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N. E. A. BULLETIN

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TO ELEVATE THE CHARACTER AND ADVANCE THE INTERESTS OF THE PROFESSION OF TEACHING AND TO PROMOTE THE CAUSE OF EDUCATION IN THE UNITED STATES.—PURPOSE OF THE ASSOCIATION AS EXPRESSED IN ITS CHARTER GRANTED BY CONGRESS

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Department of Superintendence, Atlantic
City, February 26 to March 3, 1921

NATIONAL EDUCATION' ASSOCIATION
OF THE UNITED STATES

HEADQUARTERS, 1201 SIXTEENTH ST. N. W., WASHINGTON, D. C.

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1201 Sixteenth St. N. W., Washington, D. C.

THE REORGANIZED ASSOCIATION AND ITS WORK

By Fred M. Hunter, President of the National Education Association

THE REORGANIZATION of the National Education Association marks the beginning of a new epoch in the history of the Association. The change came about as the result of two principal causes: The rapid growth of the Association during the past few years from less than ten thousand active members to more than fifty thousand, and a general recognition of the need of closer cooperation between state and local associations united in one great professional organization.

The Association, organized in 1857 on the town-meeting plan, had outgrown that form of government. A pure democracy cannot function except in a comparatively small body under conditions that make possible the coming together of a majority of its members in a deliberative assembly. When for any reason only a comparatively small proportion of the members can meet, the body is certain to fall under the control of a few and thereby cease to be a democratic organization. Under such conditions it is imperative to change to a representative form of government in order that the wishes of all may find free expression thru their chosen representatives.

The reorganization of the National Association makes possible the unification of all the educational forces of the country. State and local associations will surrender none of their rights and prerogatives by affiliating with the National Association, but each will share in determining its policies thru its delegates in the Representative Assembly. Thru the federation of state and local associations in the National Association the seven hundred thousand teachers of the United States can exert a powerful influence in moulding public opinion. The teachers of the country are to be congratulated on having a national organization capable of giving effective expression to their plans and purposes.

But an organization, however perfect and powerful, is merely an instrument for accomplishing results. The National Education Association must be judged by what it does. It is committed to a program of service, not only to the teachers and to the profession, but to the highest welfare of our country. It stands for higher professional standards; for a competent, well-trained teacher for every child in America; for educational opportunities for the boys and girls in rural districts equal to those provided for city children; for just compensation and social recognition for all engaged in the teaching profession; for greater security of position and salary for all efficient, conscientious teachers; and for a recognition of the fact that whether in the classroom or in a supervisory position we are all teachers, with mutual interests and purposes, bound together by the ties of a common profession.

The most important undertaking to which our Association is committed is the promotion of the Smith-Towner bill. Its passage will mean the greatest forward step in education ever taken in this country. No efforts will be spared to secure its enactment at the next session of Congress. Every organization and every individual should esteem it a privilege to give earnest support to this great cause.

May I express the hope that we shall stand together and work together as an organized profession, minimizing the little differences which would tend to

separate us, and uniting in support of the great principles and policies which appeal to every true teacher. By so doing we shall dignify our profession, command the respect and confidence of the public, and realize the accomplishment of purposes worthy the greatest educational organization in the world.

RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION

ADOPTED AT SALT LAKE CITY, JULY 9, 1920

The following resolutions are the pronouncement of the National Education Association on the great educational needs of the hour. They constitute the most important single educational document of the year. They should be read carefully, studiously by every member of the Association. They may well be called to the attention of teachers, school-board members, and others who are not members of the Association. They are excellent material for a symposium at a teachers' meeting or in a normal training class. Extracts from them may be used in the educational sections of local papers. Time and energy spent in maintaining the interest of the people in education is well spent.—[THE EDITOR]

IT IS GRATIFYING to record the hearty and spontaneous response of the American people in meeting the crisis that has so seriously threatened the public schools. The rapid and continuous increase in the cost of living, the low scale of teachers' salaries, and the keen demand in other fields for the kind of ability that good teaching requires, have led thousands of public school workers to leave the service, while other thousands, remaining at their posts, have been discouraged and deprest by the difficulties involved in making their meager earnings meet their own needs and the needs of those dependent upon them. The test has been severe, but it is our hope that the peak of the crisis has been past, and it is our further hope that the awakened interest of the public in the welfare of the schools will, in the near future, make our profession more attractive than it has ever been to the best type of young manhood and young womanhood, as the basic significance of its work requires.

The Need of Greater Activity and Efficiency

We believe that at no time in the history of education has it been so important that teachers and school administrators should unite in a determined effort to render to the public the most devoted and efficient service of which they are capable. Fidelity to our trust must be our watchword; improvement of our service must be our unswerving aim. Rewards may still be far from adequate, recognition may still be incomplete, but our duty is clear: standards must be lifted, the quality and quantity of our service must be increased, and our unselfish devotion to a great cause demonstrated. Our deeds must be made to justify our words, so that the skeptic may be convinced and hostile critics of the public school may be disarmed.

Better Preparation Required

We believe that the ends which we seek demand, above all else, an immediate and thoroughgoing improvement of the agencies for the preparation of teachers. We commend and endorse the conviction, now so rapidly gaining favor in our

profession and in the public mind, that those who enter the public-school service, whether they are to teach in rural schools or in urban schools, in elementary schools or in high schools, should have had a minimum of four years' carefully planned preparation, following upon graduation from a four-year high school. We earnestly recommend the extension of the brief and quite inadequate programs for the preparation of teachers that now prevail. We also desire to record our conviction that sound public policy dictates the selection of candidates for the teaching service on a rigorous basis of merit.

The Smith-Towner Bill a Paramount Necessity

We are convinced that adequate preparation of teachers, and the elevation of standards of selection, can be achieved only thru an acceptance of the principle that the wealth of the nation as a whole can legitimately, and may justifiably, be drawn upon to equalize opportunities for the education of all the nation's children. We reaffirm our faith in this principle, and urge the immediate passage of the Smith-Towner bill by which federal participation in the support of public education is provided and which, at the same time, preserves the autonomy of the state in the management of its schools. We condemn the efforts of the enemies of the public schools to defeat this measure, particularly by stigmatizing it as a measure which involves national control of education. Such control is not only clearly unconstitutional, but it is out of harmony with the spirit of American institutions. This Association pledges itself as unreservedly to do its utmost to thwart any movement or proposal that would centralize control of the public schools, as it does to its support of the measure.

We call attention once more to the singularly valuable features of the Smith-Towner bill: to the program that it sets for the reduction of adult illiteracy, for the Americanization of the immigrant population, for the vast extension of health education, for the adequate preparation of teachers, and for the creation of a Department of Education under a Secretary who shall have a seat in the President's Cabinet. We reiterate the fact that each item of this program strikes at an outstanding weakness of American education which the experience of the war set in high relief. We call the people's attention to the fact that these emphasized problems are still with us, and that unaided state and local action has failed in any appreciable measure even to begin their solution on a nation-wide basis. The Smith-Towner bill is the only measure that has been proposed to cope with all of these problems. That measure now languishes in Congress, primarily because of the opposition of a minority of the people whose leaders are traditionally opposed to public education. We seriously and earnestly commend to the American people the program proposed in the Smith-Towner bill, framed with the interests of America's children and America's free schools solely in mind.

Better Provision for Education Essential

If the work of education is to be maintained, if it is to be so improved and developed as to meet the growing needs of the Republic, there must be a decided increase in financial support.

We believe that revenues sufficiently ample must be provided to serve the following ends:

1. To pay salaries attractive enough to retain good teachers now in the ser-

vice and to induce promising young men and women to prepare for teaching. We hold that provision for the retirement of superannuated teachers is fundamentally a part of the salary problem.

2. To provide school rooms sufficient in number to give each child a seat for a full-day session.

3. To extend and improve the facilities for teacher-training, so that ultimately all teachers may be fitly prepared professionally.

4. To provide adequately for vocational training, part time, and continuation schools and all other special schools that the welfare of the community demands.

5. To establish kindergartens as soon as practicable in connection with all primary schools.

6. To furnish to all children of the nation, whether rural or urban, equal educational opportunities.

7. To pay equal salaries for equal service to all teachers of similar training, experience, and success.

We believe that these desirable ends may be accomplished if education is recognized as a national and state affair as well as a matter of local interest. The nation for its own safety should contribute money to strengthen the educational work of the states. The state should contribute at least half the money needed to support the schools within its borders, and in addition provide an equalization fund sufficient in amount to maintain uniform standards in all of its schools.

We believe that teachers, freed from the economic burden of insufficient salaries, relieved from the overwork due to crowded school rooms and half-day sessions, and strengthened by better professional preparation, will put into their work the devotion, skill, and efficiency necessary to make the schools of the Republic more nearly equal to the demands of a high order of citizenship.

Higher Values in Education

The National Education Association affirms and forcibly emphasizes the high significance of the economic factor in both national and individual life, and therefore with the signal importance of vocational training in raising personal efficiency and augmenting the total output of the energies properly directed into the channels of industry and commerce; and it insists and urges that the whole educational system must be organized and actuated with proper regard to the practical, vocational, and professional needs of the individual and of the community at large. At the same time the National Education Association recognizes the old and immutable truth that no kind, amount, or degree of merely material prosperity or success can satisfy the fundamental and inextinguishable cravings of the human spirit, or can fulfil the needs of the individual in his life as an active citizen in a democratic country or meet the demands of the state for that service which will preserve and advance the social and political as well as the economic welfare of its people. The National Education Association regards with deep and anxious concern the multiplied tokens of a widespread lowering of recognition of intellectual efforts and achievements, of a growing impatience with all forms of mental effort, and, especially, of that effort which does not issue in prompt and abundant sensible and material returns; of a general distrust of thought and a general eagerness for action; of an increasing tendency toward decreasing the amount and quality of service performed for the increase of rewards already given.

Therefore, the National Education Association would stress the crying need that general or cultural education must not be overshadowed by vocational

training; that on the contrary it should be emphasized and strengthened and animated along the whole front of educational activity; that in the changed order of things of today there is still no excellence without great labor and that no adequate education can be secured by the youth of America without paying the price in long hours and years of hard intellectual effort.

Education for Citizenship

We maintain that education for the responsibilities of citizenship is an increasingly pressing obligation on the schools at this critical period of national and world affairs and to that end education for citizenship must fill a large place in school programs from the kindergarten to the graduate courses of the universities, and this education must provide for practice along with instruction, so that there may be training in habits, ideals, and attitude of service for the common weal of community and nation.

We acknowledge the valuable services which a number of organizations for the development of civic ideals and habits in children have rendered to the public schools, and we urge that the widest possible use be made by all schools, of the ways and means afforded by such organizations for the building of better citizenship.

Ratification of Suffrage Amendment Urged

The paramount interest of women in the education of their children should, on the general enfranchisement of the women of America, become an added force for educational progress, and, since justice to the women of our nation in conferring the ballot upon them in the several states of the Union, has been too long delayed, we urge upon the states of Connecticut, New Hampshire, Vermont, Tennessee, North Carolina, and Florida, speedy ratification of the national suffrage amendment, to the end that all women of the United States may exercise at the November election the full rights of American citizenship, and the Secretary of this Association is hereby instructed to transmit a copy of this resolution to the governor of each of these states named.

Administration of the Smith-Hughes Law

We favor such change in the administration of the Smith-Hughes law as will, in the future, avoid interference with the autonomy of the states in the plans and management of vocational education.

Increase Recognition for State Departments

Since the progress of education in the state as a whole is largely dependent upon wise and efficient leadership by the state department of education, and since in many states, such departments are placed on a plane of professional preparation and of remuneration which impairs their efficiency, we favor the recognition by legislatures and by the public, of the **state superintendent of public instruction** or **state commissioner of education** as the chief executive and administrative officer of the entire educational system of the state and we recommend that in the preparation of state budgets the **state department of education** be classed with the state's highest educational institutions.

We hold that educators employed in state departments of education should be placed on the same basis, both as to scholastic requirements and as to remuneration, as are those of the state's highest educational institutions.

Physical Welfare

As effective health education is essential to the conservation of the child, who is the most important asset of the nation, we favor definite plans for physical training to be carried on regularly in every school of the nation; we endorse the making of good-health practices a part of the daily life of the child; we recommend some such system as the **modern health crusade** as a part of an effective course of health education; we favor the teaching of social hygiene in all teacher-training institutions and recommend the cooperation of teachers with all organizations of parents in the instruction necessary to the inculcation of sound ideas and attitudes in children and youth. As to the essentials of social hygiene, we favor the establishment by the states and the nation of definite standards and ideals of physical perfection of children of school age, to be placed before both pupils and parents, and we advise the adoption of a plan of regular reports to parents, of the physical standing of their children, to the end that every American child may build his life on a basis of sound physical health.

Important Demands Reaffirmed

We affirm and pledge anew our support of the following:

1. The development of a unified, well equipt, well taught, and well supervised rural school system.
2. The provision of facilities, including housing, that will contribute toward making the life and work of the rural school teacher not only tolerable but attractive.
3. State supervision of both private and public schools.
4. The employment of the English language as the vehicle of instruction in all schools, both public and private.
5. The selection of the highest type of citizens for service upon school boards without regard to sex or political affiliation.

International Relations in Education

The ideals of a world community require the united effort of all nations looking to universal education as the surest means of establishing democracy thruout the world and of advancing the interests of the free peoples. We therefore favor the formation of international bureaus of education as a means to this end and recommend that the President of the National Education Association, with the advice of the Executive Committee, appoint a committee of five on international education relations, which shall have authority, under this Association, to cooperate with like committees from other countries, and the trustees of the Association are hereby authorized to provide such financial support as the movement may in their judgment require and justify.

The Cigarette Condemned

The rapid increase in cigarette smoking among people of all ages and both

sexes and especially among growing boys is not only a cause for alarm but a call to arms.

Therefore the Association pledges its membership to cooperate in wisely directed efforts in city, state, and nation in safeguarding the youth from cigarette smoking and kindred vices to the end that American ideals for manhood and womanhood may be preserved for coming generations.

The Eighteenth Amendment

The Association declares itself in hearty accord with the recent decision of the Supreme Court of the United States affirming the validity of the Eighteenth Amendment, and it further believes in and calls for the impartial and fearless enforcement of the Volstead Act or similar act substantially in harmony in spirit and application to said act, opposing any backward step which shall endanger the fundamental institution of society.

Recommends Permanent Tenure

The National Education Association strongly urges the passage of laws in each state granting permanent tenure to teachers during efficient service, coupled with an efficient method of ridding the service of inefficient teachers and insuring the fullest protection of counsel to all teachers.

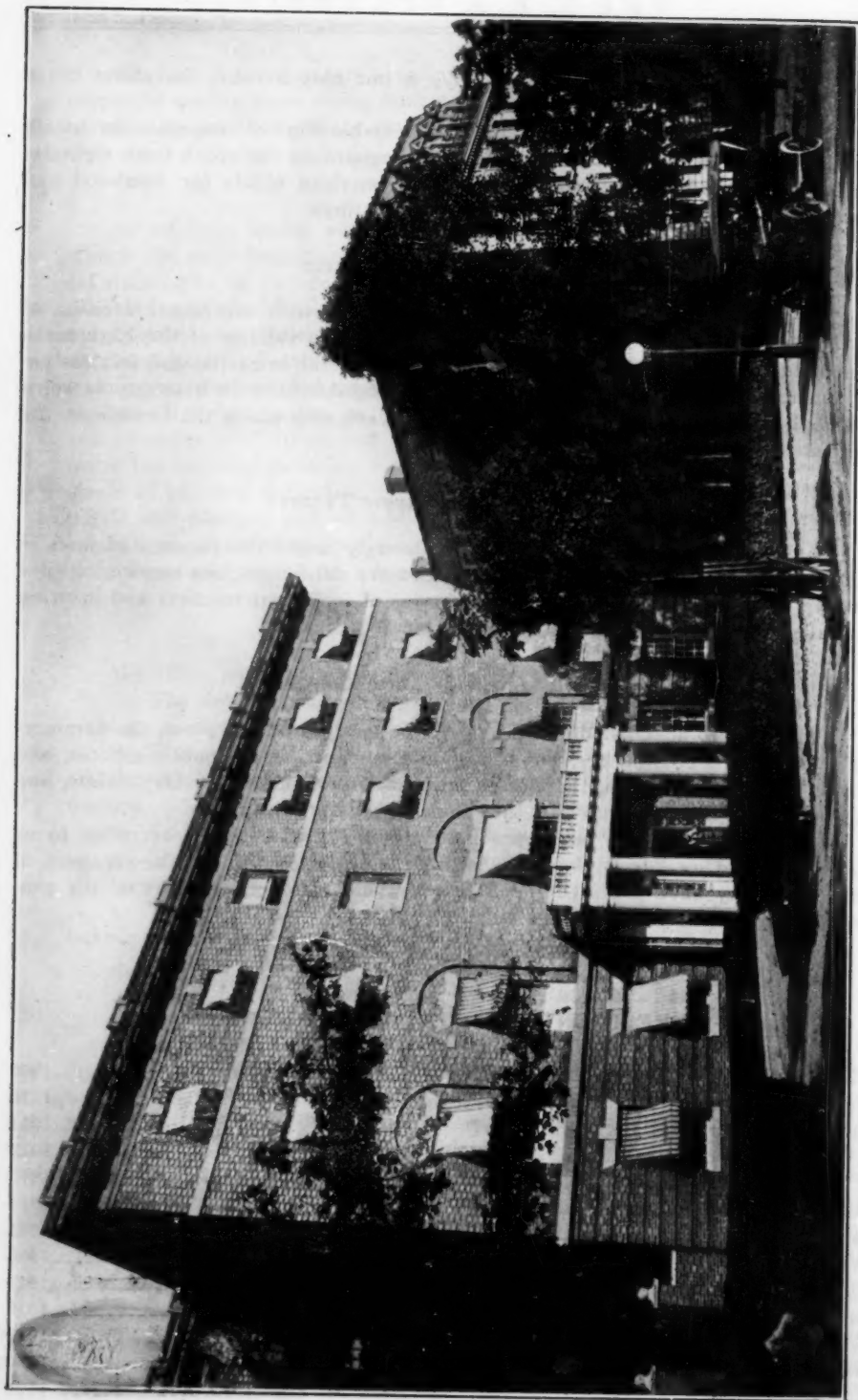
Acknowledgment of Local Courtesies

We desire to acknowledge the helpful cooperation of the press, the commercial club and its committees, the faculty and students of the public schools, and of the University of Utah, the church and schools of the Latter-Day Saints, and the citizens of the state and city, thru their various organizations.

We desire to express our appreciation of the royal welcome accorded to us by Salt Lake City. It is the sense of this Association that the newspapers of Salt Lake City have provided the fullest and most complete report of the proceedings in the history of the Association.

PRESIDENTS OF THE N. E. A. 1895-1921

Nicholas Murray Butler.....	1895	Lorenzo D. Harvey.....	1909
Newton C. Dougherty.....	1896	James Y. Joyner.....	1910
Charles R. Skinner.....	1897	Ella Flagg Young.....	1911
J. M. Greenwood.....	1898	Carroll G. Pearse.....	1912
E. Oram Lyte.....	1899	Edward T. Fairchild.....	1913
Oscar T. Corson.....	1900	Joseph Swain.....	1914
James M. Green.....	1901	David Starr Jordan.....	1915
William M. Beardshear.....	1902	David B. Johnson.....	1916
Charles W. Eliot.....	1903	Robert J. Aley.....	1917
John W. Cook.....	1904	Mary C. C. Bradford.....	1918
William H. Maxwell.....	1905	George D. Strayer.....	1919
Nathan C. Schaeffer.....	1907	Josephine Corliss Preston.....	1920
Edwin G. Cooley.....	1908	Fred M. Hunter.....	1921



New National Education Association Headquarters

NEW HOME OF THE NATIONAL EDUCATION ASSOCIATION

THIS BEAUTIFUL BUILDING is owned by the National Education Association and is used as its national headquarters. It is located at 1201 Sixteenth Street N. W., five blocks north of the White House and diagonally across the street from the home of the National Geographic Society.

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

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

The Association moved its headquarters into this building in August. It uses for its own offices all the space on the first floor and about half of the space on the second and third floors. It has leased to the National Congress of Mothers and Parent-teacher Associations the south half of the third floor, to be used as the national headquarters of that Association. It has leased the south half of the second floor and the south half of the fourth floor to the Swedish Legation, to be used as the permanent offices of the minister and his staff.

This has been known as the Guggenheim property but more recently as the Robert Bacon residence. It was in this house that Secretary Bacon during President Roosevelt's administration, entertained many distinguished guests from foreign countries and held the notable receptions of that period. President Roosevelt was the guest of honor at many of these diplomatic and social events.

ADVANTAGES OFFERED BY THE PROFESSION OF TEACHING

The following taken from an attractive illustrated eight page leaflet, published by the Board of Education of the City of New York, is worthy the widest possible circulation. It is a forceful statement of the advantages of the teaching profession. It should be in the hands of every young man or woman choosing a vocation.—[THE EDITOR]

Why Should I Teach?

TEACH because teaching is service. More and more the best people are coming to see that the only soul-satisfying reward in life is to extend help to others—to serve.

Teach because teaching is moral and mental growth. No other calling gives the same chances for self-development in culture and fine living.

Teach because the teacher more than all others molds the social world in which she must live, making of her boys and girls of today her fellow-citizens of tomorrow.

Teach because the most interesting thing in life is to watch growth, and of

all growth the most inspiring is the development of mind and character under the magic of the teacher's sympathy.

Teach because teaching is a dedication of all that is best in you to all that is best in those about you—to fathers and mothers whose fondest hope is in their children, to the little child who trusts the world of grown-ups to guide him toward the light.

Teach because as a patriot you owe it to your country and as a human being you owe it to humanity.

Self-respect Thru Elevation of Occupation

Educational opportunity is a fundamental principle in American life. Teaching is therefore an occupation vital to the country's welfare, and, for that reason, elevating as a career. **Self-respect** accompanies anything we do that is worth while.

Public Appreciation

Public appreciation is accorded all teachers, and very generously accorded some teachers. Personal worth counts for more in teaching than in many other professions.

Freedom From Worry

Teaching is not usually a seasonal occupation. Employment is at least annual, and, more and more, protected by civil service regulations assuring tenure of office. **Freedom from worry** is an important asset in life and especially so when it extends thruout one's career and when it will continue after retirement thru pension provisions.

Opportunity for Personal Growth

No other work gives more opportunity for **personal growth**. The teacher is engaged in actual teaching not more than two hundred days in the year. The week-ends and vacations afford her leisure to cultivate personal tastes or talents, to enjoy music and pictures, to be outdoors, to travel, to form enriching friendships.

Teaching, a Career

Teaching is not a temporary makeshift. Those to whom it proves congenial may follow it as a **career**. They may specialize and they may advance to increasingly responsible positions, gaining in salary and enjoying the greater challenge to their powers and abilities.

Teaching, a Broad General Training for Other Work

Once a teacher need not mean always a teacher. But once a teacher has meant to former teachers, who responded to a call to perform some other kind of service, a foundation in outlook, executive ability, poise, and knowledge of human nature, that has enabled them to outstrip their fellows in the new field.

ONE HUNDRED PER CENT ENROLMENTS

FORMER BULLETINS contain the names of several hundred schools which report 100 per cent membership enrolment in the N. E. A. The following additional schools have completed their reports since the issue of the June Bulletin. If any 100 per cent school has not been included in this or in previous lists, the Superintendent is requested to call the Secretary's attention to the omission:

Aberdeen, Wash., Whitman School	Mollie Jeans, Principal
Alton, Ill., Garfield School	Harriet McCarthy, Principal
American Fork, Utah, American Fork Public Schools	
Beaver, Utah, Murdock Academy	Reinhard Maeser, Principal
Boise, Idaho, Lincoln School	Belle Eagleson, Principal
—Washington School	Helen Coston, Principal
Bingham Canyon, Utah, Highland Boy Scout	
Brigham City, Utah, Box Elder County School District	
Brookline, Mass., Pierce School	Mary McSkimmon, Principal
Chicago, Ill., Avondale School	J. H. Stehman, Principal
Coalville, Utah, North Summitt School District	
Denver, Colo., Corona School	Dora M. Moore, Principal
Erie, Pa., Erie Teachers Association	S. G. Breneiser, Chairman
—Lincoln School	A. J. Nicely, Principal
—Longfellow School	Sue B. Tarrey, Principal
—Marshall School	Mame Cantlon, Acting Principal
Farmington, Utah, Davis County School District	Thomas E. Williams, Clerk
Garfield, N. J., No. 1 School (Grant)	Katherine F. Davidson, Principal
—Mark Twain School, No. 3	H. V. Matthews, Principal
—School Six	N. E. Lincoln, Principal
Heber, Utah, Board of Education	
—Daniel School	Tessie McGuire, Principal
Kansas City, Mo., Milton Moore School	Helen G. Fairland, Principal
—McCoy School	Lucy C. Whitney, Principal
Kenosha, Wis., Deming School	Edna B. Washburn, Principal
—Durkee School	Mrs. H. M. McKenzie, Principal
La Crosse, Wis., Hamilton School	Hannah McCoville, Principal
—J. J. Hogan School	Miss Susan Campbell, Principal
—Lincoln School	
—Lincoln School	Susan Campbell, Sec.-Treas. Teachers Club
—Washburn School	W. C. Greenwalt, Principal
Lincoln, Nebr., Bancroft School	J. Belle Corbin, Principal
—Clinton School	Bertha L. Green, Principal
—Capitol School	Clare McPhee, Principal
—Everett School	Mrs. Emma M. Goodrich, Principal
—Hawthorne School	Mrs. Sadie M. Crystal, Principal
—Hayward School	Annie M. T. Cogil, Principal
—Lake View School	Mrs. Florence Conkle, Principal
—Longfellow School	Anna C. Batman, Principal
—McKinley School	E. Ruth Pyrtle, Principal
—Principals of Schools	

--Prescott School.....	Mrs. May Morley, Principal
--Park School	
--Supervisors of Lincoln Public Schools.....	
--Whittier School	
--Willard School.....	Mrs. Martha Hutton, Principal
Logan, Utah, Public Schools.....	D. Tarbert, Clerk, Board of Education
Milwaukee, Wis., Windlake Avenue School.....	C. A. Kriesel, Principal
Moline, Illinois.....	Lewis A. Mahoney, Superintendent
--Garfield School.....	Alice Wheelock, Principal
--Lincoln School.....	Hattie Moore, Principal
--William Carr School.....	Florence Donahey, Principal
Montclair, N. J., Rand School.....	Sara Grace Johnson, Principal
--Watchung School.....	Fanny G. Blair, Principal
Ocean Grove, N. J., Neptune Township Schools.....	Mr. Paul Y. Eckert, Principal
Omaha, Nebr., Bancroft School.....	Mary N. Austin, Principal
Pittsburgh, Pa., Greenfield School.....	Adda May Mann, Principal
--Mt. Albion School.....	Ella Conlin, Principal
--McKee School.....	Louisa D. Self, Principal
--McCleary School.....	Ella Conlin, Principal
--Somers School.....	Ollie T. Patterson, Principal
--Springfield School.....	Louisa D. Seif, Principal
Pocatello, Idaho, City Public Schools.....	Walter R. Siders, Superintendent
Rosedale, Wash., District 317.....	Anna Beckstrom, Principal
Salem, Oregon, Englewood School.....	Helena Willett, Principal
--Grant School.....	E. A. Miller, Principal
--Washington School.....	H. F. Durham, Principal
Salt Lake City, Utah, Lincoln School.....	
--Longfellow School.....	Grace E. Frost, Principal
--McKinley School.....	
--Twelfth School	
--Washington School.....	Elizabeth Bond, Principal
Sandy, Utah, Herriman School.....	
Seattle, Wash., McGilvra School.....	Eva Dansingburg, Principal
Sioux City, Iowa, Lincoln School.....	Winifred E. Sloan, Principal
Skagway, Alaska, Skagway Public Schools.....	
Spanish Fork, Utah, Nebo School District.....	
Spokane, Wash., Bemiss School.....	O. C. Pratt, Superintendent
--Bryant School	
--Edison School	
--Emerson School	
--Holmes School	
Stevens Point, Wis., Stevens Point Normal School.....	John F. Sims, President
Stockton, Calif., El Dorado School.....	John R. Williams, Principal
--Fair Oaks School.....	E. R. Paxton, Principal
--Franklin School.....	Roscoe M. Banta, Principal
--Jackson School.....	H. W. Bessar, Principal
--Jefferson School.....	Robert H. Allen, Principal
--Lafayette School.....	Bradley Grover, Principal
--Lincoln School.....	Sadie A. Garvin, Principal
--Monroe School.....	Miss M. Southworth, Principal
--North School.....	N. Ella Russell, Principal

—Washington Grammar.....	A. M. McGowen, Principal
—Weber Grammar School.....	Henry B. Wade, Principal
—Weber Primary School.....	Florilla Campbell, Principal
Tacoma, Wash., Bryant School—Central School.....	G. A. Stanley, Principal
—Central School.....	G. A. Stanley, Principal
—Logan School.....	Frederick J. Weldron, Principal
—Oakland School.....	Mary J. Irwin, Principal
—Sheridan School—Sherman School.....	Mary Hall, Principal
—Whitman School.....	

ATLANTIC CITY HOTELS

ALL HOTELS in the list on pages 36-37 are recommended by the Convention Bureau of Atlantic City. Reservations should be made from this list only. Write direct to the hotel or to Supt. Charles E. Boyer, Atlantic City, N. J.



The lowest priced rooms at the very large hotels on the Board Walk have been reserved, but accommodations will be ample for all who desire to attend the meeting of the Department of Superintendence.

Many are making reservations at the smaller hotels. The Association wishes to encourage this practice. The rates are lower and the accommodations are equal in many instances to those of the larger hotels. The tabulation shows not only the rates and the location of hotels but it gives the approximate distance from the Million Dollar Pier which contains the auditorium where the meetings are to be held. Registration headquarters and commercial exhibits will also be on the Pier. It will be observed that the walking distance from practically all of these hotels is comparatively short. All are near the Board Walk.

The Convention Bureau of Atlantic City, of which Mr. A. T. Bell is manager, will send on application a pamphlet which gives more complete information concerning hotel rates and the attractions of Atlantic City.

HOTEL RATES FOR ATLANTIC CITY MEETING

Atlantic City, February 27-March 3, 1921

NAME AND LOCATION	BLOCKS FROM GENERAL SESSIONS	PLAN			
		AMERICAN		EUROPEAN	
		WITHOUT BATH	WITH BATH	WITHOUT BATH	WITH BATH
✓ Alamac, Board Walk.....	8	\$7-\$9	\$10-\$16	\$3-\$5	\$6-10
✓ Ambassador, Board Walk.....	8	----	14-22	----	8-16
✓ Apollo, Board Walk.....	5	----	----	2-3	3-4
Arlington, Michigan Ave.....	1	4-7	9-11	2-4	----
Arondale, Pacific Ave.....	5	3-4	----	1.50-4	----
Blackstone, Board Walk.....	7	5-up	7-up	2.50-up	----
Bon Air, Ocean Ave.....	8	2.50-3	----	----	----
Bothwell, Virginia Ave.....	10	5-6	8-9	----	----
✓ Breakers, Board Walk.....	14	8-9	9-14	4-5	5-10
Brighton, Board Walk.....	2	8-11	10-12	----	----
✓ Chalfonte, Board Walk.....	9	7-9	9-11	----	----
Chelsea, Board Walk.....	8	7-9	10-12	----	----
Cheltenham, Park Place.....	2	3.50-4	-7	----	----
Clift, Virginia Ave.....	10	5-6	7-8	2-up	4-up
Continental, Tennessee Ave.....	7	4-6	6-8	1.50-3	4-6
Craig Hall, Illinois Ave.....	3	4-6	6-8	----	----
Dennis, Board Walk.....	1	7-8	10-14	----	----
De Ville, Kentucky Ave.....	5	4-5	7-8	2-2.50	----
Dudley, Pennsylvania Ave.....	11	3.50-4	4.50-5	1.50-2	2.50-3
Eastbourne, Pacific Ave.....	2	4-up	7-up	----	----
Edgewood, Pacific Ave.....	—	----	----	1-1.50	----
Elberon, Tennessee Ave.....	10	----	----	1.50-2.50	3-4
Elwood, St. James Place.....	6	5-up	7-up	3-up	4-up
Flanders, St. James Place.....	7	3.50-up	----	----	----
Fredonia, Tennessee Ave.....	7	----	----	2-3	3-4
Glaslyn-Chatham, Park Place.....	3	4-up	10-up	----	----
Godwin, Pacific Ave.....	11	2-3	----	1-1.50	----
✓ Goodfellow, Maryland Ave.....	13	-5	----	----	----
Haddon Hall, Board Walk.....	9	7-9	9-11	----	----
Kingston, Ocean Ave.....	7	4-5	6-7	1.50-2	----
Mt. Vernon, Pacific Ave.....	2	3-3	4-4	1-3	----
✓ Marlborough-Blenheim, Board Walk.....	1	8-9	11-14	5-6	8-9
Morton, Virginia Ave.....	11	5-6	8-up	----	----
Mullica, S. Carolina Ave.....	8	3.50-up	----	2-up	----
New Clarion, Kentucky Ave.....	5	5-6	7-9	2.50-3.50	3.50-4.50
Osborne, Arkansas Ave.....	2	----	----	1.50-2	2.50-3
Pennhurst, Michigan Ave.....	1	4.50-6	7-8	----	----
Phillips House, Massachusetts Ave.....	16	4.50-7	-8	1.50-2.50	-4
Plaza, Pacific Ave.....	10	4-6	7-10	----	----
Radnor, S. Carolina Ave.....	8	2-2.50	----	1-1.50	----
Raleigh, St. Charles Place.....	14	4-5	6-up	1.50-up	2.50-up
Richmond, Kentucky Ave.....	5	5-6	----	----	----
Ridley (col.), Arctic Ave.....	4	4-5	----	2-up	----

NAME AND LOCATION	BLOCKS FROM GENERAL SESSIONS	PLAN			
		AMERICAN		EUROPEAN	
		WITHOUT BATH	WITH BATH	WITHOUT BATH	WITH BATH
Rose-Lynn, S. Carolina Ave.....	9	----	----	1-1.50	----
Royal Palace, Board Walk.....	19	8-10	10-16	----	----
Runnymede, Park Place.....	3	5-7	----	----	----
✓ St. Charles, Board Walk.....	14	8-9	12-18	----	----
St. Charles Place, St. Charles Place.....	13	----	----	3.50-up	4-up
St. Clair, Pennsylvania Ave.....	11	4-5	----	----	----
Schafer Villa, Maryland Ave.....	12	----	----	3-up	----
✓ Seaside, Board Walk.....	10	8-up	----	----	----
Shelburne, Board Walk.....	1	----	----	4-5	6-10
Shoreham, Virginia Ave.....	10	4-5	6-8	2.50-3.50	3-5
Silverside, S. Carolina Ave.....	8	6-7	----	----	----
Silverton, Kentucky Ave.....	5	4-5	----	2-4	----
Strath Haven, Kentucky Ave.....	5	----	----	2-3	3-4
Terminal, Arkansas Ave.....	2	----	----	1.50-2	4-5
Touraine, Oriental Ave.....	10	4.50-up	6-up	2.50-up	4-up
✓ Traymore, Board Walk.....	3	9-up	10-up	5-up	6-16
Trexler, S. Carolina Ave.....	8	3-4	5-6	1.50-2	3.50-4.50
Watkins, S. Carolina Ave.....	8	2.50-5	5-6	----	----
Westminster, Kentucky Ave.....	5	3-3.50	4-5	1.50-2	2-2.50
Wiltshire, Virginia Ave.....	10	4-5	6-7	----	----
Worthington, Missouri Ave.....	1	4-5	----	----	----
Wrights (col.), Arctic Ave.....	5	4-up	----	1.50-up	----
Y. M. C. A., Pacific Ave.....	10	----	----	1.25-1.75	FOR MEMBERS ONLY

TEACHER SHORTAGE STILL A MENACE

THE TEACHER SHORTAGE remains a menace to the public school, according to replies to questionnaires sent out by the National Education Association. Approximately 3,500 of these questionnaires have been sent to county superintendents and 2,500 to city superintendents. Up to the time of going to press almost **one-third** have replied. These signed reports indicate that the salary campaigns of the National Education Association have borne fruit in the cities and the teacher shortage is somewhat better in most cities than a year ago.

Teachers' salaries in general have not kept pace with the rise in the cost of living. The teacher shortage in rural areas is especially serious, so serious in many communities as to imperil the stability of American rural life. Reports from the superintendents of many counties indicate that a third of their rural schools cannot open for want of teachers. Tens of thousands of schools will be in charge of teachers who have had no professional preparation and whose academic training barely exceeds that of the children they teach.

All N. E. A. publications go to libraries holding the \$5 membership.

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1920-1921

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YOU TEACHERS—AND IT IS A MERE TRUISM TO SAY THIS—YOU TEACHERS MAKE THE WHOLE WORLD YOUR DEBTOR; AND OF YOU IT CAN BE SAID, AS IT CAN BE SAID OF NO OTHER PROFESSION SAVE THE PROFESSION OF THE MINISTERS OF THE GOSPEL THEMSELVES, IF YOU TEACHERS DID NOT DO YOUR WORK WELL, THIS REPUBLIC COULD NOT OUTLAST THE SPAN OF A GENERATION.—THEODORE ROOSEVELT.

ELECTION OF DELEGATES TO THE REPRESENTATIVE ASSEMBLY

IN ORDER that there may be uniformity in the election of delegates to the Representative Assembly, the following interpretation is given of the revised By-laws adopted at the Salt Lake City meeting.

Affiliated State Associations

First, the number of delegates to which an affiliated state association shall be entitled in the Representative Assembly at the next annual meeting of the Association will be finally determined by the number of active members of the National Association who are members of such state association at the close of the membership year, May 31, 1921.

Second, an affiliated state association shall elect as many delegates to the Representative Assembly as it is entitled to at the time such election takes place. Information on this subject will be furnished the officers of the state association by the Secretary of the National Association.

Third, each affiliated state association should make provision for additional delegates to fill out the quota to which such state association may be entitled at the close of the membership year resulting from an increase in the number of active members of the National Association in such state association. This may be accomplished by using either of the following methods:

- (a) Elect a list of provisional delegates to be taken in the order named to fill out the quota to which the state may be entitled at the close of the membership year.
- (b) Make provision for the appointment of additional delegates to fill out the quota to which the state may be entitled at the close of the membership year.

Fourth, in the election of delegates to the Representative Assembly by an affiliated state association, at whatever time during the year the state meeting may be held, active members of the National Association whose dues have been paid for the year 1920-1921, as shown by their membership card, and only such, shall be eligible to be delegates or to vote in the election of delegates.

Affiliated Local Associations

It is presumed that the election of delegates by affiliated local associations will take place late in the year, and therefore that there will be no need of making provision for additional delegates resulting from an increase in active membership in the National Association after the meeting of the local association at which delegates are selected.

In the election of delegates to the Representative Assembly by an affiliated local association, the number of delegates to which such local association is entitled shall be determined by the number of active members of the National Association who are members of such local association at the time of the selection of delegates. Information on this subject will be furnished the officers of the local

association by the Secretary of the National Association. Only active members of the National Association whose dues are paid for the year 1920-21, as shown by their membership cards, shall be eligible to be delegates or to vote in the election of delegates.

LEGISLATIVE COMMISSION BEGINS WORK

THE LEGISLATIVE COMMISSION, authorized at the Salt Lake City meeting to promote the passage of the Smith-Towner bill, has been appointed by President Hunter and has entered actively upon its work. The personnel of the Commission is as follows: George D. Strayer, Teachers College, Columbia University, New York City, Chairman; Mary C. C. Bradford, State Superintendent of Public Instruction, Denver, Colo.; J. A. C. Chandler, President, College of William and Mary, Williamsburg, Va.; R. J. Condon, Superintendent of City Schools, Cincinnati, Ohio; Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pa.; T. E. Johnson, State Superintendent of Public Instruction, Lansing, Mich.; Charl O. Williams, County Superintendent of Schools, Memphis, Tenn.; Agnes S. Winn, President, Grade Teachers' Club, Seattle, Wash.; D. B. Waldo, President, State Normal School, Kalamazoo, Mich.; Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.; and Wm. M. Davidson, Superintendent of City Schools, Pittsburgh, Pa.

The Commission held a meeting in Washington on September 10 and 11. Hugh S. Magill, Field Secretary of the Association, was elected Secretary of the Commission and a definite plan of procedure was outlined and unanimously approved by the members present. It was decided to insist that the bill be reported out of committee and brought to a vote if possible in both Senate and House at the coming session of Congress, which will convene on December 6. Since the coming session is a continuation of the Sixty-sixth Congress, the bill will not need to be reintroduced but will bear its present name and designation, H. R. 7 and S. 1017. If it should not pass before March 4, the final adjournment of the Sixty-sixth Congress, it will need to be reintroduced as a new bill in the Sixty-seventh Congress.

Plans are being carried forward for effecting a complete organization of the educational forces in every state for the active support of the bill. A number of prominent national organizations, including the National League of Women Voters and the General Federation of Women's Clubs, have decided to make the promotion of this measure one of their primary objects at the coming session of Congress. Another matter of great importance is the organization of a committee composed of many leading citizens from different parts of the country to promote its passage. The interest of persons outside of the teaching profession in the bill is becoming more and more manifest. Farsighted, patriotic people everywhere are realizing the vital importance of public education to the prosperity and safety of our country, and for this reason they are giving their earnest support to the Smith-Towner bill.

THAT WHICH MAKES A GOOD CONSTITUTION must keep it, namely, men of wisdom and virtue; qualities that because they descend not with worldly inheritance must be carefully propagated by a virtuous education of youth, for which spare no cost, for by such parsimony all that is saved is lost.—William Penn.

STATEMENTS OF PRESIDENTIAL CANDIDATES

AT THE SALT LAKE CITY MEETING a resolution was unanimously adopted authorizing the President of the Association to appoint two committees of five each, one to visit Senator Harding and the other to visit Governor Cox. These committees were instructed to present the legislative program of the Association to the respective candidates and to solicit their support of the same, particularly of the Smith-Towner bill, providing for a Department of Education with a Secretary in the President's Cabinet and appropriations by Congress to encourage and assist the states in the promotion of education.

In conformity with this resolution President Hunter appointed the following committees:

Committee to wait on Governor Cox, Cora Wilson Stewart, Chairman, Illiteracy Commission, Frankfort, Ky., Chairman; Thomas E. Finegan, State Superintendent of Public Instruction, Pennsylvania; Mary C. C. Bradford, State Superintendent of Public Instruction, Colorado; J. M. Gwinn, Superintendent of Schools, New Orleans; and G. H. Reavis, Assistant State Superintendent of Schools, Maryland.

Committee to wait on Senator Harding, William M. Davidson, Superintendent of Schools, Pittsburgh, Chairman; A. E. Winship, Editor Journal of Education, Boston; Josephine Corliss Preston, State Superintendent of Schools, Washington; Sarah Louise Arnold, Dean of Simmons College, Boston; and Hugh S. Magill, Field Secretary, National Education Association.

The Chairmen of these committees succeeded in arranging interviews with the respective candidates. The legislative program of the Association was presented to each and his interest and support solicited. The statements herein published were given out by the respective candidates and their publication authorized.

**Statement of James M. Cox
Democratic Candidate for President**

I am giving serious attention to the necessary reorganization of the executive departments in the Federal Government. I shall certainly favor the executive administration of affairs relating directly to all matters of human welfare, including education.

It should be the province of the Federal Government to extend aid in all lines of education, looking particularly to the removal of illiteracy, the Americanization of immigrants, the preparation and proper compensation of teachers, physical education, health and sanitation and the equalizing of educational opportunities to the end that every boy and girl in the United States shall be guaranteed the chance of obtaining a complete practical education.

We should extend the advantages of education by a national policy without destroying the effectiveness of local provision, maintaining that democracy in education which will develop the healthy and reasonable individualism in American national life which enables the citizens of this Republic to think for themselves and thereby find for themselves the solution of their most serious problems.

**Statement of Warren G. Harding
Republican Candidate for President**

I have committed myself to the creation of a Department of Public Welfare as a necessary governmental agency for carrying out effectively a program for the promotion of social justice and human welfare. I have outlined in my public addresses some of the things which I think should be included in such a department. I refer particularly to my address on "Social Justice" delivered at Marion, Ohio, on October first, to representative groups of women who honored me with their presence on that day.

I did not on that occasion directly touch upon the question of the inclusion of education in such a department as I proposed. Obviously, education in all its aspects might be one of the chief concerns of such a department. Indeed education is so intimately related to every phase of human welfare and to the perpetuity of our free institutions that it must be considered of primary importance in any program for social betterment.

So important is education to the life of the Nation and so extensive its work that it has been proposed to establish a Federal Department of Education to conduct research and carry on investigation in the field of education, and to encourage and assist the states and the local communities in the promotion of education.

The Federal Government has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the states, the Federal Government should extend aid to the states for the promotion of physical education, the Americanization of the foreign born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people.

TEACHERS SALARIES MUST DOUBLE

SCHOOL BUDGETS in American cities should be twice as large as before the war, according to an analysis of public school statistics given out by the Russell Sage Foundation. The report maintains that teachers' salaries should now be double the pre-war figures in order to obtain the same quality of educational service. The cost of school buildings is declared to have trebled in the last five years.

These findings are made public in a volume, entitled "Trends of School Costs." The author is Dr. W. Randolph Burgess, assistant director of the department of education of the Russell Sage Foundation.

During the five years since 1915 the salaries of teachers have increased on the average of 45 per cent, as compared with a 100 per cent increase in the wages of laborers. A comparison of teachers' salaries and the cost of the necessities of life each year for the past eighty years makes it clear that in the past two years the purchasing power of the teachers' salary has been less than any other time since the civil war. The report maintains that the only way to retain efficient teachers in service and at the same time attract able men and women to teaching is to bring salaries to a level corresponding to the level of the wages in other occupations, and the level of the cost of living. This is taken to mean bringing salaries to a point just double the pre-war figures.

WORK

By Henry Van Dyke

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring market-place or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom;
"Of all who live, I am the one by whom
"This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the labouring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest,
Because I know for me my work is best.

[FROM MUSIC AND OTHER POEMS, Scribner, 1919]

