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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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Your Official Identification Certificate is on Page 31 of this Bulletin. Fill in your name and hand to ticket agent when purchasing the N. E. A. Round Trip Ticket to Annual Meeting, Salt Lake City, July 2-10, 1920.

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THE ANNUAL MEETING

Josephine Corliss Preston, President of the National Education Association

The program for the general sessions will be completed within the next ten days. It has been decided, however, not to hold the May N. E. A. Bulletin for the completed program, but to mail it out to members at once in order to announce the reduced railroad rates and to print the program in the June N. E. A. Bulletin which will be mailed to members during the last two weeks of May. The June N. E. A. Bulletin will also contain explanations of the programs of the Departments and the Allied Associations.

A feature of the week will be the meetings of the Congress of Boards of Education and the consideration of the financial problems of the rural and city schools. This Congress will use three entire sessions on the general program. It will give special attention to the problem of teacher shortage and the best plans for meeting the emergency. It will consider questions pertaining to the administration and supervision of the schools and to the relation of the teachers to organization and administration. Some of the most eminent men and women in the country have consented to speak and many others will attend the Congress.

The program when completed will certainly appeal to teachers and superintendents alike in that the effort is to find practical and satisfactory solutions of the emergency problems of the schools. The discussion will prepare for the consideration and adoption of policies worth observing in the readjustment of education.

The round trip rate for one and one-third fare, the opportunity also of taking advantage in most places of the fine summer tourist fares will help in assuring a good attendance at the Salt Lake City meeting.

An important meeting of state superintendents has been called for Friday and Saturday preceding the N. E. A. meeting to consider problems of special interest to state school systems.

Members should make an effort to reach Salt Lake City by Saturday night so as to be in the city for **Musical Sunday**. Special musical features will be prepared by the best talent in that great musical center and given in honor of the National Education Association.

The National Education Association bears the torch in the campaign for better schools, and the fires must be kept burning by the teachers and friends of education in every community.

Once a member always a member.

COMMUNITY AND SCHOOL MEMORIALS

Every school should become a center thru which the community might register its lasting respect for soldier sacrifices. In every city, village, town, and district, there should be erected fitting soldier memorials. Certainly every school-house should have its bronze tablet with the names of the soldiers who added luster to their community by serving their country.

ROUND TRIP TICKETS

Members of the Association will have their choice of the N. E. A. round trip tickets, or the summer tourist tickets for the Salt Lake City meeting. The N. E. A. round trip tickets will be sold at the rate of one and one-third fare from all points in the United States. The summer tourist tickets will be sold at all points with the possible exception of points on the Pacific coast. Stop over privileges are permitted on the summer tourist tickets but not on the N. E. A. round trip tickets. The N. E. A. round trip tickets will likely cost less than the summer tourist tickets in remote places, but slightly more than summer tourist tickets at points in the Mississippi valley.

The summer tourist rates have not been announced as this Bulletin goes to press, but the tariffs are being arranged and will go out to agents within a few weeks. Get information concerning these rates from railroad agents. Each one will need to decide for himself which ticket to purchase.

Every member of the Association will receive an identification certificate in his May Bulletin. He must have this in order to purchase the N. E. A. round trip ticket. It will be necessary for each member to write his own name on the blank. It is already properly signed by the Secretary. Additional blanks may be secured by writing the State Director or the Secretary of the Association.

REORGANIZATION PLANS DISCUSS

Since the reorganization of the National Education Association was so thoroughly considered at the Milwaukee meeting last year, and it was unanimously voted to secure, if possible, an amendment to the charter enabling the Association to establish a representative form of government, the subject has been quite generally discussed by members of the Association. The prevailing opinion seems to be that the representative assembly, when established, should consist of state delegates and local delegates. It is suggested that the state delegates be elected by the State Associations and represent the various departments in education, such as the state departments, the colleges, the normal schools, the county superintendents, the city superintendents, the high schools and the classroom teachers, and that the local delegates be the representatives of the various local teachers organizations. The basis of representation, or the number of members necessary to entitle an Association to a delegate, must be worked out, which will, of course, determine the size of the representative assembly. The whole subject will probably receive consideration at the Salt Lake meeting this summer.

RESOLUTIONS COMMITTEE, SALT LAKE CITY MEETING

The following is the personnel of the Resolutions Committee for the Salt Lake meeting, as selected by Josephine Corliss Preston, President of the Association:

F. B. Cooper, Superintendent City Schools, Seattle, Wash., Chairman.
May Trumper, State Superintendent of Public Instruction, Helena, Mont.
Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Tex.
Anna Wilson, Teachers College, Columbia University, New York, N. Y.
Robert J. Aley, President State University, Orono, Me.
Charl O. Williams, Superintendent Shelby County Schools, Memphis, Tenn.
J. M. Gwinn, Superintendent City Schools, New Orleans, La.

According to a resolution introduced at the Milwaukee meeting by W. M. Davidson, Superintendent City Schools, Pittsburgh, Pa., and adopted by the As-

sociation, the Committee is required to prepare an advance copy of its report on resolutions and the Secretary is required to issue a special bulletin at least one day in advance of the date on which the Committee on Resolutions is scheduled to make its report. Members of the Association who have suggestions for the Committee on Resolutions should send the same to the Chairman of the Committee before the date of the meeting at Salt Lake City.

SALARY CAMPAIGN MAKES PROGRESS

The campaign for better pay for teachers which was started under the leadership of the National Education Association is making headway in every state and in almost every community. At first boards of education tried out 10 per cent and 20 per cent increases. Later it was seen that the teacher shortage emergency demanded increases of 50 per cent and 100 per cent. A few of the most progressive places have more than doubled the pay of teachers since 1914 and some of these plan to grant additional increases in case the cost of living continues on the present level.

Association Continues Campaign for Better Pay

The Association considers that its part in this campaign will not be finished until the pay of the teachers in every section of the country is clearly on a living and saving level and it will continue to use its energies and funds and all the machinery at its command to aid in bringing about that condition.

Outlook Encouraging

The outlook is encouraging but only encouraging in that a good beginning has been made, and in that the public is becoming aroused to the seriousness of the situation. It must be remembered that the pay of 95 out of every 100 teachers is still below the cost of living and hence the teacher shortage problem is becoming more serious each month.

Strike While the Iron is Hot

The movement is underway. Now is the time for all friends of the public schools to apply the principle of striking while the iron is hot. They should place the facts of teacher shortage and its dangers before the public. They should show how certain places have more than doubled salaries to meet the emergency. They should call on the National Education Association and other agencies for help. They should press for immediate action on salary schedules for next year.

DEPARTMENT OF COMMERCIAL EXHIBITS

Excellent arrangements have been made for Commercial Exhibits at the Salt Lake City meeting.

Once a member always a member.

SUPPORT STATE EDUCATIONAL JOURNALS

Keeping step professionally, or getting a bit ahead, is the mark of the progressive teacher. To know the biggest and best things done in the state, the teacher must subscribe for and read regularly her own state educational journal. Every teacher owes it to herself and to the state to keep well informed on all local educational matters.

State educational journals have been built up and maintained at great sacrifice. Their editors have worked persistently in behalf of the teachers to secure the betterment of teaching conditions. These editors have won deserved recognition as safe local leaders. Many of them have become conspicuous as national educational leaders.

Editors Have Worked Heroically

All this has been done under discouraging circumstances. State journals have had restricted circulations in a special field, hence they have not commanded high prices for their advertising space. Their subscription rates have been low. Consequently little office help could be employed and no ambitious adventures in journalism could be undertaken. For the most part, the editors have had to struggle against fearful odds just to make ends meet. Their highest reward has been good will, but they have remained heroic and unafraid.

Altho few state educational journals have paid normal returns on the investment, yet these periodicals have kept the home-fires in education burning. They have kept the teachers alert for the best, and they have filled their columns with helps for the best teachers. They have been the effective mouthpieces thru which the will of the teachers was made plain. They have triumphed gloriously in a professional way. They therefore deserve the best of financial support.

Every Teacher Should Subscribe

Every teacher should subscribe for the best general educational magazines, but she should especially know what is going on in her state. The state paper would then derive more revenue from subscriptions and could demand higher fees for advertising space. With the support of every teacher, the state paper could maintain the highest possible standards without loss, or undue sacrifice on the part of the editor. Editors of state educational journals deserve the heartiest appreciation and support of the entire teaching profession.

COMMISSIONER CLAXTON CALLS NATIONAL EDUCATIONAL CONFERENCE

U. S. Commissioner of Education, P. P. Claxton, is calling a national educational conference to meet in Washington May 19, 20, 21. This conference is to discuss the emergency in education in the United States arising out of the present and prospective shortage of teachers, the necessity for large increases in funds for the support of schools of all kinds and grades, and the need for readjusting programs of education to the requirements of the new era.

FIELD SECRETARY REPORTS ON WESTERN TRIP

Hugh S. Magill, Field Secretary, has returned to headquarters from an extended trip in the west. He traveled thru twenty-two states and delivered addresses before Chambers of Commerce, Rotary Clubs, Kiwanis Clubs, Federations of Women's Clubs and other civic organizations. In all addresses he stressed the fact that the present emergency in public education is a problem which must be met and solved by the people themselves. He insisted that primarily this is not a teacher's problem but the people's problem; that the schools belong to the people; that they are organized and supported by the people, to do a very necessary work for the people, and that if the schools are allowed to deteriorate from lack of adequate support the people themselves must suffer the disastrous consequences which will inevitably follow.

He reports that the people are becoming awakened to a deep appreciation of the present crisis in public education and to a realization of the necessity of paying higher salaries to teachers and giving better support to their schools in order to prevent their deterioration and keep them on a high plane of efficiency. Local and state teachers' associations everywhere were carrying on campaigns of education which give promise of bearing fruit in better salaries and improved teaching conditions.

He spent several days in Salt Lake City and reports that the local committees are actively and enthusiastically at work making arrangements to entertain the Association at the annual meeting to be held there July 2 to 10. Every detail with respect to the comfort and convenience of the members is being looked after. Salt Lake City is an ideal place to hold this summer meeting. There is undoubtedly no finer assembly hall in the world than the Tabernacle where all the general sessions will be held, and there are also numerous large, comfortable auditoriums within a short distance from the Temple Square where the various departmental meetings will be held. Salt Lake City claims to be the center of "Scenic America," and the many National Parks, within easy reach of the city, as well as the snow capped mountains that immediately surround it, make it a most inviting place for the summer meeting of the Association.

It is suggested that in each state and in each large city system of schools a Committee on Arrangements for the Salt Lake City meeting be appointed and requested to inform itself fully as to railroad rates, hotel accommodations, programs for the general sessions and for the department meetings and to secure such other information as will be of value to those who wish to attend this great meeting. A number of such committees have already been appointed but there is need for many more of them.

LOCAL COMMITTEES AND HOTELS**Salt Lake City Meeting, July 4-10, 1920**

The members of the Association who are planning on attending the Salt Lake meeting and are not familiar with the hotel accommodations of that city are requested to write Mr. Stearns asking him to make reservation. He is well informed on the problem and will make the best possible reservation.

Hotels

Hotel Utah, Association Headquarters, \$5.00 and up.

Hotel Newhouse, \$4.00 and up.

Hotel Wilson, \$1.50 and up.

Hotel Kenyon, \$1.50 and up.

Hotel New Grand, \$1.50 and up.

Hotel Moxum, \$2.00 and up.

Hotel Cullen, \$1.50 to \$3.00.

Hotel Semloh, \$2.50 to \$4.00.

Hotel Windsor, \$1.00 and up.

Hotel Perry, \$2.00 to \$3.00.

Hotel Lennox, \$2.00.

Hotel White House, \$1.00 to \$2.00.

Hotel Sheldon, \$1.00 and up.

Detailed information will be gladly furnished upon application. If those desiring reservations will address the undersigned stating specifically the accommodations wanted, the same will be provided if possible.

Besides the splendid hotel accommodations, some of which are listed above, the committee has at its disposal a large number of very desirable rooms in some of the best homes of the city. Kindly inform us as to your wishes. It will be our business to see that you are pleased with your accommodations.

Harold J. Stearns, Chairman of Committee on Hotels and Accommodations, Room 313, City and County Building, Salt Lake City, Utah.

Local Committee

The local committee has been divided as follows:

Chairman State Executive Committee, George N. Child, State Superintendent of Public Instruction, State Capitol, Salt Lake City.

Chairman City Executive Committee, E. A. Smith, Superintendent of City Schools, 313 City and County Building, Salt Lake City.

Hotels and Reservations—Harold J. Stearns, 313 City and County Building, Salt Lake City.

Meeting Places—Adam S. Bennion, Church Office Building, 47 E. South Temple, Salt Lake City.

Commercial School Exhibits and Registration Building—E. J. Norton, School Office, State Capitol, Salt Lake City.

Transportation—D. S. Spencer, General Passenger Agent, O. S. L. R. R., Deseret News Building, Salt Lake City.

Excursions and Sightseeing—A. L. Mathews, University of Utah, Salt Lake City.

Information and General Service—Oscar A. Kirkman, Scout Headquarters, Deseret National Bank Building, Salt Lake City.

Publicity—J. Fred Anderson, 313 City and County Building, Salt Lake City.

With arrangements in such good hands the members of the Association are assured that they will be hospitably cared for during their visit to Salt Lake City.

THE NEW NATIONAL MENACE

How The Emergency is Met in a Few Places

A new national menace has appeared, as a result of changing economic conditions, in the form of a shortage of teachers in the public schools. It is more dangerous than adult illiteracy, or the unAmericanized foreign born element, however serious and threatening these problems may be. The shortage of teachers has already added more than half a million to the army of children who are without any school advantages whatever, and unless its influence is checked it will in a few years result in a crop of illiterates many times greater than was revealed by the war in 1918.

But this condition will be corrected. The public in some of the more progressive communities has already responded to the need of doubling the pay of teachers. For every one of these communities, however, there are scores of places where the public has not yet awakened to the seriousness of the situation and these are the places which must be reached with adequate information as rapidly as possible.

It should be considered the duty of every teacher and every citizen interested in the welfare of the schools to assist in placing before the public the dangers which actually threaten the efficiency of the public schools. It is suggested that teachers and citizens ask the local press to make use of the information collected by the Field Secretary and given in this table, so as to get before the people what has actually been done in some places to meet the teacher shortage emergency.

		Elementary Teachers				High School Teachers			
		1915	1919	1920	1921	1915	1919	1920	1921
Aberdeen	Minimum	760	1020	1200	1260	960	1120	1260	1500
Wash.	Maximum	1000	1140	1470	1600	1200	1500	1560	1900
Albuquerque	Minimum	600	780	1200	1200	800	1050	1320	1320
N. M.	Maximum	850	1080	1320	1400	1250	1320	1440	1500
Bayonne	Minimum	600	800	1000	1400	900	1200	1400	1800
N. J.	Maximum	1200	1600	1900	2100	2200	2400	2800	3200
Berkeley	Minimum	780	900	1200	1200	1200	1380	1680	1680
Calif.	Maximum	1200	1320	1620	1620	1500	1620	1920	1920
Boise	Minimum	780	840	1000	1400	1000	1100	1300	1600
Idaho	Maximum	960	1080	1300	1800	1400	1650	1850	2400
Bridgeport	Minimum	500	800	1000	1200	750	1000	1200	1200
Conn.	Maximum	950	1500	1800	1800	1450	2100	2600	2700
Butte	Minimum	900	950	1200		1200	1250	1600	
Mont.	Maximum	1200	1400	1800		1800	1800	2200	
Cheyenne	Minimum	750	840	1080	1320	870	1020	1260	1500
Wyo.	Maximum	900	1140	1380	1620	1020	1320	1560	1800
Columbus	Minimum	500	750	1000	1150	900	900	1125	1350
Ohio	Maximum	950	1200	1600	2050	1600	1800	2250	2875
Dayton	Minimum	500	800	1100		900	1200	1450	
Ohio	Maximum	800	1100	1400		1500	1800	2050	
Evanston	Minimum	825	850	850	1200				
Ill.	Maximum	1250	1450	1550	1700				
Everett	Minimum	600	840	840	1200	840	1140	1140	1400
Wash.	Maximum	990	1230	1350	1800	1260	1500	1620	2000
Fitchburg	Minimum	500	600	1050	1050	500	750	1200	1200
Mass.	Maximum	800	900	1650	1650	2000	2100	2400	2450

		Elementary Teachers				High School Teachers			
		1915	1919	1920	1921	1915	1919	1920	1921
Jackson Mich.	Minimum	525	700	1000	1200	700	975	1300	1400
	Maximum	750	1000	1400	1600	1625	1850	2420	2500
Kenosha Wis.	Minimum	500	700	840	1200	800	900	1080	1500
	Maximum	750	1050	1260		1200	1350	1974	1890
Lakewood Ohio	Minimum	500	900	900	1200	1000	1000	1000	1400
	Maximum	1000	1800	1800	2000	2000	2400	2400	3000
Lincoln Neb.	Minimum	600	750	1000	1000	730	900	1000	1000
	Maximum	850	1250	2200	2200	1100	1550	2200	2000
Newark N. J.	Minimum	580	700	900	1300	900	1000	1000	1400
	Maximum	1100	1200	1500	1900	2500	2700	2800	3200
Newport News, Va.	Minimum	495	576	1100	1100	675	697	1400	1400
	Maximum	540	616	1600	1600	810	819	2000	2000
N. Rochelle N. Y.	Minimum	650	800	1100	1200	1000	1200	1400	1600
	Maximum	1050	1150	1450	2100	1450	1800	2300	3000
Newtonville Mass.	Minimum	650	800	1200	1200	900	1050	1300	1500
	Maximum	1000	1300	1650	1800	1500	2000	2500	3000
Northampton, Mass.	Minimum	450	600	1000	1000	750	850	1250	1250
	Maximum	600	750	1150	1150	900	1000	1400	1400
Omaha Neb.	Minimum	600	700	1000	1200	800	900	1200	1400
	Maximum	1000	1200	1500	2100	1200	1500	1800	2300
Oakland Calif.	Minimum	780	840	1260		1020	1200	1620	
	Maximum	1200	1380	1800		1560	1740	2160	
Okla. City Okla.	Minimum		760	760	1200		1200	1200	1500
	Maximum				1800		1800	1800	2200
Paterson N. J.	Minimum	475	800	1040	1200	700	1200	1440	1600
	Maximum	900	1400	1640	1900	1800	2500	2740	3000
Portland Oregon	Minimum	725	800	1200	1200	1150	1200	1600	1600
	Maximum	1100	1300	1700	1700	1350	1800	2000	2000
Saginaw E. S. Mich.	Minimum	400	600	925	1200	650	875	1150	1400
	Maximum	700	975	1250	1600	1450	1650	1950	2400
Saginaw W. S. Mich.	Minimum	425	650	820	1200	750	850	1120	1440
	Maximum	700	950	1300	1800	1000	1200	1680	2400
Sioux City, Ia.	Minimum	600	700	1020	1320	700	900	1200	1320
	Maximum	775	950	1380	2100	1300	1700	1800	2100
Spokane Wash.	Minimum	600	750	850	1250	1100	1100	1150	
	Maximum	1000	1150	1350	1750	1400	1600	1750	
Springfield Mass.	Minimum	650	880	1180		750	1150	1150	1300
	Maximum		1050	1350		2600	2800	3100	3250
St. Louis Mo.	Minimum	600	850	1038		1120	1200	1388	
	Maximum	1300	1550	1738		2180	2700	2888	
Tulsa Okla.	Minimum	450	900	1080	1320	600	750	1200	1500
	Maximum	635	1200	1500	2000	900	1800	2200	2500
White Plains N. Y.	Minimum	700	850	1000	1000	1050	1200	1500	1500
	Maximum	1000	1125	2000	2000	1800	2200	2800	2800
Wichita Kansas	Minimum			1008	1200			1200	1440
	Maximum			1176	1800			1560	1968

DEPARTMENT OF SUPERINTENDENCE

Commissioner Calvin N. Kendall, Trenton, N. J., President of the Department of Superintendence, during the week of April 19-24 visited Washington, Quantico, Cleveland and Atlantic City investigating accommodations for the next meeting of the Department of Superintendence. He will visit other places and within a short time he hopes to be able to make a definite recommendation to the Executive Committee concerning the location for the next meeting of the Department of Superintendence.

(For use of those whose expenses are paid from public funds.)

Form 731

U. S. Internal Revenue.

EXEMPTION CERTIFICATE

Tax on the Transportation of Persons

Place of issue of ticket _____ Date _____

Name of carrier _____

Number		Indicate By X		Service (indicate amt. paid in proper space)				
TICKET	FROM	RAIL	WATER	TRANSPOR- TATION	SEAT	BERTH	STATE ROOM	EXCESS BAGGAGE
				\$	\$	\$	\$	\$

From _____ To _____

Via _____

(Give name or names of transportation company)

I certify that the charges for the service indicated above have been, or will be, paid for by the United States, or by the state or political subdivision thereof indicated below, are incurred in the performance of my official duties, and are exempt under section 500 of the revenue act, 1918, from the tax imposed by said act.

(State, or political subdivision thereof, e. g.
County, city, town, School District, etc.)

(Signature of person claiming exemption).

PENALTY FOR FRAUDULENT USE,
\$1,000 and imprisonment

(Official Title)

CREDENTIAL CERTIFICATE

This is to certify that the travelling expenses of _____ Name _____

Position _____

City _____

State _____

attending the meeting of the National Education Association, is to be borne by the

District } _____ of _____; appropriation therefore to be made from
City }
County }
State } Political Unit

public funds. He is authorized to execute exemption certificate to cover amount of tax on such transportation charges.

SIGNED _____

Official Title.

Transportation agents must not accept this certificate unless the officer or employee issuing it shows satisfactory credentials

TEACHERS SUFFER MOST

"Among those employees who suffer most acutely have been the teachers in our schools. Their situation in many parts of the country has become deplorable. Thousands of them, trained in their profession, with a high and honorable pride in it, have been literally forced to leave it, and to resign what had been their hope, not of wealth, but of loyal service in building the foundation of knowledge and character upon which our national strength must rest. In consequence there is everywhere a shortage of teachers. An inquiry made by the Bureau of Education showed that in January, 1920, more than 18,000 teachers' positions in the public schools of the country were then vacant because the teachers to fill them could not be had. Over 42,000 positions are filled, in order that they may be filled at all, by teachers whose qualifications are below the minimum standard of requirement in the several states. It is the estimate of the Commissioner of Education that more than 300,000 of the 650,000 school teachers of the country are today 'below any reasonable minimum standard of qualifications.' Many of those who remain in our schools receive less pay than common laborers, despite the long years of preparation for their profession that they have undertaken. This situation is a national menace. It is useless to talk of Americanization and of the diminution of illiteracy and other national educational problems, unless it is faced at once."

—From the recent report of the Industrial Conference called by President Wilson.

EXEMPTION FROM WAR TAX ON RAILROAD TICKETS

All persons traveling to Salt Lake City to attend the meetings of the National Education Association and having their transportation expenses paid by the federal government, state, state institution, county or local school district will be exempt from the usual war tax on their transportation by presenting the blank forms, properly filled out to the railroad official.

Exemption from war tax is granted on either Summer Tourist Tickets or N. E. A. round-trip tickets.

Follow the directions below.

1. Fill out Exemption Certificate and sign yourself.
2. Fill out Credential Certificate and have signed by the president of the school board, county superintendent, proper state, state institutional, or U. S. Official.
3. Present these two certificates to the ticket agent when you purchase your round trip ticket to Salt Lake City.
4. In case ticket agent refuses to grant exemption get a receipt from him for amount of ticket and war tax separately and ticket number. File claim for refund with Legal Department, Bureau of Internal Revenue, Interior Building, Washington, D. C., inclosing Form 731 and Credential Certificate properly filled out with statement of facts.
5. These forms have no relation to one and one-third-rate which is secured upon presentation of Identification Certificate as described above.

(Forms on Page 12)

Superintendent J. H. Keating, of Pueblo, Colorado, wishes those who plan to go to Salt Lake City by auto to write him as he has suggestions to make concerning the trip thru Colorado.

We shall advance when we have learned humility; when we have learned to seek the truth, to reveal it and publish it.

Walter Lippman.

NOTICE OF PROPOSED AMENDMENTS

The following notices of Amendments to the By-Laws were presented at the Milwaukee meeting and will be considered in the business session of the next meeting of the Association at Salt Lake City, July 2-10:

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

—Presented by Katherine D. Blake.

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

—Presented by S. Y. Gillan.

"I propose the following amendment to the By-laws of the Association and ask that the same lie over one year: That Article XI—Amendments, be amended to read as follows: Section 1. These By-laws may be altered or amended at the annual business meeting of the active members by unanimous consent, or by a two-thirds vote of the active members present. Section 2. This amendment shall take effect immediately upon its adoption."

—Presented by H. R. Driggs.

"I wish to give notice of an amendment to the By-laws to change the day from Friday to Thursday for the business meeting. (Article VII, Section 2.)"

—Presented by Edward O. Marsh.

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

—Presented by S. Y. Gillan.

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

—Presented by the Department of Deans of Women.

W. M. Davidson moved the adoption of 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."

—Resolution Adopted.

Mr. Hunter, of Oakland, California, stated that "he should like to serve notice of the presentation of a program embodying principles governing teachers' organizations at the next annual meeting."

CURRENT TENDENCIES AND PROBLEMS IN EDUCATION**R. W. Himelick, City Superintendent of Schools, Fort Wayne, Ind.**

There has been and is yet, too great a tendency to belittle the teaching profession and the teacher. There is no nobler work than the training of the youth. It does not require much brains and little training to stand behind a counter and tie up packages and send from the store a satisfied or dis-satisfied customer. The fact that a man turns his whole life over to making a little money is no indication that he possesses any unusual intelligence or that he is engaged in an honorable business. The ministry or medicine do not offer as great a field of service. The work of most of these is merely incidental. What they do passes with each generation. The world and communities in which they lived soon forget all about them and their work.

But not so with the teacher. He has a man's job. In his hands lies the destiny of the world. You cannot forget your teacher because he is always with you. He has given the trend of your thoughts and has shaped your destiny. He goes with the man in the factory, the banker in his place of business, the clerk to the store and the boy to the field. The teacher is the noblest Roman of all. He has taught us all to think. He is the past master in every activity of life. He deserves the united support of humanity.

This great organization assembled here could render no greater service to the world than to resolve itself into a "Booster Club" with a determination to go before the people and place the teacher and the teaching profession where they really and truly belong. Until we do this we are working in vain.

First of all an effort should be put forth to establish a real teaching profession. To do this a high standard of professional training should be established. So long as the world believes that just any one can teach, we cannot hope for much advance. In the complex society which we have today I am of the belief that we had just as well close thousands of the schools taught by people who have no training and no vision. Such teachers can give nothing except the mere rudiments which under present conditions could and would be given in the homes and upon the streets. It will take time to fill the schools with men and women trained for the work of a teacher. Encourage those who do train by paying adequate salaries and our normal schools and schools of education will soon be filled.

The schools must create a public consciousness that will not tolerate within our midst destructive forces under the guise of personal liberty. Every man should have a right to say and do as he pleases so long as he pleases to say and do the things that make the world a better place in which to live. No man, even tho he is styled a professor, has any right to say, "We must broaden the flag and make it big enough to include another star and that a red star." Such men are traitors to their country and deserve to be treated as such.

May we therefore as citizens and as teachers under these stars and stripes lift our eyes from the mere formalities of the school and look out over the countless multitudes of children eager to be true Americans and from them catch new inspiration for our tasks. While yesterday is but a dream and tomorrow is but a vision, may we perform our duties today so that the dreams of yesterday will have in them no regrets and the vision of tomorrow be a perfect man.

—Department of Superintendence, Cleveland, Ohio, February 23-28, 1920.

WORLD PEACE AND GEOGRAPHY IN THE GRADES

Jessie L. Burrall, Chief of School Service of the National Geographic Society, Washington, D. C.

The study of geography is the biggest factor in world peace.

Permanent world peace can be established only thru a sympathetic understanding among world peoples of each others' problems.

The first great task of the geography teacher is to arouse in his pupils an interest in world **People**, and secure a broad gauge understanding of them. The people of the world are likeable and our pupils must find it out, and feel themselves a part of the world family.

No better illustration of our lack of geographic understanding is to be found than the controversy now going on about the League of Nations. Evidently this country will hereafter be associated with Great Britain and Hedjaz, with the new Czecho Slovia and the ancient China, with Liberia, and Portugal and Peru. But the intelligent opinion on the form that this association will take cannot be made by one who has not first-hand knowledge of these countries. The schools must give the ground work of geography which will enable citizens of the future to take an intelligent part in the new world order.

The reason why geography is hard to teach will be clear if we will but recall our school days. What mental picture did we get from the definition, "a lake is a body of water in a depression of the earth's surface?" Whatever the mental picture was, it was depressing and also vague. Put into a child's hand a picture of Lake Como, of Lake Michigan, and he will thrill at the spectacle. Show him pictures of islands, of capes, of mountains, and he will get the idea at a flash.

That being our task, changes both in method and content of our geography teaching are of immediate and pressing importance. The new geography must include a new and well ordered course of study, and a method that will allow the pupil to think thru intelligible maps brought to life by a wealth of pictorial illustrations.

--Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.

STRENGTHENING THE SUPERINTENDENCY

Edwin C. Broome, Superintendent City Public Schools, East Orange, N. J.

Logically the state should, and eventually, perhaps, the state will assume the complete support and control of its public schools, just as today the state supports and controls its courts of justice. When that time comes all persons engaged in the work of public education will be state officials, appointed and directed by state authority, and assigned to state or local fields of service. Until that time comes cities with a high degree of public spirit; and a minimum of political corruption will have good schools; and cities with a low degree of public spirit and a high degree of political corruption will have poor schools. Likewise the wealthy suburban town will have good schools, and the country village with small resources will have poor schools. I believe in equal educational opportunities for all the public schools; provided, of course, such control is honest, wise, and efficient, and the support is adequate.

The first place to begin in any effort to improve the management of schools is naturally with the board of education. A capable superintendent cannot get

good results under a poor board any more than a good board can get good results with an incompetent superintendent. There must be an equal balance of efficiency. Those who have made a most thoro study of school administration agree that a comparatively small board is more efficient than a large one.

Let us consider some appropriate measures of strengthening the superintendency directly. Briefly such measures should contemplate the personal and professional qualifications, the selection, and term of the superintendent, and the powers and duties of the office. In a more extensive treatise on this subject it would be interesting to trace the evolution of the superintendency from the status of a walking delegate of the school committee to that of a responsible, general manager of a great system of schools; from a job which was past around among retired ministers, briefless lawyers, and patientless doctors to a profession which requires as extensive general and technical training and as much ability as is necessary for the management of a great business or industrial enterprise.

The qualifications required by statute for the superintendency should be sufficiently high to insure every community well trained and experienced educational leadership. The selection of a superintendent is perhaps the most important duty that a board of education has to perform. Boards of education could be greatly assisted in this particular by expert advice from state departments of education. The superintendent, however, should have sufficient length of service in a community guaranteed to him to have his plans carried out and the value of his leadership fairly assest.

The final, and by far most important measure for strengthening the superintendency is the consideration of some means of establishing definite, working relations between school boards and superintendents.

He should have the initiative, at least in the following matters:

1. In the selection, assignment, transfer, suspension, and dismissal of all his subordinates.
2. In the selection of appropriate educational books, supplies, and apparatus.
3. In the planning and alteration of the course of study.
4. In the determination of the standards of scholarship and instruction, and management of the schools.
5. In the classification, promotion, and transfer of pupils.
6. In the direction, and supervision of all engaged in instruction, and management of the schools.
7. In the preparation of blanks and forms necessary for the proper conduct of school work.
8. In the recommendation of policies for the advancement of the schools.

There are other items in which the superintendent should have the initiative; but these are the essential ones. Moreover the superintendent should be responsible to the board as a whole, and not to sub-committees, or individual members.

—*Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.*

CONTINUOUS SCHOOL CENSUS

John W. Davis, Director Bureau of Attendance, Department of Education,
New York, N. Y.

The need for a continuing census grows out of the ease with which a change of residence may be effected today; the tremendous growth of cities in which an individual will be known, except in the rarest instances, to only a few scores of

those by whom he is surrounded; and the habit, as well as the ease of movement from one place to another. Instability in residence is paralleled and in part caused by instability in employment, the frequent dislocations of industry, and the huge labor turnover of industry and trade. Within most cities, and particularly in New York, there goes on a ceaseless movement of families from one section to another and from one block to another (at least before the days of rent profiteering).

It is the movement of population which necessitates the continuing census as against the annual census. If it be true that registration in school and regular attendance upon instruction is a factor in child welfare, at least equal in importance to any other, and in addition that only by securing such registration and instruction can other factors be brought with certainty into play. The continuous follow-up is then the condition of an approach to complete success.

The first and primary work of the continuing school census is to locate and identify the individual, and then not to lose sight of him. When identified and located the child most obviously needing specialized care stands revealed, and becomes subject to the ministrations of the agencies of society.

—*Department of Superintendence, Cleveland Ohio, Feb. 23-28, 1920.*

SETTING UP SCHOOL STANDARDS

C. E. Douglass, Assistant Superintendent of Schools, Erie, Pa.

Two tendencies in current educational thought have weight in the determination of standards. 1. Democracy demands with increasing insistence that all be trained for useful citizenship. 2. There is, thru recent investigations, a conviction that human intelligence can be measured with a considerable degree of accuracy, and it is possible to forecast the range of accomplishment of any given pupil.

The school administrator today has the problem of establishing, not a standard which may be indiscriminately applied to all, but standards for various groups of widely different degrees of intelligence. Achievement in the field of English, in all but the more formal aspects of the study, is, and doubtless should be, as varied as the intelligence quotients of the students. We have no moral right to seek to maintain an arbitrary standard which would exclude those whom we should train. The public schools are training, rather than selective, institutions. Indeed, he of low intelligence who works up to his ability is a better citizen than is he of superior mental ability who idles away his opportunities. Standard scales are useful chiefly to measure improvement rather than absolute achievement save in certain fundamental skills.

—*Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.*

THE PROBLEMS OF THE SOCIAL LIFE OF COLLEGE WOMEN

Josephine Simrall, Dean of Women, University of Kentucky, Lexington, Ky.

The constructive side of the social life of the college woman seems to me to be our immediate problem. I have not time to offer suggestions as to its solution. I doubt if such suggestions would be of any particular value, for it is after all, a special problem for each one of us, conditioned by the circumstances of our own peculiar situation. But there are certain general principles to be observed in working out these problems. How to make the environment of our students, not

elaborate, not luxurious, but fine and beautiful; how to so develop the social life among our students that they may learn to recognize truth and beauty when they see it, for the recognition of truth and beauty, wherever they may be is, I take it, the essence of culture—how to do things in the real way, without sham and without pretense; how to make the girl realize the value of a perfectly appointed table, of a beautifully arranged vase of flowers, of gowns that are suitable for the occasion and express the personality of the wearer rather than the passing style, these are the things that constitute our real problems. But our greatest problem, it seems to me, is to secure as directors of our Halls of Residence, women of sincerity, culture and strong personality. After all it is personality that influences youth.

To sum up the basing of the social conventions upon which we insist on fundamental realities; the presenting of our social problems in clearly defined form to the students, trusting them to work them out effectively; the providing of a constructive program of social training thru a right environment, thru a constant practice of the fine art of social living and thru securing for the supervision of our Halls of Residence of the right type of woman, at almost any cost;—these seem to be at least the first step toward the solution of our social problems.

—Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.

SOCIAL AND BUSINESS STUDIES IN SECONDARY SCHOOLS AND COLLEGES

By C. O. Ruggles, Professor of Economics, Ohio State University, Columbus, Ohio

It is clear that as a result of the World War the United States is to have closer political, industrial and commercial relations with all of the principal countries of the world than it has had in the past. The degree to which we will be able to maintain ourselves in this world struggle will depend upon the training of our men. Hence—the need for reorganization of our education from the elementary school thru the University. A committee of the National Education Association reporting in 1911 stated that "Courses in Economics should be encouraged"; that "ignorance of economic principles is appalling"; that "Every high school student should be given a practical knowledge of affairs in his own community, political, industrial, and philanthropic; of the basic principles of state and national politics and of the movements for social reform and international peace." President Hadley has recently pointed out that our soldiers were lacking in technical knowledge; that the number with a knowledge of logarithms was not sufficient to meet the needs of the artillery regiments; that the number with a working knowledge even of modern languages was far too small to meet the demands of army intelligence.

President Butler has said that the first question to be asked concerning any course of study is "Does it lead to a knowledge of our contemporary civilization?" He maintains that if it does not "it is neither efficient nor liberal."

A complete education program from elementary and secondary education thru the colleges and universities ought to accomplish at least two things. First there should be every opportunity for the proper education of the masses, and second adequate training for leaders. The combination of an intelligent people and competent leaders is necessary not only to make the world safe for democracy but to make democracy safe for the world. The extent to which panaceas for social ills will be embraced depends upon the level of general intelligence of our people.

—Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.

DEMOCRACY IN SCHOOL ADMINISTRATION

Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Tex.

The teachers in the ranks may be said to have past thru three stages. In the first, she was regarded tolerantly as a useful member of society, but she was usually ignored in public discussions. In the second stage, the teacher was interpreted by the superintendent, who was wont to wax eloquent in delineating the "model teacher". He instructed the public—and also the teacher—as to what the teacher desired and deserved, and he explained to the public the meaning of her activities, and inactivities.

During these two stages of her existence, the teacher was in the position of the guest, whose host said to him, "Will you have a little of this cold veal, or"—and then looking over the table, and seeing nothing else, he added lamely—"or not." The teacher as an educated woman had no choice of occupation; she could teach or starve.

In the third stage, the teacher has begun to interest herself, and the public and the superintendent, after recovering from the first shock of surprise and alarm, are gradually coming to realize that those who are capable of training the great mass of the citizens of America, are, perhaps, equal also to contributing valuable ideas as to the conduct of the schools.

Democracy in school administration means the cooperation in the management of the schools on the part of school board, superintendent, principal, supervisor and teacher.

As to the various matters on which the views of teachers may well be invited, I would suggest the following:

1. Fair standards as to judging teacher.
2. Just systems of remuneration.
3. Details of state school laws, applicable to all teachers.
4. Special rules of their own school system as to requirements made of teachers.
5. Details of rules for the government of their pupils.
6. Plans for the conduct of their own teachers' associations, or institutions.
7. The content of courses of study prescribed for their improvement.
8. Details of courses of study which they are to teach.
9. Measures designed to safeguard the welfare of pupil and teacher.
10. Plans and equipment of buildings in which they are to teach and of playgrounds on which they are to act as supervisors.

When real democracy has come to stay, teachers' associations will throw off ring-rule; women will receive representation in proportion to their numbers and their ability; nominating committees appointed by presidents will become an institution of the past; and superintendents will admit the teacher to a partnership on resolution committees which prepare for the public, presumably, the opinions of the great body of teachers composing the Association.

—Department of Superintendence, Cleveland Ohio, Feb. 23-28, 1920.

SUPERVISED STUDY IN THE GRADES

Alfred L. Hall-Quest, Supervisor of Secondary Education, University of Cincinnati, Cincinnati, Ohio

When other excuses are seemingly of no avail it is a common last resort to blame it all on the elementary schools. The grades are looked upon as the seat of original sin. It is a fact, however, observed by foreign educators, as well as by many of our own, that the elementary schools far outstrip the high schools both in the adaptability of subject-matter and in the effectiveness of technique of teaching. Experimentation is more easily carried on in the grades than in the high school. The bulk of educational measurements deals with elementary school subjects. It is altogether proper that the acute accent rest on this, the largest and fundamental division of American Education. And for like reasons it is important that very early in their school life even greater attention be given to ways and means of teaching and training boys and girls to study, so that in time correct habits of work will have become fixed.

There can be no question of the attitude of superintendents on this matter. Many of them have written me that they favor supervised study. Throughout the United States there has been a very rapid growth in the application of this type of class management and teaching technique.

A daily program usually provides for a number of recitation periods and a number of study periods for each class. This two-fold division of time is usually based on the following computation:

1. The number of subjects taught.
2. In a day of say, 300 minutes.
3. Less amount of time required for general exercises and recess.
4. The number of subjects divided into the net time available.
5. The further distribution of the subjects, according to their relative importance in each grade.

If, however, we study the time distribution in relation to a different set of principles it may be possible to introduce educational benefits not so easily permissible at present. These principles may be stated as follows:

1. The list of subjects to be taught.
2. The amount of time available per week.
3. The elements of subject-matter or of study common to the subjects—such as reading—common to history and language; penmanship common to several subjects.
4. Amount of time required for the building of habits connected with the subjects as organized under (3) and as determined, in part, by such investigators as Courtis in arithmetic, Ayres in spelling, Thorndike in writing, Kelly in reading, and in part by the aggregate amount of time resulting from the organization of courses as under (3).
5. Amount of time as further determined by the combination of subjects and the theory that all subjects need not be studied every day.
6. Amount of time as still further effected by the reduction of study periods,

it being assumed that most of the studying will take place in the respective classrooms under supervision.

The spirit, the dominating purpose of the school should be training not only in the subjects that are fundamental to intelligent cooperation in citizenship but training also in the use of the mind along very definite as well as diversified supervision which all too often means encouragement of habits mentally and morally bad. The school is the place for training in study. Here the bulk of it should be done. Later, when the pupil understands more clearly how to work it will be safe to enlarge the scope of his unsupervised study.

—Department of Superintendence, Cleveland Ohio, Feb. 23-28, 1920.

PRACTICE TEACHING FOR PROSPECTIVE RURAL TEACHERS

Ethel Black, Normal School, Detroit, Mich.

It is generally accepted that we should apply (so far as possible) the project theory in the training of teachers as well as help the students to apply it in their work with children. Conditions are such yet and so much of method must come from experiment, that the student teacher is perhaps safer if trained in methods both new and those in common use now, so if she meets a situation where the new fails she may fall back upon the old. We must face the fact that we shall never be able to get the project over, so to speak, unless we get with it enough of what the public calls "order" to satisfy their demands. Possibly in the average training school any caution against sending teachers out without equipment in the old methods is out of place. As a rule they get too little of the new.

The whole project theory spells the spirit of Democracy, which is a means of growth, an evolution. It is evident in the present demands for industrial democracy, and is being rapidly extended to the schools. The teacher's demand for a voice in administrative and supervisory affairs is evidence of this fact and the wise administrator deals with his teachers not according to the checker game, moving each at will, but as the modern base ball game is conducted where each member sees his own importance and responsibility and his place in the whole plan. In training men for the army, we are told that it was found necessary to inform our men by use of moving pictures, of the general plans and movements at the front, so that a man had a vision of his place in the whole scheme, knew its importance, and when he went over the top he knew just what was being done along the front, knew that his part was vital and necessary. It is from such a vision that ideals and attitudes come. Democracy is possible only when its citizens are trained to participate and assume responsibilities.

Because adults as well as children, grow from the assumption of responsibility, and because cooperation, initiative, and the ability to judge her own work as well as that of others, are so necessary to the success of a teacher, should we not shift to the student in training, the responsibility of more initiative in the choice of her activities in the training school, more opportunity to cooperate with her neighbors and to judge or measure the result of her own and her classmates' work? The whole course of training is, to the student teacher, a project.

—Department of Superintendence, Cleveland Ohio, Feb. 23-28, 1920.

THE EDUCATIONAL CHALLENGE OF THE PRESENT WORLD SITUATION

Henry Churchill King, President Oberlin College, Oberlin, Ohio

What are some of the demonstrations of the war and after-the-war conditions, that particularly concern educators, and some of the consequent demands upon education today?

The plans of the American government for its army in the war were such as to bring out with unusual distinctness the advantage of the educated man. The later plans for the education of the army during the period after the armistice also strongly accentuated the value of education. I think there can be no doubt that that value was brought home as never before to thousands of men, and the prestige even of higher education was greatly strengthened. It is a part of the business of American education now to make the most of this deepened conviction of the value of education.

The Comparative Failure of Our Education on the Ideal Side

But in spite of this new conviction of the power and value of education, I fear we must confess that the war revealed the comparative failure of our American education on the ideal side. As an educator one makes that statement with reluctance. But I fear that we cannot deny that the war made fully clear that we had not succeeded in penetrating our American youth with the deeper and finer aspects of education in the degree that we hoped was true. I am afraid we must admit that many of our American soldiers never got into mind the real aims of the war; never clearly perceived what the essential elements of democracy in self are, nor those great moral principles that were involved in the war.

So far as this is true, it brings a definite challenge to American educators to make sure that their work is permeated at every stage with **the great method of the moral law**: "mental and spiritual fellowship among men, and mental and spiritual independence on the part of the individual"; that we thus make certain that our pupils come to convictions and insights which are truly their own.

At the same time, this comparative failure of our education on the ideal side, suggests the necessity for a more definite and **discriminating moral education**, and for clear-sighted and far-sighted **training for democracy**—the training of citizens who can think, who know the peculiar necessity, in a democracy of self discipline. In learning the lessons of the war nothing is more vital than that we should see that these are great racial achievements and great possible spiritual assets; and just on that account they are a perpetual challenge to American educators to make sure that we carry over these great achievements into the time and tasks of peace. They give the teacher a ground of appeal, inestimably precious and powerful.

It is not too much to say that every one of the larger aspects of the war proclaims the necessity henceforth of the international mind for every nation, and for every citizen of that nation, that means to count intelligently and with full value in the life of the world. The attempt of a provincial patriotism to withdraw into our old selfish isolation is stupidly futile. And it belongs to the educator most of all to make certain that the new generation has learned this all-embracing lesson of the war, and knows that a true internationalism is no foe of a true nationalism, but that each requires the other rationally to complete it.

—Department of Superintendence, Cleveland, Ohio, February 23 to 28, 1920.

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
Adams	Minimum	650	850	850	1000	Holland	Minimum	650	1000	675	1000
Mass.	Maximum	800	1200	1000	1400	Michigan	Maximum	775	1000	1200	1400
Adrian	Minimum	650	950	800	1150	Joplin	Minimum	450	540	765	855
Michigan	Maximum	800	1100	1800	2050	Missouri	Maximum	653	810	1170	1350
Beaumont	Minimum	540	750	720	950	Kans. City	Minimum	750	925	1000	1200
Texas	Maximum	945	1050	1350	1900	Missouri	Maximum	1250	1350	2050	2350
Bellingham	Minimum	650	840	960	1140	Lansing	Minimum	600	800	800	1000
Wash.	Maximum	1020	1260	1440	1680	Michigan	Maximum	850	1050	1700	1950
Berkeley	Minimum	900	1200	1380	1680	Lawrence	Minimum	675	900	900	1000
Calif.	Maximum	1320	1620	1620	1920	Kansas	Maximum	1200	1400	1250	1500
Berlin	Minimum	600	900	650	1000	Lincoln	Minimum	750	1000	900	1000
N. Hamp.	Maximum	1000	1300	1600	2050	Nebraska	Maximum	1250	2200	1550	2200
Bluefield	Minimum	675	765	810	855	Madison	Minimum	750	950	1050	1200
W. Va.	Maximum	765	810	1100	1200	Wisconsin	Maximum	900	1100	2100	2100
Cent'l Falls	Minimum	585	900	980	1380	Midlet'wn	Minimum	600	1080	650	1135
R. I.	Maximum	800	1300	1100	1540	Conn.	Maximum	975	1330	1400	1740
Cleveland	Minimum	700	1030	100	1300	Monessen	Minimum	585	738	945	1080
Ohio	Maximum	1400	1725	2500	2760	Pa.	Maximum	972	1170	1530	1764
Coffeyville	Minimum	698	720	900	990	Mor'tclair	Minimum	900	1050	1150	1500
Kansas	Maximum	810	810	1035	1494	N. J.	Maximum	1125	1550	2500	2900
Columbus	Minimum	750	1000	900	1125	Muskogee	Minimum	540	810	810	900
Ohio	Maximum	1200	1600	1800	2250	Okl.	Maximum	855	1080	1080	1350
Cum'b'rl'd	Minimum	600	600	750	750	Nashua	Minimum	650	900	900	1200
Md.	Maximum	850	850	1000	1000	N. H.	Maximum	900	1200	1100	1400
Des Moines	Minimum	750	1180	950	1250	Newark	Minimum	700	900	1000	1000
Iowa	Maximum	1200	1505	1550	1940	N. J.	Maximum	1200	1500	2700	2800
Dubuque	Minimum	600	800	850	1000	New B'd'd	Minimum	750	1000	1000	1200
Iowa	Maximum	900	1200	1250	1550	Mass.	Maximum	1000	1350	1900	2375
E. Aurora	Minimum	550	750	950	1150	Newport					
Illinois	Maximum	1050	1250	1800	2000	News	Minimum	576	1100	697	1400
E. St. Louis	Minimum	550	800	750	1000	Virginia	Maximum	616	1600	819	2000
Illinois	Maximum	1100	1550	1900	2450	Okl. City	Minimum	760	760	1200	1200
Eau Claire	Minimum	495	765	765	990	Okl.	Maximum	1140	1140	1800	1800
Wisconsin	Maximum	675	810	1440	1600	Paducah	Minimum	450	540	675	855
El Paso	Minimum	540	900	900	1100	Kentucky	Maximum	585	720	1125	1350
Texas	Maximum	1000	1200	1600	1800	Park'sburg	Minimum	562	675	800	900
Evansville	Minimum	600	700	900	1000	W. Va.	Maximum	875	945	1500	1700
Indiana	Maximum	950	1100	1650	1800	Paterson	Minimum	800	1040	1200	1440
Fargo	Minimum	675	945	990	1170	N. J.	Maximum	1400	1640	2500	2740
N. Dak.	Maximum	810	1080	1080	1530	Petersburg	Minimum	600	700	750	850
Fitchburg	Minimum	600	1050	750	1200	Virginia	Maximum	900	1050	1800	1950
Mass.	Maximum	900	1650	1100	2450	Plattsburg	Minimum	450	750	800	950
Hamilton	Minimum	475	700	800	1200	New York	Maximum	600	1150	900	1350
Ohio	Maximum	950	1500	1800	2100	Pottstown	Minimum	470	720	800	1050
Hatt'sburg	Minimum	540	630	720	900	Pa.	Maximum	640	800	1500	1800
Miss.	Maximum	870	1000	1350	1500	Saginaw, E.	Minimum	600	925	875	1150
Henderson	Minimum	468	468	800	800	Michigan	Maximum	975	1250	1650	1950
Kentucky	Maximum	716	716	1250	1350						

		Elementary Teachers		High School Teachers				Elementary Teachers		High School Teachers	
		1919	1920	1919	1920			1919	1920	1919	1920
San Jose	Minimum	900	1200	1300	1600	St. Paul	Minimum	600	600	800	1500
Calif.	Maximum	1260	1560	1600	1900	Minn.	Maximum	1000	1500	1600	2100
Sharon	Minimum	495	855	810	1215	Tucson	Minimum	810	1080	1150	1300
Pa.	Maximum	810	1238	1500	1950	Arizona	Maximum	990	1080	1650	2000
South Bend	Minimum	550	800	850	1050	Utica	Minimum	550	800	800	1000
Indiana	Maximum	1150	1400	1800	2000	N. Y.	Maximum	1000	1400	1200	1600
Sp'tanburg	Minimum	540	720	675	900	Waycross	Minimum	540	540	810	900
S. C.	Maximum	675	1080	1000	1200	Georgia	Maximum	720	720	1200	1200
Spokane	Minimum	750	850	1100	1150	White Pl'ns	Minimum	850	1000	1200	1500
Wash.	Maximum	1150	1350	1600	1750	N. Y.	Maximum	1125	2000	2200	2800
Springfield	Minimum	500	800	900	1200	W'lk'sBarre	Minimum	562	702	660	825
Illinois	Maximum	950	1200	1500	1800	Pa.	Maximum	960	1200	1800	2070
Springfield	Minimum	880	1180	1150	1150	Wil'mantic	Minimum	850	1100	930	1150
Mass.	Maximum	1050	1350	2800	3100	Conn.	Maximum	1000	1150	1100	2100
Stillwater	Minimum	540	720	765	855						
Minn.	Maximum	630	783	1098	1530						

A NOTABLE PETITION

Will H. Hays, chairman of the National Republican Committee, has received a petition to which, if he is wise, he will give heed.

It was presented by John F. Wright, president of the New York State Teachers' Association, William T. McCoy, chairman of the Illinois Association, and Olive M. Jones, president of the New York Principals' Association.

They officially represented 32,000 teachers of Illinois, 53,000 teachers of New York, and unofficially, 700,000 teachers of the United States, and these 700,000 teachers have with them, with intense conviction, nine-tenths of the women voters of the United States, and three-fourths of the men voters.

The petition emphasizes the growing deterioration in public education caused by the tremendous loss of successful and prepared teachers, and the great lowering of standards of applicants for teachers' positions.

"The basis of the cause of these conditions which threaten the efficiency of education is the deficiency in educational funds. The failure to pay teachers adequate wages is a national sin, long confessed, but unatoned for.

"It will take years to man the schools even as they were in 1914. We cannot afford to wait for the public to become sufficiently alarmed to act.

"The desertion of farms is largely due to removal of farmers to cities where they can get decent schooling for their children. Illiteracy, which disqualified 700,000 drafted men for effective service in the great war, is on the increase."

—*Journal of Education.*

AMERICANIZATION UNDER THE NEW HAMPSHIRE PLAN

Maro S. Brooks, Deputy Commissioner of Education, Concord, N. H.

The educational act past almost unanimously at the last session of the New Hampshire legislature creating a state board of education and providing state-wide supervision of schools, had for its chief aim equalization of opportunity for the children of the state and the cultivation of American citizenship. By this law "the administration of the work of Americanization in teaching English to non-English speaking adults and in furnishing instruction in the privileges, duties, and the responsibilities of citizenship is hereby declared to be an essential part of public school education."

The most striking section of the new law calls for the exclusive use of English in private schools both for the purposes of instruction in the ordinary school subjects of the elementary school and for purposes of general administration. A foreign language may be used in the conduct of devotional exercises and may be taught in addition to the subjects required by the state course of study. The agreement concerning parochial schools made last year by the New Hampshire Committee on Americanization and the Bishop of the Roman Catholic Church in New Hampshire was made the basis of the law governing the approval of all private schools. The hearty cooperation of the officials of the Catholic church with the State Board of Education promises much for the improvement of all the schools of New Hampshire, both public and private.

Minors between the ages of sixteen and twenty-one who cannot speak and read English understandingly may not be legally employed unless they attend school. Towns and cities in which reside or are employed fifteen such minors or twenty non-English speaking adults must maintain an evening or special day school.

Americanization is recognized as a social, as well as educational problem to be solved by a long-time program without hysteria. Thru the socialized school carried to the people and thru community work in which every social agency shall cooperate for the forming of neighborly contacts, New Hampshire seeks to perfect her citizenship.

—Department of Superintendence, Cleveland, Ohio, February 23-28, 1920.

SITUATION ALARMING

A prominent District Superintendent in the state of New York writes:

"I have had to close two rural schools this season just because teachers could not be had for even \$25 per week with good board and room at \$5.00 per week. And furthermore, I have been obliged to open eight of my rural schools this year by granting temporary licenses to persons without training or even a high school education. This I have done so that the little people would have a chance to learn perhaps a little, rather than not go to school at all. The situation certainly begins to look alarming."

PRICE LIST FOR 1920

Publications of National Education Association
Washington, D. C.

A limited number of the reports listed below are on hand and will be sold until the supply is exhausted, at the prices listed.

		Price per Single Copy By Mail
Report of Committee of Ten on Secondary Schools, 1894.....	249 pages	\$2.00
Report of Committee on College Entrance Requirements, 1899.....	188 "	1.00
Report of Committee on Normal Schools, 1899.....	64 "	.50
Report of Committee on Salaries, Tenure, and Pensions of Teachers, 1905.....	458 "	2.00
Report of Committee on Taxation as Related to Public Education, 1905.....	86 "	.50
Report of Committee on Industrial Education in Schools for Rural Communities, 1905	97 "	.50
Report of Committee on Instruction in Library Administration in Normal Schools, 1906	71 "	.50
The Essential Place of Religion in Education, 1916.....	134 "	.50
Thrift, 1917	87 "	.50
Report of Committee on Grammatical Nomenclature, 1918.....	65 "	.50
Report of Commission on Administrative Legislation, 1918.....	16 "	.25
Report of Committee on Teachers' Salaries and Cost of Living, 1918.....	71 "	1.00
Report of Committee on Library Organization and Equipment (C. C. Certain).....	30 "	.50
Commission Series: (A National Program for Education)		
No. 1 General Statement, Emergency in Education.....	27 "	.25
No. 2 Statistical Data on Illiteracy, Teachers, etc.....	14 "	.25
No. 3 Preparation of Teachers	14 "	.25
No. 4 The Rural School Problem	14 "	.25
No. 5 A Statement of Policies	4 "	.02
No. 6 Teachers' Salaries and Salary Schedules, 1918-19, E. S. Evenden.....	169 "	2.00
Yearbook for 1919	430 "	1.00
Preliminary Report of Department of Superintendency, Chicago, 1919.....	181 "	.50
Report of Committee on Superintendents' Problems, 1919.....	69 "	.50
History of the National Education Association of the United States, 1857-91.....	140 "	2.00
Historical chapter of the National Education Association, Fiftieth Anniversary Volume, 1857-1906	108 "	2.00
Report of Committee of Seventeen on Professional Preparation of High School Teachers, 1907	145 "	2.00
Full Report of Committee on Uniform Records and Reports, 1912.....	251 "	2.00
Full Report of Committee on Vocational Education, 1914.....	64 "	.50
Report of Committee on Proposed Terminology, 1914.....	45 "	.50
Report of Committee on Teachers' Salaries and Cost of Living, 1913.....	328 "	2.00
Final Report of National Committee of Fifteen on Geometry Syllabus, 1912.....	54 "	.50

Bound Volumes of the Proceedings of the National Education Association

	Price per Volume		Price per Volume
*1871 St. Louis (Supply exhausted)		*1883 Saratoga Springs (Supply exhausted)	
*1872 Boston (Supply exhausted)		1884 Madison	3.00
1873 Elmira	\$3.00	*1885 Saratoga Springs (Supply exhausted)	
1874 Detroit	3.00	1886 Topeka	3.00
1875 Minneapolis	5.00	*1887 Chicago (Supply exhausted)	
1876 Baltimore	3.00	1888 San Francisco	3.00
*1877 Louisville (Supply exhausted)		1889 Nashville	3.00
1878 (No Meeting)		1890 St. Paul	3.00
1879 Philadelphia	5.00	1891 Toronto	3.00
1880 Chautauqua	3.00	1892 Saratoga Springs	3.00
1881 Atlanta	3.00	1893 Chicago	3.00
*1882 Saratoga Springs (Supply exhausted)		1894 Asbury Park	3.00

	Price per Volume		Price per Volume
1895 Denver -----	3.00	1907 Los Angeles -----	3.00
1896 Buffalo -----	5.00	1908 Cleveland -----	3.00
1897 Milwaukee -----	3.00	1909 Denver -----	3.00
*1898 Washington, D. C. (Supply exhausted)		1910 Boston -----	3.00
1899 Los Angeles -----	3.00	1911 San Francisco -----	3.00
*1900 Charleston (Supply exhausted)		1912 Chicago -----	3.00
1901 Detroit -----	3.00	1913 Salt Lake City -----	3.00
1902 Minneapolis -----	3.00	1914 St. Paul -----	3.00
1903 Boston -----	3.00	1915 Oakland -----	3.00
1904 St. Louis -----	3.00	1916 New York City -----	3.00
1905 Asbury Park and Ocean Grove -----	3.00	1917 Portland -----	3.00
1906 Fiftieth Anniversary (No meeting)		1918 Pittsburgh -----	3.00
General Index (1857-1906) -----	3.00	1919 Milwaukee -----	3.00

*The National Education Association will purchase a limited number of copies for the years for which the supply is exhausted at \$2.00 a volume. Members wishing to dispose of volumes for years 1871, 1872, 1877, 1882, 1883, 1885, 1887, 1898, and 1900 should notify the Secretary. The Association cannot at present purchase for other years.

In cases where the price is \$5 a volume the supply is almost exhausted. Some of the volumes are slightly damaged.

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. The former Bulletins contained the names of 321 schools which had reported. The following additional 20 schools completed their reports up to April 15. Special Certificates have been prepared for all 100 per cent schools and Colleges.

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

Auburn, R. I.—Cranston High School, Clarence H. Boswell, Principal
 Berkeley, Calif.—Longfellow School, Annie Woodall, Principal
 Conshohocken, Pa.—Paul Y. Eckert Superintendent
 Third Avenue School
 High School
 Manual Training Buildings
 Council Bluffs, Iowa, Theodore Saam, Superintendent
 Third Street School, Helen Tyler, Principal
 Washington School, Mantie Maugum, Principal
 East Chicago, Ind.—Washington High School, Edwin N. Canine, Superintendent
 Emeryville, Calif.—City Public Schools, D. B. Lacy, Superintendent
 Gardiner, Me.—Central Street Grammar School, Mrs. E. L. Bussell, Principal
 Gardiner, Me.—Highland Avenue School, Neal C. Merrill, Principal
 Gilmanton, Wis.—Gilmanton High School, Wallace J. Landry, Principal
 Juneau, Alaska—Juneau Public Schools, Edgar C. Stanton, Superintendent
 Lockport, N. Y.—Lockport Public Schools, Emmet Belknap, Superintendent
 Long Beach, Calif.—Horace Mann School, S. F. Howland, Principal
 Norwalk, Ohio—League Street School, Agatha Hogan, Principal
 Oakland, Calif.—Harrison School, Mrs. A. M. Heydorn, Principal
 Oakland, Calif.—Melrose Heights School, L. D. Inskeep, Principal
 San Bernardino, Calif.—I Street School, Anna Livingood, Principal
 Seward, Alaska—Seward Public Schools, Curtis R. Morford, Superintendent

AMERICA'S GIFT TO FRANCE

Wardlaw Miles, Professor of English, Princeton University, Princeton, N. J.

The America's Gift to France Association has been formed with the purpose of erecting in France a heroic statue which will be placed near the village of Meaux overlooking the Marne river, the place where the first German advance on Paris was arrested by the French on September the sixth, 1914. This statue is to be presented as a gift from America to France. It is considered that it will prove a suitable return for the Statue of Liberty which was presented by France to America in 1886. The Statue of Liberty was paid for by popular subscription and small amounts poured in from every corner of France. It is particularly desired that the memorial gift from America will be subscribed to in a similar way. It will cost about \$250,000 which was about the cost of the Bartholdi statue. Obviously the gift will be greatly enhanced if the cost is made up of a great number of small subscriptions rather than of a comparatively few large ones.

This project of America's gift to France should make a peculiar appeal to the schools. It is obvious that to have it make up of a large number of subscriptions from school children would be peculiarly suitable. The interest of the school children should be aroused by the introduction of a certain amount of matter dealing with the history of the battle of the Marne which can easily be introduced into the regular work of History and Geography, and of Arithmetic as well. The subject of a number of compositions can be advantageously supplied by topics dealing with the battle of the Marne. It is intended to stimulate the interest of school children by a national essay contest, the awards for which will probably be given in the form of medals. Moreover such towns and cities as have effectively contributed to the fund will be named in a book prepared and placed for reference near the statue at Meaux.

—*Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.*

REORGANIZATION OF THE DEPARTMENT OF SUPERINTENDENCE

A plan of reorganization was introduced at the Cleveland meeting of the Department of Superintendence by Fred M. Hunter, Superintendent City Schools, Oakland, Calif. This plan was amended by motions made by A. E. Winship, Editor, Journal of Education, Boston, Mass., and Will M. Wood, State Superintendent of Schools, San Francisco, Calif., and by a motion of substitution by D. W. Springer, University of Michigan, Ann Arbor, which motion of substitution was accepted by Superintendent Hunter, the mover of the motion. The resolution was past as amended. The plan of organization as amended was printed in the April Bulletin on Page 5.

According to the decision of the outgoing President the plan of organization will go into operation at once, modified as may be necessary to make it workable for the next election by the committee appointed for that purpose.

THE MAIN ISSUE OF THE YEAR

Josephine Corliss Preston, State Superintendent of Public Instruction,
Olympia, Wash.

This is a time when greater demands are made upon public education than ever before in the history of our country. We are confronted with an increase shortage of teachers and threatened with a general breakdown of our public school system and educational standards.

Our main issue this year is the teacher shortage question. We have promised equal educational opportunity to each and every boy and girl in this country. As a matter of fact, unless each successive generation is afforded a higher standard of educational opportunity than the one which immediately precedes it, then as a great nation we are failing to cope with increase responsibilities brought by the complexity of modern, social, and economic life.

Men have been entering the teaching profession in smaller numbers for years. Many of those who entered used it only as a stepping stone to other work which brought greater financial return. The indifferent public sat by complacently knowing that there was a great army of women who were ready and willing to supply the demand.

But the world war changed even this. Women—the type that made successful teachers—refined, cultured women with trained minds and exceptional ability—were needed in trades and industry, the business world, even in agricultural life while the men were off to war and these fields had the money to offer them greater financial returns for their work and many of our teachers accepted work in other lines from dire necessity. Many of them left their chosen work with regret because of their love for children and the great opportunity teaching offers for real service, but children in the home, an aged parent, a young brother in college, a sister struggling to become a teacher, these and countless other reasons forced them into these other fields of work. We lost thousands of our capable teachers during the war.

We need a campaign of education in every locality, county and state. The time has come for school administrators and those in authority to be sanely and positively aggressive in placing before the business interests of this country the fact that our biggest business in the United States is that of Education. Only as education is adequately financed can the country develop along economic and industrial as well as social and moral lines. Because of conditions forced upon us during the late world war—a complacent public has been in no small measure aroused to the needs of the school.

If the educational forces of this country do not grasp the opportunity and carry forward to a successful issue the matter of adequate support; if we fail during this great crisis to convince our great public that their boys and girls are the nation's greatest asset; that they are entitled to the men and women with the best brains and talent of the nation to be their teachers; then we shall have failed to secure for the children their rights. We, as educators, have a duty to perform.

—Department of Superintendence, Cleveland, Ohio, Feb. 23-28, 1920.

This certificate is necessary in securing the N. E. A. round trip ticket but is not needed for the Summer Tourist ticket.

IDENTIFICATION CERTIFICATE

NATIONAL EDUCATION ASSOCIATION
Annual Meeting Salt Lake City, Utah, July 2-10, 1920

Washington, D. C.
May 1, 1920.

Ticket Agent: This certifies that

Name of member. (To be filled in before presented to Agent.)

is a member of the National Education Association, and is entitled to purchase-----round-trip ticket----- to Salt Lake City, Utah, for himself (or herself) and dependent members of his (or her) family at the reduced fare and under the regulations authorized for the occasion named in accordance with the conditions appearing below.

J. W. Crabtree.

INSTRUCTIONS TO TICKET AGENTS

- (1) This certificate is not valid unless presented on one of the authorized selling dates as specified in tariffs.
- (2) This certificate is not valid unless signed in ink in the presence of ticket agent in space provided below by the purchaser whose name appears on face hereof.
- (3) Ticket agent must satisfy himself that the person who presents this certificate is entitled to the reduced fare under the conditions specified in tariffs and herein.
- (4) Ticket agents will be governed by instructions shown in tariffs.
- (5) Ticket agents will endorse hereon description of ticket or tickets issued and attach this certificate to report to Ticket Auditor as authority.

(Signature of Purchaser)

Insert below names of dependent members of family for whom excursion tickets are purchast giving relationship:

FORM----- NO.-----

FORM----- NO.-----

FORM----- NO.-----

[See other side for directions]

N. E. A. ROUND TRIP TICKETS FOR SALT LAKE CITY MEETING

How to Use Identification Certificate

The railroads have granted a round trip rate of one and one-third fare for the annual meeting of the National Education Association, Salt Lake City, July 2-10. The regulations are as follows:

1. The round trip ticket must be purchased outright from the local agent. It will be good only over the same route in both directions.
2. The purchaser must present to the local ticket agent an official identification certificate signed by the Secretary of the National Education Association. This identification certificate may be found properly signed in this Bulletin, page 31.
3. One identification certificate is sufficient to include dependent members of the family.
4. Tickets will be sold from June 29 to July 4 and will be good until July 16.
5. Tickets must be validated at local office in Salt Lake City on the day of departure and destination must be reached by July 16.
6. Members must have their identification blanks properly signed to surrender to the local agent when ticket is purchased.
7. See before hand that the ticket agent understands the plan and that he is provided with round trip tickets for this meeting. In case he has not received the tariffs or the blank tickets he should wire for them immediately.

Many agents failed to understand their own tariff sheets in selling tickets for the Cleveland meeting and instead of selling the round trip tickets insisted on selling tickets on the certificate plan. Agents have been definitely instructed and tariff sheets definitely made out so that there is no reason why they should not be ready to accommodate those who desire round trip tickets for the Salt Lake City meeting. Members should report any agent to the railroad authorities who fails to provide them with round trip tickets at one and a third fare. It may be necessary at small stations to speak to the agent beforehand so that he will be certain to be supplied with blank ticket forms.

Summer tourist tickets are announced on page 5 in this number of the Bulletin.

War tax exemptions explained on page 12 and 13.

Official Identification Certificate on Other Side