts. The results of this investigation show that very little change has occurred since September when the information for the reports of the National Education Association was collected.

Commissioner Calvin N. Kendall, President of the Department of Superintendence, will decide as soon as possible whether Washington can provide suitable accommodations for the next meeting of the Department. The fact that inauguration of the President of the United States takes place the next week after the date set for the meeting of the Department may make it impossible to find in Washington at that time the necessary hotel accommodations and places for the meetings.

Once a member always a member.

The table on page 9 gives positive evidence that the public is responding to the need for better salaries for teachers. The National Education Association has conducted the salary campaign on the theory that the public would come forward to meet the situation if teachers and others would place the facts squarely before the people. The outlook is favorable for better salaries in the future. Are we not justified in view of the attitude of the public in encouraging young men and young women to enter teacher training institutions and prepare for teaching as a career?

SALARY SCHEDULES IN A FEW CITIES

This table shows the minimum and maximum salaries of elementary and high school teachers in a few cities for 1919 and 1920. It shows an awakening of the public to the need for better salaries for teachers. Many of these cities are considering still larger increases for next year which is necessary to place teachers' salaries on an adequate basis:

		Elementary Teachers		High School Teachers				Elementary Teachers		High School Teachers	
		1919	1920	1919	1920			1919	1920	1919	1920
Baltimore	Minimum	700	900	1000	1200	Logansport	Minimum	623	686	945	1181
Maryland	Maximum	1000	1600	1950	2600	Indiana	Maximum	1000	1247	1520	1900
Barre	Minimum	550	850	700	1000	Louisville	Minimum	550	700	700	775
Vermont	Maximum	675	975	1300	1800	Kentucky	Maximum	900	1050	1900	2050
Boise	Minimum	840	1200	1100	1500	Manchester	Minimum	625	900	800	1100
Idaho	Maximum	1080	1500	1650	2050	N. Hamp.	Maximum	1000	1300	1150	1700
Bridgeport	Minimum	800	1000	1000	1200	Marion	Minimum	540	640	810	900
Conn.	Maximum	1500	1800	2100	2600	Ohio	Maximum	1000	1100	1600	2000
Butte	Minimum	950	1200	1250	1600	Meridian	Minimum	525	715	700	880
Montana	Maximum	1400	1800	1800	2200	Miss.	Maximum	678	880	853	1100
Calumet	Minimum	600	700	1050	1200	Moline	Minimum	575	775	810	1000
Michigan	Maximum	900	1000	1800	2000	Illinois	Maximum	900	1180	1545	1600
Cedar Rap.	Minimum	575	700	860	950	Naugatuck	Minimum	700	700	1050	1050
Iowa	Maximum	950	1140	1400	1650	Conn.	Maximum	1050	1050	1700	1700
Charleston	Minimum	595	595	760	760	Nashville	Minimum	550	750	900	1000
S. Car.	Maximum	900	900	1035	1035	Tenn.	Maximum	900	1000	1700	1700
Cheyenne	Minimum	840	1080	1020	1260	Newbur'p't	Minimum	550	650	800	800
Wyoming	Maximum	1140	1380	1320	1560	Mass.	Maximum	700	1000	1300	1200
Columbus	Minimum	600	750	900	1050	New Castle	Minimum	495	540	810	855
Georgia	Maximum	950	1100	1800	1800	Pa.	Maximum	877	1080	1710	2107
Concord	Minimum	500	500	600	600	Newt'ville	Minimum	800	1200	1050	1300
N. Hamp.	Maximum	750	1000	1300	1650	Mass.	Maximum	1300	1650	2000	2500
Dayton	Minimum	800	1100	1200	1450	Norfolk	Minimum	500	850	675	950
Ohio	Maximum	1100	1400	1800	2050	Virginia	Maximum	900	1200	1400	1650
Dunkirk	Minimum	600	720	750	850	Omaha	Minimum	700	1100	900	1400
New York	Maximum	800	900	1000	1100	Nebraska	Maximum	1200	1600	1500	1900
Durham	Minimum	720	1200	720	900	Owensboro	Minimum	405	495	720	810
N. Car.	Maximum	720	1200	1600	2000	Kentucky	Maximum	675	765	1350	1395
Fond du lac	Minimum	675	900	900	1050	Pine Bluff	Minimum	405	505	630	810
Wisc.	Maximum	1000	1100	1600	1800	Arkansas	Maximum	900	900	1620	1350
Hoboken	Minimum	900	1200	1600	1900	Providence	Minimum	700	865	865	1000
New Jersey	Maximum	1500	1800	2500	2800	R. I.	Maximum	1105	1270	2270	2600
Houston	Minimum	450	800	810	1100	Salt L. City	Minimum	700	900	900	1100
Texas	Maximum	1200	1500	1200	1800	Utah	Maximum	1300	1400	1600	1800
India'polis	Minimum	600	700	900	1000	Scranton	Minimum	500	877	1000	1200
Indiana	Maximum	1075	1300	2000	2200	Pa.	Maximum	750	1080	1250	1800
Kankakee	Minimum	575	730	950	1070	Selma	Minimum	540	570	810	950
Illinois	Maximum	800	980	1500	1720	Alabama	Maximum	810	950	1350	1662
Jefferson	Minimum	360	540	630	720	Sioux City	Minimum	700	1020	900	1200
City	Maximum	630	720	1100	1300	Iowa	Maximum	950	1380	1700	1800
Missouri	Minimum	540	744	1125	1188	St. Louis	Minimum	850	1038	1200	1388
Kans. City	Maximum	984	1248	1600	1900	Missouri	Maximum	1550	1738	2700	2888
Jackson	Minimum	700	1000	975	1300	Trinidad	Minimum	712	950	1040	1040
Michigan	Maximum	1000	1400	1850	2420	Colorado	Maximum	992	1206	1900	1900
Lewiston	Minimum	700	800	800	1100	Tyler	Minimum	540	585	900	1000
Maine	Maximum	900	1100	1050	1250	Texas	Maximum	720	877	1500	1530
Litt'l Falls	Minimum	700	800	800	920	Wheeling	Minimum	855	950	1187	1235
N. Y.	Maximum	825	1200	900	1400	W. Va.	Maximum	997	1092	1567	1615

SALT LAKE CITY

Sam K. Smith, Assistant Secretary Chamber of Commerce, Salt Lake City, Utah

Salt Lake and Utah hold a fascinating interest for the tourist and visitor that few cities in America can equal. While the great West was in the process of civilizing, Salt Lake was the half way house in the desolation of the western domain. The city still holds a hand of cordial welcome to the traveler who comes to drink at the rich fountain of the romantic history of the West.

In July, 1920, thousands of educators from all parts of America will journey to Salt Lake for the annual convention of the National Education Association. To those who come to the City of Zion in July, Salt Lake offers interest in abundance, pleasure places and points of historical value that will more than compensate for the journey.

Salt Lake is better known as "the center of Scenic America." And the truth of this statement will be apparent when you consider that within a radius of five hundred miles are the scenic wonders of the West, which after all, include most of the wonders of the United States.

Then we have Zion National Park, the baby of the National Park family, destined to become as widely known as Yosemite or Yellowstone, yet with a wealth of color and beauty that no other National Park can equal. The New Utah park is within easy access of Salt Lake and should be seen this summer as typifying the great, colorful gorges of the western country.

Let us come closer to Salt Lake and its environs. Let us see what Salt Lake as a city has to offer to the traveler. First settled in 1847 by a band of Mormon Pioneers who had trudged a thousand miles from the Missouri River to their land of Zion, the city stands today as a monument to the sturdiness and hardiness, the self-sacrificing heroism of the pioneers who made the West what it is today. Many of the old adobe houses remain standing deserted, among the concrete structures of civilization for whom these old, tumble down buildings paved the way.

Remember this one thing. Salt Lake was a thriving city while most of the western cities were still battling with Indians and coyotes. It was built in faith that this was the logical place for a city and the pioneers knew their work.

Salt Lake lies at the base of the Wasatch range, an arm of the Rocky Mountains, one of the loftiest and mightiest mountain ranges in the United States. The city is 4,354 feet above sea level. To the east rise the Wasatch Mountains, several peaks towering 12,000 feet above the sea. Twenty miles to the west are the Oquirrh Mountains, rivaling the majesty and beauty of the Wasatch Range.

The city of Salt Lake is one of the most beautifully and scientifically arranged cities in the world. It has the widest streets in America and many of its spacious avenues have wide, grass parking down the center. The hotels are among the best in the West. In fact, the Hotel Utah is said to be one of the finest between Chicago and San Francisco. The rates are reasonable, accommodations ample.

Fifteen miles west of the city lies the Dead Sea of America, Great Salt Lake. The waters of this huge body are twenty-three per cent salt. A human body floats like a cork. It is one of the strangest sights human eyes can behold, to see a chain of persons, forty feet in length, all resting easily on the surface of the water, basking in the warmth under Utah's glorious sun.

So, come to Salt Lake for the N. E. A. Convention and you will never regret your visit nor will you ever forget the hospitality and welcome the City of Zion is waiting to offer.

Following is a partial list of Salt Lake hotels:

Cullen.....	33 W. 2 S. street
Fifth East Hotel.....	149 Fifth East street
Kenyon	211 South Main street
Linden.....	123 E. Broadway
Manx.....	222 S. State street
Moxum.....	Fourth S. and State
New Grand.....	Fourth S. and Main
Newhouse.....	Fourth South and Main
Semloh.....	Second S. and State
Utah.....	S. Temple and Main streets

Education in Utah

Very little need be said about Utah's progressive educational laws as those who read the various educational journals are well-acquainted with the resourcefulness of Utah's educational program. Under the supervision of the International Harvester Company and the active cooperation of Dr. P. G. Holden Utah has recently put over a campaign to show the people of the state the value of a modern system of education and asking the cooperation of all persons interested in the future well-being, both physical and mental, of the boys and girls of today.

Several interesting educational laws past by the recent legislature of the state of Utah provide, under the Year Round Plan for;

Yearly registration of all school children.

Thirty weeks of school. (And it should be remembered that these provisions of the law affect all children of the state who are under eighteen years of age. Those over sixteen and under eighteen may be excused to enter employment, provided they attend school at least 144 hours a year.)

Enrolment for twelve months of the year.

Supervision the entire year.

Physical supervision and inspection daily.

Utah Health in School Program has aroused the interest and curiosity of educators everywhere.

As a leader in education Utah is proud of her record!

President E. U. Graff merits the congratulations which he is receiving from members of the Association who attended the Cleveland meeting, not only on the excellence of the program which was prepared by him, but on the able manner in which he presided at each of the general sessions and particularly thru the stormy period of the business meeting.

**DEPARTMENT OF SUPERINTENDENCE SEMI-CENTENNIAL
MEETING, CLEVELAND, OHIO, FEBRUARY 23-28
SECRETARY'S MINUTES**

Officers

President—E. U. Graff, Superintendent of Schools, Indianapolis, Ind.
First Vice-President—D. J. Kelly, Superintendent of Schools, Binghamton, N. Y.
Second Vice-President—H. C. Johnson, Superintendent of Schools, San Diego, Cal.
Secretary—Charl O. Williams, County Superintendent of Schools, Memphis, Tenn.

FIRST DAY'S PROCEEDINGS

Forenoon Session—Tuesday, February 24, 1920

Reorganization Program—Keith's Hippodrome

The Department of Superintendence of the National Education Association met in Keith's Hippodrome, Cleveland, Ohio, at 9:00 A. M., President E. U. Graff, Superintendent of Schools, Indianapolis, Ind., presiding.

After the community singing led by Peter Dykema, University of Wisconsin, Madison, Wis., the following program was presented:

"The Democratization of Supervision"—J. F. Hosis, Head of Department of English, Chicago Normal College, Chicago, Ill.

"The Socialized Recitation"—C. S. Pendleton, Assistant Professor of English, University of Wisconsin, Madison, Wis.

"Program of Thrift Education"—William Mather Lewis, Director of Savings Division, U. S. Treasury, Washington, D. C.

"America's Gift to France"—Wardlaw Miles, Professor of English, Princeton University, Princeton, N. J.

"Junior Red Cross"—John H. Finley, Commissioner of Education, Albany N. Y.

A motion was made by Mr. Hall of Hutchinson, Kansas, to have printed outlines of addresses for distribution at all meetings on Wednesday, February 25 thereafter. Seconded, and carried.

President Graff instructed the Secretary of the Department to confer with the Executive Secretary of the National Education Association as to the possibility of carrying out the spirit of this motion. Secretary Crabtree reported that he had in all only four abstracts of addresses and that Superintendent Himelick, Dr. Bagley and other speakers refused to allow the Secretary to use abstracts or outlines of their addresses until after they had delivered the same. He reported it impossible to carry out the instructions of the Department for these reasons. It was next moved and seconded that the resolution for reorganization of the Department, which was offered by Superintendent F. M. Hunter of Oakland, Cal., be printed for distribution among the members of the Department. Motion duly seconded and carried.

Evening Session—Tuesday, February 24, 1920

Shrine Temple

Semi-Centennial Program

Following the community singing and the selections rendered by The Superintendent's Glee Club, the session opened with an invocation by Rev. Paul F.

Sutphen, Second Presbyterian Church, Cleveland, Ohio.

The following program was presented:

"Five Decades of Educational Progress"—A. E. Winship, Editor "Journal of Education," Boston, Mass.

"Five Decades of Rural Education"—Lee Driver, Director of the Bureau of Rural Education of Pennsylvania, Harrisburg, Pa.

"Current Tendencies and Problems"—R. W. Himelick, Superintendent City Schools, Ft. Wayne, Ind.

"Schools of Tomorrow"—Angelo Patri, Principal School No. 45, New York, N. Y.

President Graff announst the following Committee on Nominations:

Frank B. Cooper, Superintendent of Schools, Seattle, Wash., Chairman.

B. B. Jackson, Superintendent of Schools, Minneapolis, Minn.

Wharton S. Jones, Superintendent of Schools, Memphis, Tenn.

H. M. Maxson, Superintendent of Schools, Plainfield, N. J.

J. G. Becht, Deputy State Commissioner, Harrisburg, Pa.

SECOND DAY'S PROCEEDINGS

Forenoon Session—Wednesday, February 25, 1920

Financial Program—Keith's Hippodrome

The session opened with community singing led by Peter Dykema.

The following program was presented:

"Teachers' Salaries"—J. W. Withers, Superintendent of Public Instruction, St. Louis, Mo.

"Methods of Financing Large City School Systems"—William L. Ettinger, Superintendent City Schools, New York, N. Y.

"Planning a Comprehensive Building Program"—P. C. Packer, Assistant Superintendent City Schools, Detroit, Mich.

"The Teacher Shortage—Causes and Remedies"—J. P. Battenberg, President Northwestern State Normal School, Alva, Okla.

Evening Session—Wednesday, February 25, 1920

Americanization Program—Shrine Temple

A preliminary musical program of Concert Numbers was rendered by the Cleveland Musicians—Provided by J. Powell Jones, Cleveland Public Schools.

Invocation by Rev. Dan F. Bradley, Pilgrim Congregational Church, Cleveland, Ohio.

The following program was presented:

"The Teaching of Patriotism"—Theda Gildemeister, Department of Education State Normal School, Winona, Minn.

"Americanization Under the New Hampshire Law"—Maro S. Brooks, Deputy Commissioner of Education for New Hampshire, State House, Concord, N. H.

"Integrity of the Liberal College Course"—Alexander Meiklejohn, President Amherst College, Amherst, Mass.

THIRD DAY'S PROCEEDINGS**Forenoon Session—Thursday, February 26, 1920****Keith's Hippodrome**

Concert Numbers were rendered by the Cleveland Musicians—Provided by J. Powell Jones, Cleveland Public Schools.

The following program was presented:

Discussion

"A Federal Department of Education—The Smith-Towner Bill"

W. P. Burris, Dean University of Cincinnati, Cincinnati, Ohio.

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

"Practical Workings of Smith-Hughes Law"—J. Stanley Brown, President Northern Illinois Normal School, DeKalb, Ill.

Teachers' Organizations"—L. D. Coffman, Dean Department of Education, University of Minnesota, Minneapolis, Minn.

Evening Session—Thursday, February 26, 1920**Shrine Temple**

The session opened with community singing led by Kenneth Clark, Army Song Leader Community Service, New York, N. Y.

Invocation—Rev. A. B. Meldrum, Old Stone Church, Cleveland, Ohio.

The following program was presented:

"Americanization as a Function of the Public School"—J. P. Garber, Superintendent City Schools, Philadelphia, Pa.

"The Greatest Need in Public Education Today—Wise and Responsible Leadership"—E. C. Hartwell, Superintendent City Schools, Buffalo, N. Y.

"The Educational Challenge of the Present World Situation"—Henry Churchill King, President Oberlin College, Oberlin, Ohio.

FOURTH DAY'S PROCEEDINGS**Forenoon Session—Friday, February 27, 1920****Keith's Hippodrome****Recent Innovations in Education**

Concert Numbers were rendered by the Cleveland Musicians.

The following program was presented:

"Compulsory Moral Training"—Ernest A. Smith, Superintendent City Schools, Salt Lake City, Utah.

"Physical Education"—Frederick W. Maroney, State Director of Physical Training and Hygiene, Trenton, N. J.

"The Opportunity School"—C. M. Cole, Superintendent City Schools, Denver, Colo.

"The Junior College"—Jesse B. Davis, Principal High School, Grand Rapids, Mich.

Business Meeting.

Mrs. Helen T. Hixson, who had charge of the registration headquarters at the meeting of the Department of Superintendence at Cleveland, observed that very few members failed to present their membership cards when calling for programs and badges. This means that these cards are in convenient form and members consider it worth while to keep them.

DEPARTMENT OF SUPERINTENDENCE

Resolution Adopted at Cleveland Meeting, February 27, 1920

The Department desires to express its cordial thanks to the city of Cleveland for its hospitality in entertaining this meeting. The school officers and teachers of Cleveland have been untiring in their efforts to provide for the comfort and convenience and entertainment of the members. The local committees have been unusually well organized and have attended to every detail of local arrangement with unexampled thoroughness.

The Convention Bureau of the Chamber of Commerce has been generous in its support and cooperation. Thru the courteous attention of its Secretary, the Department has enjoyed the advantage of commodious and well appointed meeting places, and in other ways has enjoyed a session of exceptional comfort and convenience. We especially commend the splendid services of the daily papers of this city.

Americanization

1. WHEREAS, the stability of our institutions and the future welfare of our civilization require not only the better education of the present foreign born elements of our population, but also the careful education of the coming generation of citizens, therefore,

Be it resolved, that the curricula of all public and private schools should include such instruction in American history as shall lead to a better understanding of the long proven advantages of our American form of representative Government, as distinguished from a pure democracy, and as shall show that domination by any class or group is destructive of all liberty; that all necessary changes in laws can be obtained in due time by orderly and constitutional methods whenever the majority of our people earnestly desire them; that the right to own property is itself an attribute of liberty and an essential condition of social and political progress; that all kinds of labor, whether of hand or brain, are equally necessary and must have equal honor and consideration; that every man shall enjoy the right to work, and to own and save the just fruits of his labor; that artificial restriction of output is an economic waste; and that the essential principles of American constitutional Government as established by our forefathers have made it possible for the people of America to enjoy the greatest degree of freedom known to the history of man.

The Educational Bill

2. We re-affirm our endorsement of a Department of Education with a Secretary of Education in the President's Cabinet and generous appropriations by Congress to aid and encourage the states in the promotion of education, with the express provisions that Federal aid shall not imply Federal control or supervision of education, and that education in all its phases shall be organized, supervised and administered exclusively by state and local educational authorities established by state laws as provided in the Smith-Towner bill now pending in the 66th Congress.

Instruction in Thrift

3. RESOLVED, That this department recognizes the importance of special emphasis on instruction in thrift.

Increase Pay for Teachers

4. WHEREAS, The schools of the United States during the past year lost an unprecedented proportion of skilled and well-trained teachers, and

WHEREAS, The teacher-training institutions of the United States have at the present time only from fifty to eighty per cent of their pre-war enrolment, and

WHEREAS, This condition is largely due to the inadequate salaries paid the teachers, therefore

BE IT RESOLVED, That this department commends the splendid work which has been done by boards of education, by social and civic organizations, by the public press, by legislators, by teachers' organizations, and by state, county and city superintendents of schools, in promoting salary increases in order to make it possible for competent teachers to remain in the profession and to induce the more able of our young men and women to enter this most important branch of the public service, and

Department Commends the N. E. A.

BE IT FURTHER RESOLVED, That this department commends the scientific investigation undertaken by the N. E. A. Commission on Emergency in Education, which presented to the public and to the profession comparative studies of salaries and cost of living which have proved most helpful in state and local salary campaigns throughout the nation, and

RESOLVED FURTHER, That the teaching profession has the right and it is its duty to place constantly before the public the fact that increased expenditures for school maintenance and teachers' salaries are not measures for the selfish benefit of teachers, but for the upbuilding of a public institution which American communities have always been willing to support on the most generous scale.

Physical Education

5. RESOLVED, That the action taken by many states and localities in promoting and requiring physical education and training be commended and that this department pledge itself to further the cause of physical education in every possible way.

WHAT SCHOOL PATRONS CAN DO

The following was written by the Field Secretary in answer to one of many letters received from school patrons who inquire what patrons can do to help solve the present educational problems.—Secretary.

My Dear Mrs.-----:

I have your letter asking that I suggest some answer to the statement made by educators to school patrons: "This educational problem is your problem. What are you going to do about it?"

No doubt the answer to this question will vary in different communities because of the various conditions existing, but in general I think the duty of a school patron is to use his or her influence to the fullest extent to see that the schools are put upon a sound economic basis, paying such salaries to teachers as will hold the most competent and successful in the profession, and induce promising young men and women to prepare for teaching in order that there may be some assurance that American babies now in their mothers' arms shall have competent teachers in the years to come.

To be more specific, a group of patrons might go to the city superintendent and board of education and find out exactly what the situation is and what the authorities propose to do. If the board is willing and able to go as far as public sentiment will permit, then the patrons should devote themselves to the arousing of public sentiment. If the board is not inclined to do its full duty in the matter, then the patrons' efforts should be directed to the education of the board, but I think this is rarely necessary as boards of education are usually willing to go as far as they can to solve the problem.

If remedial legislation is necessary in order that satisfactory results may be obtained, patrons should direct their attention to the state legislature and the obtaining of legislation to enable the board of education to secure by taxation the funds needed.

Ours is a government of the people and by the people, and there is no good reason why the people cannot have what they want if they go after it in the right way. The people certainly should be able to save one of their most cherished institutions, their free schools, from deterioration and ruin. If they do not do so they will have to suffer the bitter consequences of their neglect, in the years to come even more than at the present time.

And so I repeat that this is not a question to be solved by teachers. The schools belong to the people. The problem is their problem. And the question is: "What are the people going to do about it?"

When all is said and done, the salary of the teacher is the basic touchstone.
—Washington Post.

SALARIES AT SASKATCHEWAN

At the Annual Convention of the Saskatchewan School Trustees' Association, held at Moose Jaw, Saskatchewan, on the 25th, 26th and 27th of February, 1920, the School Trustees of the Province of Saskatchewan adopted the following schedule of salaries, with particular reference to the rural and village schools of the Province:

Second Class Teachers—\$1,200 increase \$100 per year to \$1,700.

First Class Teachers—\$1,400 increase \$100 per year to \$2,000.

University Graduates—\$1,700 increase \$100 per year to \$2,400.

with the special rider that this does not preclude any School district from paying any additional sum.

These salaries, you will understand, are not to be applied to our High Schools and Collegiate Institutes, nor to Principals, Superintendents and Specialists in our Town and City Schools.

We are interested in knowing whether the Trustees in any state of the American Union are paying a higher schedule.

Jas. F. Bryant,

President Saskatchewan School Trustees' Association.

By the thousands, teachers have proved their ability to secure agreeable employment on satisfactory economic terms. General business has discovered that trained men and women from the schools make most valuable help and are bidding high. The "exodus" is still going on in a somewhat accelerated manner. The REAL QUESTION, therefore, is this: **Shall the school business be placed on an economic basis that will make it possible for boards of education to compete on something like even terms with general business for trained men and women of ability?**

Our public schools have been called the "cradles of democracy" and the "bulwarks of free popular government," and rightly so. If they are to continue to be such then they must be entrusted only to men and women whose Americanism is as certain and whose training and ability as sure as those who trained the millions responding to humanity's call to make the world a decent place in which to live.

—F. D. Boynton, City Supt. of Schools, Ithaca, New York.

In realizing the purpose of our Association, which is "to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States," we would like to see all teachers united professionally. We would have every school system organized under the leadership of an able, sympathetic superintendent, and every class under a competent, loyal and well satisfied teacher, feeling that her services are appreciated and her work justly recompensed. Put the millions of boys and girls, the citizens of tomorrow, under such training and leadership and the future of America is secure.

The time has come when the teacher must and ought to take his proper place in community life, which is impossible under the present salary schedules. There is no chance of professional growth as long as the outlay is greater than the income. Increase of salaries is the first great need today.

W. F. Warren, Principal McMaster School, Columbia, S. C.

THE GREATEST NEED IN PUBLIC EDUCATION TODAY—WISE AND RESPONSIBLE LEADERSHIP

E. C. Hartwell, Superintendent of Schools, Buffalo, N. Y.

In the typical American city of the first class, thousands of little children will be in school for only half time, or will be in hopelessly crowded rooms, church basements, temporary makeshifts and antiquated school houses built in the James Buchanan style of architecture. The board and superintendent will find their teachers grievously underpaid, many of them improperly trained, and not enough of any kind or quality.

They probably will discover their school system starved on its supplies, repairs, equipment and books. They frequently will find political, and otherwise vicious, traditions of school management, a discouraged teaching body, an indifferent press, and, in the main, an uninformed public. The attendance department will be insufficient to meet the requirements of the law. The health department will likewise be inadequate. So also will the office force, for there is an ever-increasing mass of legislation regulating reports, demanding statistics, directing activities, and imposing obligations.

The Tax Dodgers' League is exercised over extravagance and, with rocketing tax rate, the financial officers of the community are frantically seeking a way to keep the city's expenditures within the limit of the law.

It is not the United States Commissioner of Education who is held responsible for the success of the local school. Neither is it the state department, the N. E. A., the American Federation of Teachers, the local teachers' advisory councils, the parents' associations, the Federation of Labor, the chamber of commerce, nor the graduate schools of education. It is the local superintendent of schools. His is the trust; his the opportunity; and, whether he wishes it or not, his is the responsibility.

I have no quarrel with the public when it holds him thus responsible. On the contrary I condone with the parents' associations who look in vain to their superintendent for wise educational leadership. I sympathize with the teacher whose superintendent fails to fight her battles for adequate salary, sufficient books, proper working conditions, reasonable enrolments and constructive supervision.

I agree with the graduate schools of education when they declaim against the incompetent and untrained superintendent, and I certainly concur with the N. E. A. Commission in its assertion that American public education is today passing thru a great crisis.

The shortage of teachers, the low salaries, and inadequate training have been and are large contributing factors in the creation of this crisis. Their immediate correction is imperative, but the development of a wise and responsible leadership is the paramount need in American education today.

Higher salaries of themselves will not correct incompetence, reduce enrolments, or revise courses of study. Increased expenditures for buildings will not produce the educational millennium. Without constructive leadership, the salary question can never be settled with justice to the teacher nor with justice to the public who must pay the bills.

The financial impasse in which many of our cities find themselves will continue a matter of strategic strength to all those forces so constantly alert to embroil our schools still further with municipal politics. Inadequate housing facilities, abnormal enrolments, and insufficient equipment will remain unremedied.

Courses of study will degenerate into a hodge-plodge of medieval inheritance, antebellum traditions, local prejudice, and experimental fads.

Leadership is what the profession needs and the superintendent of schools, already charged by the public with the responsibility, is the one to whom we should look for its development.

—Department of Superintendence, Cleveland, Ohio, Feb. 23 to 28.

THE DEMOCRATIZATION OF SUPERVISION

James Fleming Hoscic, Chicago Normal College, Chicago, Ill.

Discussion of the democratization of supervision has produced more heat than light. Some of its sponsors seem to be more concerned about bossing the job than about getting better results. We must first discover a fundamental principle upon which the whole movement may rest. This is to be found in the nature of democracy itself.

Democracy is a form of associated living in which all members of the community have common aims, the desire to work together, and a suitable organization with division of labor. This type of social cooperation must set the form for the relationship of supervisor and teachers as well as of teacher and pupils. The ultimate object is, of course, that the pupils shall be trained in democracy thru democracy. This can be brought about by making teachers familiar with the principle of democratic control by their participating in it.

Some teachers show a slight tendency toward bolshevism, induced no doubt to some extent by lingering Prussianism among the supervisors. The teachers have no more right to elect their principals than employees of the government at Washington have to select the heads of their departments. On the other hand, supervisors will do well to take the teachers into their confidence and ask their cooperation. When supervision becomes really democratic leadership in a group of co-workers to the end that the pupils of the schools may make the largest possible growth in desirable ideals, interests, knowledges, powers, and skills with the least waste of energy and the greatest amount of satisfaction to all concerned, it will have been democratized. Such leadership will give opportunity for the fullest participation on the part of the teachers and will induce them in turn to grant the opportunity of participation to their pupils. Both pupils and teachers should be stimulated to discover problems, make plans, carry out their purposes, and judge their results as far as possible for themselves. It is only in this way that such qualities as initiative, cool judgment, self-control, and the spirit of team play, qualities absolutely essential to the perpetuation of our nation, can be developed.

—Department of Superintendence, Cleveland, Ohio, Feb. 23 to 28.

The people must realize that the more the nation and the states pay for education, the richer and more powerful we shall become as a nation, as states and as a people; and that this truth will be ten times more important in the future than it has been in the past.—J. L. McBrien.

TEACHERS' ASSOCIATIONS

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

Note: This address is printed in full on the request of the Department of Superintendence.

To what kind of an association shall teachers belong? Shall they join the American Federation of Teachers, which is affiliated with the American Federation of Labor, or shall they maintain an independent organization of their own? This is the question which thousands of teachers are being called on to answer. All matters of a temporary or expedient character should be swept aside in an attempt to arrive at a final and sensible answer to the question. The American Federation of Teachers bases its appeal upon the assumption that teachers are merely employees, hired men and women, not members of a profession; that they are the objects of economic and intellectual exploitation and oppression; that affiliation with union labor will exalt and dignify them as they have no dignity to lose, that they are a helpless, hopeless, disorganized aggregation of units, without business or collective sense; that their servility, due to autocratic and Prussian methods of administration, is notorious.

The force of the appeal of such facts comes at a most fortunate time for the American Federation of Teachers. Conditions thruout the country are unsettled. The cost of living is still rising. Labor has raised its wage scales enormously thru the influence of the unions. Teachers, on the other hand, are finding it increasingly more difficult, if not impossible, to maintain their former standards of living. Many are leaving teaching, attracted by more remunerative opportunities in other fields, and their places are being taken by the untrained and unqualified. The public expresses an interest in the situation, but remains too inactive. Labor extends a welcoming hand, saying, "Join us, we have the power and the votes to bring quick relief." It points to its record of achievement, it shows how it has bettered its own condition; it shows how it has actually helped teachers in certain localities.

Moreover, this argument apparently has the sanction of some of the most distinguished educators of this country, the most distinguished of whom perhaps is Professor John Dewey. Professor Dewey tells us that "teachers have not had sufficient intelligence to be courageous" and suggests that the intelligence necessary to be courageous, can be acquired by joining with labor. Furthermore, he curiously and naively suggests that affiliation with labor will give teachers "faith in their calling, faith in one another, and the recognition that they are the servants of the community." In other words, if teachers are to have faith in their work, faith in their co-workers, and respect and recognition for the idealisms, the social obligations and forms of social service, they are expected to discharge as members of the community, they must join with some organization which differs in purpose, in nature and in membership from the usual teachers' organization.

The proposals of the American Federation of Teachers are deserving of the most serious consideration, because it is deliberately at work setting up an organization within our ranks. Its delegates appear at our State Associations and visit our cities, seeking the establishment of local unions. There is time enough for me to discuss only a few of the objections which may be raised to its activities.

Among these I would mention:

1. Teachers are not laborers merely. If they are, then so are the doctors, lawyers, nurses, ministers, the followers of every profession. Truly they all work, but they do more than that. They recognize their social servanthships and ethical obligations. They consider the opportunities for service and the by-products of their work of more importance than the economic returns they receive. When the professions are acceptable to the unions, then all the people of this country will be joined in one great union, and that union will be the United States of America.
2. The purposes, methods and problems of organized labor are essentially and fundamentally different from those of the teaching profession. "They aim at different objects; they handle different materials; they deal with different problems; they work in a different atmosphere; they develop different attitudes." Labor works with inert materials; teachers with impressionable human nature. Labor seeks a standardized product; teachers, the development of initiative and originality. The methods of labor are static; those of the teacher, dynamic. The laborer is an artisan, the teacher an artist. So long as these differences prevail they cannot covenant together without loss to both. An alliance between them is an unnatural alliance.
3. Labor believes in equal pay for equal work. It has made its hardest fight for the acceptance of the principle that men doing the same kind of work shall be paid the same wage, regardless of efficiency or output. Transferred to the field of education, this means equal pay for equal positions, and by equal positions is meant teaching the same grade, the same subject, or the same number of hours.

To institute a union wage plan for payment of teachers means that the merest tyro will receive as much salary as the most competent teacher. It means that inefficiency and incompetency are protected and perpetuated. In this connection it should be remembered that the interests of the teachers and the interests of the school are identical. Whatever interferes with one will interfere with the other. Every plan, policy or redress of grievances to correct economic wrongs of teachers must be considered in relation to its influence and effect upon the schools. Schools are not social agencies created and set apart for the special benefit of teachers; quite the contrary, teachers are made for schools. For these reasons present benefits must be considered in terms of their ultimate results. An immediate gain for the teacher that results in permanent harm to the school will, in the long run, leave the teacher worse off than he was before. This being true, the slogan of the professionally minded teachers will not be equal pay for equal work, but equal pay for equal work of equal worth.

4. The weapon of the union is the strike, but recognizing that it would be contrary to public policy for teachers to strike—the American Federation of Labor has guaranteed local autonomy in this matter to local federations of teachers. Disregarding entirely the reflection

which this guarantee implies, there is something which these teachers cannot escape. They cannot escape having their psychological processes, biases and attitudes colored and influenced by those with whom they are associated. It will be more and more difficult for them to maintain that freedom of thought and unprejudiced judicial mindedness so necessary for fair discussion and just decision when the strike is the subject of consideration.

Moreover, the public is gradually crystalizing its views on the strike problems. It holds that a strike of public servants is a strike against the government itself. This issue was clearly settled in the Boston police strike. The overwhelming vote given Governor Coolidge at the time of his election was an emphatic expression of public opinion that those who hold positions of public trust and honor cannot violate them.

However, even tho the American Federation of Labor guaranteed autonomy to local teachers' unions and even tho State Teachers' Associations frown upon strikes, they are actually occurring. The public cannot acquit itself easily of the enormous folly of permitting teachers to become discontented. Prudence, good sense, and a high conception of public welfare should have induced the public long ago to have remedied conditions. It did not do so. Consequently thinking people are first to debate some of the remedial measures advocated by certain groups of teachers.

It is a serious thing to deny any body of free men the right to strike, but we must do so in the case of policemen, soldiers, and teachers. When policemen may decide for themselves when and in what manner they will enforce the law, a dangerous form of militarism has been created. When teachers may decide for themselves when and in what manner the schools shall be kept open, the foundation of government at once becomes insecure. Democracy can never be attained by the surrender of any phase, or any part of its force, or its standards of public service to a special interest. Neither the state nor the public can become the instrument of a special class. This tradition is not a fiction, it is an ideal of social policy which cannot be abandoned. Perhaps the greatest single political achievement of all time is the subordination of the individual to the state in the interest of the common good. It is this ideal as much, and perhaps more than any other, that the school seeks to safeguard. Its preservation is our sole assurance for social progress.

A few minutes ago, I said that teachers' unions affiliated with labor must inevitably become sympathetic with the methods of those from whom they receive support. At any rate, if they do not do so, it is not likely to be the fault of labor. A story is told which illustrates the point I have in mind. A miner was on a strike. He became ill and sent for the doctor. The doctor came puffing in almost exhausted, claiming that he had been working from fourteen to twenty hours a day. The miner, looking up, said, "Why don't you strike for shorter hours?" The doctor said, "Well, suppose the doctors did strike, who would be here to minister to you when you are sick?"

"That's so," said the miner, scratching his head, "who would?" Then he had a bright thought. Looking up at the doctor, he said, "Why don't the doctors organize a union and affiliate with the miners' union? Then we could strike for you."

5. The fifth objection that I have to the affiliation of teachers and labor unions is that it will intensify class spirit and class antagonism. The American Federation of Teachers, unless it has recently changed its constitution, does not permit those persons on the public school staff who are presumed to be in disciplinary relations to teachers to be members of it. Such an arrangement must result in arraignment a part of the group against the rest of the group. A schism in the ranks of teachers at any time is unfortunate, and it is doubly so when it is forced by semi-secret organizations and caucuses of teachers.

Class-consciousness may be an unmitigated good, or an unmitigated evil, according to whether it expresses itself in a social consciousness, or degenerates into class-mindedness. Certainly our recent experiences in dealing with it in this country justify us in saying that it is the most insidious virus in American life today. To indoctrinate the teaching force with this idea so that it is arrayed against the supervising and administrative force will jeopardize the standing and influence of the public schools.

It is unfortunate from another point of view. It will result, if indeed it has not already done so, in an attempt to discredit administrative and supervisory positions. A representative of the American Federation of Teachers recently said to a body of teachers, "Superintendents are creatures of capitalistic boards of education. Talent and ability are not found in such positions; only mediocrity will be found there. Real intelligence is found among the teachers." A grosser misrepresentation of the facts could scarcely be uttered. The truth is that neither talent nor stupidity belong to either class. They are found in both. Everywhere we hear pleas for more opportunities, wider privileges and better salaries for teachers. Who is making similar pleas for superintendents? Almost no one, and yet such pleas are needed quite as much for superintendents as for teachers. The shortage of competent superintendents is growing more serious every day, due partly to the discontent and unrest among teachers. Between teachers and superintendents, there should be cooperation, not division; union of effort, not separation; collective, not divided responsibility. This has actually been achieved in many places, but it must be an accomplished fact in more, before the future of the schools is secure.

The difficulty which arises when groups begin to think in terms of their interests or grievances is that they will emphasize their rights to the neglect of their duties, their privileges to the neglect of their obligations, their wishes to the neglect of their responsibilities. The ultimate goal is obscured by the thing near at hand. The truth is democracy has been on trial too long to be lost in any sudden burst of enthusiasm for human freedom. All human freedom is

limited by its capacity for stable and efficient self control. Democratic nations have died only by self slaughter. Our nation faces the task of reinterpreting its ideals and of readjusting its life. In the future, there will be less talk of rights, and more insistence upon duties. If we, as individuals, or as classes or special groups, do not volunteer for new life, we shall be drafted. President Eliot recently declared that democracy is now on trial, that unless we effect a highly efficient organization with national unity as its goal, we must fail. If education is not used to promote the resources of the nation as a whole, but to divert these resources into individual or class channels, it becomes a source of weakness instead of strength.

6. A sixth reason for objecting to the affiliation of teachers' organizations and labor unions lies in the failure to make a proper distinction between private work and public service.

The teacher is the social servant and the employee of all classes. He cannot favor one against the other. He has accepted a position of trust and honor, which he is privileged to relinquish, but which he is obligated to fill, while in office with fidelity and impartiality. And herein lies one of the inherent weaknesses of organized labor in continuing to invite and urge such affiliation. We have taken great pains in this country to safeguard and protect the freedom of the schools. We have excluded politics and ecclesiastical control; we have consistently refused to permit the schools to become fertile soil for any propaganda, except that of a patriotic character. Public opinion is particularly sensitive to any departure from this policy, and for organized labor to seek to absorb into its membership the teachers, is to arouse apprehension and protest immediately, and to provoke prejudice against the source from which the proposition comes. In other words, organized labor cannot afford to solicit the affiliation of the public school teachers, or of any other public employees; it sacrifices thereby too much of the confidence and good will of the public.

Not only will there be an alienation of public support for organized labor, but an alienation of public support for public school teachers as well. Teachers must not at any time forget that they are public servants deriving their support from the public and answerable in loyalty and devotion to the whole public, not to a class. The schools must remain the unprejudiced sources of information and instruction for the establishment of wholesome public opinions. To make them partisan, is a deadly stroke at the very foundation of democracy itself.

7. There is danger that affiliation with organized labor will result inevitably in a lowering of professional standards among teachers. These are now much too low. Perhaps not more than twenty-five per cent of the teachers of this country can be regarded as adequately trained for the positions they hold. To admit recruits, known to be poorly trained, and to insist that they be paid as much as the trained and the competent, will mean a return to the intolerable conditions that existed twenty or more years ago when there were practically no well trained teachers.

Two of the main arguments advanced by the American Federation of Teachers are based upon the desire for more power and more money. These are natural cravings. The American Federation of Teachers insists that teachers should have more of a voice in the determination of school affairs. No one denies this as a general proposition. Indeed they have already a cooperative arrangement with this end in view in many places, and hundreds of other places are at work at the problem. And the interesting fact is that these things have come about naturally, logically, without the assistance or advice of outside delegates.

The number of communities and states throughout the country that have taken steps to improve the salary situation without relying entirely upon the assistance of organized labor is striking. Virginia increased its appropriation for teachers' salaries by \$800,000 to aid rural school teachers and to lengthen the term. Texas appropriated \$2,000,000 in 1919-20 and an equal amount for 1920-21 for the same purpose. South Carolina raised the salaries of high school teachers 36 per cent; Indiana from 25 to 30 per cent. New York passed the most important salary law in its history with many agencies backing it. Kentucky, Massachusetts, Georgia, Connecticut, have established new schedules, or have them pending. The very remarkable advance of salary legislation in Iowa was due to the effective work of the State Teachers' Association. Exceptionally effective work is being done by the State Teachers' Associations of Ohio, Michigan and Minnesota. These are only a few of the cases that could be cited. Now the important question is, who initiated the movements which resulted in these advances, and who supported them. If I am correctly informed, they were started by some professional organization of teachers and eventually received the support of all classes—organized labor included. This is as it should be.

In presenting this list, I should not omit New Mexico, where one of the most interesting tests is being made. The teachers of that state at their state meeting passed a resolution taxing themselves on a pro-rata salary basis for the raising of \$15,000 to secure legislation for better salaries. They established the minimum salary at \$1,200, but the chief paper of the state in a ringing editorial showed that the minimum should be \$1,800 and urged that that be fixed as the standard.

A volume could be written describing other important types of work these associations are doing. Everywhere where teachers have sought to maintain the unity of the profession, they have found it easy to cooperate with all other social agencies, rather than to compete with them for public favor. Affiliation with organized labor may help in developing a feeling of solidarity and may secure some economic gains, but it will not secure solidarity and economic gains commensurate with those secured where teachers are organized in a professional basis. More than that, the breadth of view of the service of teachers as citizens will be narrowed rather than broadened

by the latter relation. One can scarcely serve two masters and profit equally from both.

Referring to the kind of freedom which a teacher should possess, Mr. C. E. Myers in a recent issue of "School and Society," declares that if teachers recognizing their weakness, seek protection under the arms of "labor" that they will be losers in freedom of spirit and particularly in that freedom which carries over in teaching and makes for democracy in education. The issue is clear cut. Mr. Myers argument may be summarized as follows: Shall teachers with the economic and moral support of one class organization, attempt to dictate the terms of their own labor, and the education which all classes must receive? If democracy is to be safe, the teachers of our future citizens must be able to remain free from class prejudice as professional public servants, must see the justice of the claims peculiar to any class, and labor to dispel the ignorance and cultivate the unselfishness which makes class disputes possible.

To be sure, teachers must exercise their responsibilities and rights to promote better citizenship. The type of democracy which they should advocate within the school should be one which enables them to cooperate with each other and with the representatives of all the people, all classes and all organizations, to the end that all classes, and all individuals will be given an equal opportunity to live happy and useful lives.

Now I return to the question with which I began this paper:

To what kind of an association shall teachers belong? To one where they are subservient to a strong class organization, or to one dominated by professional purposes, aspirations and ideals where they continue to be a professional group of free public servants?

It is my opinion that the resolution recently adopted by the Educational Council of the State Teachers' Association of Colorado, outlines the correct program in the last paragraph which reads thus:

"The teachers of America should be associated in a national association with the state association as units of the national association, with local associations thruout the various states members of the state associations; that each of these units should keep itself free, unincumbered and unattached, in order that, by the independence of its position, it may lay its program for the benefit of public education before any and all organizations which ought to join with it in improving educational conditions."

This would give us a strong cohesive self-conscious organization, actuated by a desire of worthy service, worthily rendered the state and in which the feelings of professional spirit and pride would be augmented by the consciousness of numbers and influence.

Since this paper was written the writer has been lead to believe that there are those who regard it as an attack upon organized labor—upon the right of labor to organize. Nothing could be farther from my thought. The right of labor to organize, in my judgment, is inviolable and necessary.

Others have seemed to feel that the paper is a subtle attack upon the educational program of organized labor. While I do not see how such an interpretation can be given to any sentence or paragraph in the paper, I am pleased to have this opportunity of paying my respects and of acknowledging my indebtedness to organized labor for the comprehensive and progressive educational program which it has formulated.

In the preparation of this paper the writer had possession of and was granted the privilege of using certain statements from an unpublished paper by Mr. R. R. Price of the Extension Department of the University of Minnesota.

—Department of Superintendence, Cleveland, Ohio, Feb. 23 to 28.

COMPARISON OF AVERAGE SALARIES OF TEACHERS AND OTHER WAGE EARNERS IN MONTANA IN FEBRUARY, 1920.

Moving picture operator	\$2,902
Chef	\$2,820
Plumber	\$2,845
Hotel clerk (including board)	\$2,100
University professors and instructors	\$2,086
Cook	\$1,980
Motorman and conductor	\$1,900
Teamster	\$1,638
Head washer in laundry	\$1,573
Common laborer	\$1,560
High school teacher	\$1,504
Sheep herder (including board)	\$1,440
Butcher	\$1,440
County superintendent of schools	\$1,350
Taxi driver	\$1,277
Barber	\$1,248
Waitress (including board)	\$1,200
Dish washer (including board)	\$1,140
Elementary city teacher	\$1,018
Cigar stand girl	\$900
Rural teacher	\$800

The data for the above wage earners were secured from employers' associations, American Legion, hotels, etc., in several sections of the state. Wage earners in Butte in many instances receive more than the amounts given above. The figures do not include the extra pay for overtime, such as is given many wage earners. Teachers work overtime without extra pay.

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 1920-21.

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

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. Former Bulletins contained the names of 263 schools which had reported. The following additional 58 schools completed their reports up to March 15. Special Certificates have been prepared for all 100 per cent schools and colleges:

If any 100 per cent has not been included in this or previous lists write calling the Secretary's attention to the omission.

Berkeley, Calif.—Cragmont School, Sue J. Irwin, Principal

Binghamton, N. Y.—School No. 7

Brookline, Mass.—Michael Driscoll School, Minerva E. Fales, Principal

Denver, Colo.—Villa Park School, W. H. Eagleton, Principal

Saginaw, East Side, Mich.—W. W. Warner, Superintendent

Emerson School

Potter School

Hoyt School

Salina School

Jones School

Sweet School

Lincoln School

Washington School

Longfellow School

St. Clair, Mich.—City Public Schools, O. M. Misenor, Superintendent

Victor, Colo.—Victor High School, H. P. Heubner, Principal

Wilksburg, Pa.—McNain School, J. L. Allison, Principal

Center, Utah—Center Public Schools, James L. Christensen, Principal

Champaign, Ill.—Champaign High School, W. W. Earnest, Superintendent.

Cleveland, Ohio—F. E. Spaulding, Superintendent

Prospect School

Rozelle School

Chambers School

Superior School

Colorado Springs, Col.—Helen Hunt School, Katharine Courtney, Principal

Everett, Wash.—Jackson School, R. L. Davidson, Principal

Everett, Wash.—Jefferson School, R. L. Davidson, Principal

Gibsonburg, Ohio—Gibsonburg Public Schools

Greeley, Colo.—Greeley Public Schools, G. E. Brown, Superintendent

Greenfield, Ind.—Greenfield High School, M. S. Mahan, Superintendent

Houquiam, Wash.—Houquiam Teachers Association

Keokuk, Iowa—Elementary Teachers Club, Elizabeth Kilroy, President

Keokuk, Iowa—Keokuk Public Schools, William Aldrich, Superintendent

Lawrence, Kans.—Woodlawn School, Raymond A. Kent, Superintendent

Lewiston, Me.—Dingley Normal School, Adelaide V. Finch, Principal

Libertyville, Ill.—Libertyville Township High School, Floyd C. Ray, Principal

Louisville, Ky.—Louisville Girls' High School, H. B. Moore, Principal

Midway, Utah—Midway Public Schools, L. S. McQuarrie, Principal

Milwaukee, Wis.—Fifth Street School, S. C. Horton, Principal

Milwaukee, Wis.—Lisbon Avenue School, Charles J. Anspach, Principal

Monticello, Utah—San Juan School District, Parley Woolsey, Superintendent

Newton, Kans.—Newton Public Schools, B. F. Martin, Superintendent

Norwalk, Ohio—C. C. Patterson, Superintendent

Benedict Avenue School

Junior High School

Central School

Senior High School

Pleasant Street School

Oakland, Calif.—Melrose Heights School, John K. Norton, Principal

Phoenix, Ariz.—Phoenix Public Schools, J. D. Loper, Superintendent

Pueblo, Colo.—School District No. 20, D. K. Dunton, Principal

Sandy, Utah

Bluffdale School, J. A. Smith, Principal

Midvale School, C. Lavoie Jensen, Principal

Butler School, Herman E. Nelson, Principal

Union School, E. E. Greenwood, Principal

Draper School, Reid Beck, Principal

Upper Bingham School, Glenn C. James, Principal

Jordan High School, A. M. Merrill, Principal

St. Joseph, Mo.—Eugene Field School, Lillie B. Polk, Principal

Wallsburg, Utah—Wallsburg Public Schools, Bennett Cash, Principal

Superintendents and principals are requested to complete the canvass for new members as soon as possible and to report all complete enrolments for the annual report of the Secretary on the Enlistment of the Profession.

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Nearly all leading libraries of the country have arranged to receive all the publications of the Association, regularly. A few are waiting to learn from teachers whether there is a demand for the bound volume and special reports before taking out \$5 memberships.

Education and Civilization

WESTERN civilization hangs to-day in the balance. Every gain that the race has made is threatened with destruction.

Only a thin line separates France and England and Italy from the menace of barbarism. Upon our Nation may devolve the responsibility of keeping the torch aflame. Upon the trained intelligence, the clarified insight and the disciplined will of our people in all likelihood will depend the fate of the world in the decades that are to come. First, last and all the time it is an educational problem. It is your problem and my problem; your duty and my duty. At no time in the history of our profession has the need for devoted, consecrated, and united action been so imperative as it is to-day. Let us stand with unbroken ranks and see the battle thru to glorious victory.

—W. C. Bagley