

N. E. A. BULLETIN

VOL. XX, Number 3

November, 1920

Whole Number 54

Entered as second-class matter December 8, 1917, at the post-office at Washington, D. C., under the Act of August 24, 1879, authorized by Act of October 3, 1917, approved October 3, 1917, and published monthly, except July and August, by the National Education Association of the United States.

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.

CONTENTS

Presidential Candidates Endorse Federal Aid	47
Women's Organizations Urge Smith-Towner Bill	47
The Teacher Situation	48
From Reports By Those Who Know.	
A Call to Service	ILLINOIS TEACHER 50
The Smith-Towner Bill	HUGH S. MAGILL 51
A Discussion of the Fundamental Principles of the Bill and a Brief History of the Movement for the Recognition and Encouragement of Public Education by the National Government.	
Hotel Reservations—Atlantic City—An Announcement	58
State Directors 1920-1921	59
Fidelity Our Watchword—A Resolution	60

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

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES

HEADQUARTERS: 1201 SIXTEENTH STREET N. W., WASHINGTON, D. C.

RESOLVED, (1) That the boys and girls now in the public schools are to be the American workers and rulers of the future; (2) That intelligence, guided by a sensitive and enlightened conscience is the standing army that promotes the progress and safeguards the liberty of the Republic—it is the surest road to Americanization; (3) That the public schools must provide this training; (4) That the kind of teacher employed is the test of our faith in education—only the best will answer; (5) That the schools, rural as well as urban, and teacher-training institutions should receive generous support, and this, the Wisconsin Bankers' Association, pledges earnest support to all movements looking toward educational betterment; (6) That we pledge this enthusiastic support to the Wisconsin idea in education, and to the early enactment into law by Congress of the Smith-Towner Bill.—Resolution passed by Wisconsin Bankers' Association, North Lake, Wisconsin, June 17, 1920.

TRAINING as a teacher and the ability to teach will contribute in large measure to a man's success in any profession or business. Every truly great professional man is great because he is a great teacher; every truly great business man is great because of his ability to understand men, to teach and train men and to organize men to carry out his plans. The chief ingredient of large managerial ability is teaching ability. All great leaders are great teachers and could not lead if they could not teach.—Circular of the Southeast Missouri State Teachers College, Cape Girardeau, Missouri.

THERE must be one clear goal for every educational worker. The teaching spirit must be cherished, the spirit of service to childhood, of faith in the abounding possibilities of boys and girls, and a sincere pledge of personal consecration to the sacred task given into the teacher's hands.—Nevada Educational Bulletin.

WE cannot over-emphasize the significance of inspiring pupils to interest themselves in developing initiative in selecting things in nature and art to enjoy thru close and continued study thru observation.—A. E. Winship in Journal of Education.

THE educated man or woman has a great advantage over the uneducated. We cannot impress this fact too strongly upon the boys and girls of school age.—School and Community.

THE teacher who doesn't earn more than he gets doesn't earn as much as he gets.—Ohio Educational Monthly.

PRESIDENTIAL CANDIDATES ENDORSE FEDERAL AID

FRIENDS of education have noted with satisfaction that both Senator Harding and Governor Cox, in their respective statements to the committees of the National Education Association, have committed themselves definitely to Federal aid for education for the five specific purposes advocated by the National Education Association and included in the Smith-Towner bill: the removal of illiteracy; the Americanization of foreigners; physical education, health and sanitation; the training of teachers; and the equalization of educational opportunities and the promotion of public education generally.

It is conceded that great progress has been made in the promotion of the Smith-Towner bill, notwithstanding the opposition of forces not friendly to the development of public education. Careful students of national legislation declare that it usually takes years to secure favorable action by Congress on a measure of such great importance and far-reaching effect. The bill, which in its present form has been before Congress less than a year and a half, is known and discussed throughout the country and has the endorsement and support of many influential organizations.

WOMEN'S ORGANIZATIONS URGE SMITH-TOWNER BILL

SIX of the leading national organizations of women, having branch organizations in all the States, cooperating with the National Education Association, have sent out a joint letter signed by their respective presidents to all members of Congress and to all candidates for Congress, urging their support of the Smith-Towner bill. These organizations are:

The General Federation of Women's Clubs, Mrs. Thomas G. Winter, President;

The National League of Women Voters, Mrs. Maud Wood Park, President;
National Society Daughters of the American Revolution, Mrs. George Maynard Minor, President-General;

National Woman's Trade Union League, Mrs. Raymond Robins, President;
Congress of Mothers and Parent-Teacher Associations, Mrs. Milton P. Higgins, President;

The National Council of Jewish Women, Mrs. Nathaniel Harris, President.

The urgent request of these great women's organizations for the passage of this important educational measure will undoubtedly be respected by the Congressmen, particularly since every woman now has the ballot. It is significant that the first united appeal of the organized women of America after their enfranchisement is in behalf of education.

PRESIDENT CALVIN N. KENDALL, of the Department of Superintendence, will make important announcements concerning the February 26-March 3 meeting in the December N. E. A. Bulletin. He will also present in that number of the Bulletin the outline of his completed program.

THE TEACHER SITUATION

From Reports By Those Who Know

AN IMPRESSION prevails that the teacher shortage thruout the United States is no longer a serious problem. Recent reports received from county and district superintendents in every State clearly indicate that such a conclusion is erroneous. While the average condition is slightly better than last year, due to markt improvement in States where salaries have been greatly increast, the general situation remains practically unchanged. The number of schools without teachers and the still larger number taught by incompetent teachers show that a very serious situation still exists, particularly in those States where salaries are lowest.

On September 1, 1920, the National Education Association sent a letter to every county and district superintendent of schools in the Untied States, enclosing a return postal card upon which were askt ten questions regarding the teacher situation in their respective counties. The following is a tabulation of the replies received to three of the questions askt: (1) The number of teaching positions in the country or district covered by the report; (2) the shortage of teachers at the opening of school in September, 1920; (3) the number of teachers below standard whom it had been necessary to accept in order to keep as many schools as possible open. The standard referred to is, of course, the minimum for the given county or district, and teachers below standard are admittedly incompetent. The real shortage is, therefore, the sum of the actual shortage and the number of teachers below standard.

Inquiries were sent to 3,468 superintendents and 1,492 replies had been received at the time this tabulation was made, October 12. Every report is signed by the county or district superintendent making it, and the information is, therefore, the most reliable that can be obtained. The figures given in the first five columns are taken directly from the signed reports. The "estimated shortage and below standard" given in the last column is based on the assumption that the unreported counties of a State would show conditions the same as those reported.

Unquestionably the greatest educational problem before the American people is the securing of competent, well-trained teachers for every teaching position in the country, in rural as well as in city schools. At least two years of professional training beyond a four-year high school course is the generally accepted minimum standard for teachers. The replies of county and district superintendents to the question, "What per cent of your teachers have had two years or more of training beyond high schools," show that in only a few States have one-half the teachers had that amount of training, and that in a large majority of the States less than one-half have had that much. Some superintendents report as few as ten per cent of their teachers having attained that standard.

The drive should be for a competent, well-trained teacher for every boy and girl in America. Until this shall have been accomlisht, approximately, it cannot be said that the teacher situation is not a serious problem.

TEACHER SHORTAGE IN THE UNITED STATES

Comparative Statistics by States

	Question- naires Sent	Number Report- ing	Teaching Positions Included	Actual Shortage Reported	Below Standard Reported	Shortage and Below Standard Reported	Estimated Shortage and Below Standard
United States -----	3,468	1,492	211,668	14,086	23,318	37,404	92,949
Alabama -----	67	29	3,907	979	1,230	2,209	5,104
Arizona -----	14	7	1,532	59	85	144	288
Arkansas -----	78	28	3,041	422	983	1,405	3,914
California -----	58	33	13,427	208	265	473	831
Colorado -----	63	29	2,767	53	176	229	497
Connecticut -----	33	20	583	15	103	118	195
Delaware -----	3	1	135	25	45	70	210
Florida -----	54	11	1,144	299	357	656	3,220
Georgia -----	155	42	3,465	564	1,051	1,615	5,960
Idaho -----	44	13	1,054	94	47	141	477
Illinois -----	102	51	13,223	435	946	1,381	2,762
Indiana -----	92	53	9,081	231	356	587	1,019
Iowa -----	99	53	11,870	307	502	809	1,511
Kansas -----	110	50	6,504	185	491	676	1,487
Kentucky -----	119	39	3,212	213	457	670	2,044
Louisiana -----	64	16	1,940	133	225	358	1,432
Maine -----	128	55	1,773	97	267	364	847
Maryland -----	23	9	1,122	80	164	244	624
Massachusetts -----	75	39	2,461	26	99	125	240
Michigan -----	83	38	6,351	312	535	847	1,850
Minnesota -----	86	40	6,230	636	437	1,073	2,307
Mississippi -----	82	18	2,351	220	587	807	3,676
Missouri -----	114	57	7,669	274	1,053	1,327	2,654
Montana -----	50	15	1,758	181	132	313	1,043
Nebraska -----	93	52	6,474	545	736	1,281	2,291
Nevada -----	5	2	325	0	30	30	75
New Hampshire -----	53	25	866	52	81	133	282
New Jersey -----	21	12	8,090	168	445	613	1,073
New Mexico -----	29	9	956	71	85	156	503
New York -----	207	111	9,676	438	770	1,208	2,253
North Carolina -----	100	33	4,153	683	1,064	1,747	5,294
North Dakota -----	53	28	4,234	390	344	734	1,389
Ohio -----	88	35	7,953	456	970	1,426	3,585
Oklahoma -----	77	27	3,892	331	599	930	2,652
Oregon -----	36	19	2,958	235	352	587	1,112
Pennsylvania -----	66	37	13,109	727	1,646	2,373	4,233
Rhode Island -----	11	3	109	8	8	16	59
South Carolina -----	46	12	2,122	247	375	622	2,384
South Dakota -----	66	34	3,465	183	245	428	831
Tennessee -----	96	40	4,915	641	868	1,509	3,721
Texas -----	252	85	7,022	927	1,390	2,317	6,869
Utah -----	33	15	1,296	19	81	100	220
Vermont -----	53	34	1,416	123	173	296	461
Virginia -----	100	39	5,674	723	855	1,578	4,046
Washington -----	39	19	4,852	109	82	191	392
West Virginia -----	55	26	4,721	529	903	1,432	3,029
Wisconsin -----	72	38	5,822	351	534	885	1,677
Wyoming -----	21	11	968	82	89	171	326

A CALL TO SERVICE

The following extract from an editorial in the Illinois Teacher (September, 1920) tells definitely how members may help the Illinois State Teachers Association accomplish its important work. The large service that state associations are rendering the cause of education makes such a statement of interest to members of such associations thruout the country.—[THE EDITOR].

OUR SCHOOL SYSTEM must make some rapid developments and readjustments to meet the demands of our rapidly changing social, economic and industrial conditions. All this will need our best thought and most energetic efforts. Our organization must play its part. The call to service is loud and clear. Shall we answer? Will you serve?

You can serve your organization, and thru it yourself and the State, in the following ways:

1. Keep up your membership in the Association and induce all other teachers to become members.
2. If you are an officer or committeeman of the Association or of a Division, do your best to make the next meeting the best ever held and to enrol all the teachers of your Division. Send promptly to the Secretary of the State Association all programs, reports, and the membership lists fully and accurately made.
3. Attend the meetings of your local Division and of the State Association if possible, listen attentively to all lectures and discussions, and express any helpful or constructive ideas you may have to offer.
4. Accept any part assigned you on the program or on committees and consider such assignment an opportunity to render a service and to grow by doing your best.
5. Study the resolutions offered, discuss them, amend them, or commend them, but support and defend them loyally after their adoption by a majority of the members of the Association or by the chosen representatives of the members. We must let the general public know what our principles are and why we stand for them.
6. Help the editor to keep in close touch with educational affairs by writing to him occasionally, and by sending him items of school news, newspaper clippings, circulars, bulletins, courses of study, reports, or any printed matter concerning educational movements or activities. Put him on your mailing list.
7. Try to grow constantly in professional spirit and efficiency, and give to your school the best that is in you. Growth and service must continue to be our foundation principle.

THE STATE OF DELAWARE reimburses teachers who carry on professional work to the satisfaction of the State Board of Education, during six weeks in summer. Carfare, board, and other legitimate expenses are included. The work is given at the Delaware College Summer School, which is conducted at Newark in connection with the State College.

THE American public school has one great fundamental task, namely the training of American citizens.—Flora M. Frick in *The National School Digest*.

THE SMITH-TOWNER BILL

*A Discussion of the Fundamental Principles of the Bill and a Brief History of the Movement
for the Recognition and Encouragement of Public Education
by the National Government **

By Hugh S. Magill

Field Secretary, National Education Association

THE SMITH-TOWNER BILL, now pending in Congress, establishes a Department of Education with a Secretary in the President's Cabinet, and authorizes an appropriation of \$100,000,000 to encourage and assist the states in the promotion of education, with the express provision that the management of the public schools shall remain exclusively under state control.

Based on Fundamental Principles

This bill is based on certain principles which are quite generally accepted. It assumes the existence of a national consciousness; that under a common flag all Americans are citizens of a common country; that the duties and privileges of American citizenship are not affected by state boundaries; that because of the facilities for intercourse between the states, each must inevitably share in the strength or weakness of all; that whatever tends to elevate and strengthen the citizenship of any state promotes the welfare of the entire country; and that any disorder or weakness in a state or community subtracts from the general health and security of the nation.

The bill rests on the assumption that public education is essential to national welfare; that to insure national prosperity and preserve our American institutions there must be developed thru education a citizenship physically, intellectually and morally sound; that to neglect the proper training of any considerable portion of the future citizens of our country, in whatever state or community they may reside, is to endanger the future of our nation as a whole; and that because of these facts the National Government is vitally interested in the promotion of public education in all the states.

Preserves State and Local Control

Those who framed the bill kept clearly in mind that under our dual form of government, national and state, only certain powers are delegated to the National Government, and that all others are reserved to the states and to the people. They recognized that the control of public education is not a function of the Federal Government under the provisions of the Constitution. They preserved a careful distinction between **promotion** and **control**; between fostering education and assisting the states in its development and support, and undertaking to dictate or prescribe to the states regarding the management of the public schools. The organization, supervision and administration of public education is clearly a function of the State, but there is the highest authority and precedent for the National Government to conduct research in the field of education and give the

* This article is published as Legislative Commission Series Number One and also appears in the Educational Review for November.

states the benefits of such study and investigation, and also to grant aid to the states for the promotion of education because of its vital relation to national welfare.

Precedent for Federal Aid Establish

The preamble of the Constitution declares that to "promote the general welfare" is one of the purposes for which the National Government was established. Washington urged the promotion of agriculture as conducive to public welfare, and he also urged the people "to promote, as an object of primary importance, institutions for the general diffusion of knowledge." The Ordinance of 1787 solemnly declared that "schools and the means of education shall forever be encouraged." The National Government gave at first one and later two sections of land in every township for school purposes, and made liberal grants of land for the establishment of colleges of agriculture and mechanic arts. In more recent years it has made appropriations for the promotion of vocational education and household arts and other forms of special education. The promotion by the Federal Government of matters over which it does not have control but which are intimately related to national welfare has become an accepted practice. This is clearly shown by a study of the more recently established departments, particularly the Department of Agriculture.

There are now ten departments in the Federal Government, each under the direction of a Secretary who is a member of the President's Cabinet. The first seven of these, considered in the order of their establishment, have executive charge of affairs over which the Federal Government has control under the provisions of the Constitution. The last three established, Agriculture, Commerce and Labor, deal with subjects not under the exclusive control of Congress, but which are promoted by the Federal Government. Neither agriculture nor education is mentioned in the Constitution. The National Government can control neither; in the interest of public welfare it can promote both. Constitutionally, they are in exactly the same relation.

Agriculture Promoted by National Government

The Department of Agriculture was established by act of Congress in 1862. It was created as an independent department under a Commissioner who did not have a seat in the President's Cabinet. A study of the debates in Congress on the bill creating this Department shows that there were members of Congress who felt that the Federal Government was exceeding its powers in undertaking to establish such a department. They pointed out that the power to control or regulate agriculture was not given to Congress and was, therefore, reserved exclusively to the states and to the people. These arguments were answered by other Congressmen who declared that it was entirely within the powers of the National Government to promote agriculture, because its development was so essential to the welfare of the nation and of the people. They quoted Washington to show that he had recommended that the Government promote the development of rural life and the agricultural interests of the country. They admitted that the Federal Government had no power to control agriculture but declared that the establishment of the department was for its promotion, not its control, and in the interest of public welfare.

After a thorough discussion of the subject, which was participated in by many of

the greatest statesmen of that time, the bill was past by Congress and signed by President Lincoln. The Department started out in a modest way but under able leadership. It grew rapidly in public confidence because of the valuable research work which it conducted and the information which it gathered and disseminated. In a few years the opposition had practically died out, and we find the members of Congress vying with each other in their praise of the valuable service which the Department was rendering.

Department of Education Establisht in 1867

A few years after the establishment of the Department of Agriculture, a movement was started to create a Department of Education to be organized along similar lines. The first definite action was taken by the Department of Superintendence of the National Education Association at a meeting held in Washington, D. C., in 1866. A memorial was prepared and presented to Congress. James A. Garfield, then a member of the House of Representatives and later President of the United States, immediately espoused the cause and a bill was introduced to create such a department. The Congressional debates on this bill are particularly interesting. We find that many of the arguments used for and against the establishment of a Department of Education were similar to those which had been used for or against the creation of a Department of Agriculture five years before. The opponents of the measure insisted that the establishment of a Department of Education was too great an extension of Federal power. The advocates of the measure referred to the Department of Agriculture as a precedent, showed the splendid work which it had accomlisht, and insisted that the promotion of education was of even greater importance.

Congressman Garfield, who had charge of the bill, quoted from William Penn, who a hundred years before the establishment of our Government, when working out his great plans for the establishment of a democratic colony in America, declared: "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." In support of his argument that the promotion of education should receive the attention of the National Government he quoted from Horace Mann: "In our country and in our times no man is worthy the honorable name of statesman who does not include the highest practical education of the people in all his plans of administration."

Secretary of Education Advocated by Charles Sumner

The bill past the House and went to the Senate where it was supported by statesmen prominent in American history. No very serious opposition was manifested in the Senate against the general proposition for the establishment of a Department of Education. The debate was largely upon whether it should be called a Department or a Bureau, and whether it should be an independent department like the Department of Agriculture, or be made a bureau in the Department of the Interior. It was decided to make it an independent department. Among those who earnestly supported the bill was Charles Sumner, of Massachusetts, whose scholarly eloquence had many times influenst the Senate. In a speech in support of the bill, delivered on February 26, 1867, he declared: "Call

it then, I say, a Bureau, or call it a Department, but give us the bill and do not endanger it at this moment, at this late hour of the session by any unnecessary amendment. For myself, Sir, I would, if I could, give it the highest designation. If there is any term in our dictionary that would give it peculiar significance, I would prefer that. Indeed, I should not hesitate, if I could have my way, to place the head of the Department of Education in the Cabinet of the United States." A few days later the act was past by the Senate, approved by the President, and became a law.

History shows that the newly established Department of Education did not fare as well as the Department of Agriculture. Those not friendly to the development of public education became very jealous of its influence and did everything in their power to embarrass the Commissioner and discredit the work of the Department. The National Education Association expressed its appreciation of the work of the new Department, but evidently took it for granted that it would be developed and extended as the Department of Agriculture had been. The friends of education failed to realize the subtle influence of the opposition which was working secretly to break down and discredit the Department before it could demonstrate its great usefulness, as the Department of Agriculture had done, and thereby become thoroughly established.

Foes of Public Education Destroy Department

As a result of this organized opposition, which has opposed the extension and development of public education in this country from the beginning, not only from the national standpoint but in the states and communities as well, we find that before the Department was two years old a bill was slipped through Congress abolishing it and transferring its functions to an office in the Department of the Interior. The salary of the Commissioner was cut down and the annual appropriation for the work reduced from twenty thousand dollars to six thousand dollars. And so the movement for the promotion and development of public education by carrying on extended research, disseminating useful information and giving encouragement and assistance to the states and to the people, was strangled at its very beginning. For more than fifty years, even down to the present time, education has remained without just recognition and with very inadequate support in a subordinate office of the Department of the Interior. The total appropriations for this office amount to less than half a million dollars annually, more than half of which must be used to take care of the reindeer of Alaska, leaving less than one quarter of a million for the promotion of education throughout the United States.

Agriculture Promoted—Education Neglected

Let us turn for a moment to note the development of the Department of Agriculture during the years. It was fostered by Congress and generously supported by appropriations. It continued to expand and develop until it became one of the most important departments of the Government. In 1889 it was elevated to equal rank with the other executive departments and the Commissioner made Secretary with a seat in the President's Cabinet. Since being placed on an equality with the other departments it has developed remarkably until it is now recognized as one of the most useful and important departments of the Federal Government, carrying on a work which is not equaled by any similar depart-

ment in the world. The annual appropriation for the Department of Agriculture is more than thirty million dollars.

We find, therefore, that our Federal Government has followed the advice of Washington with respect to agriculture, but has permitted the foes of public education to prevent the carrying out of his advice with respect to education. Is it any wonder that we have become agriculturally the greatest nation in the world, providing not only for our own needs but feeding the hungry millions in nations less favored, while educationally we are humiliated by the fact that millions of American citizens cannot read intelligently the ballots they cast, each of which is supposed to register a freeman's will.

National Research in Education Provided

The Smith-Towner bill provides for the establishment of a Department of Education with a Secretary in the President's Cabinet. It declares "that it shall be the duty of the Department of Education to conduct studies and investigations in the field of education and report thereon." It states specifically that "research shall be undertaken in (a) illiteracy; (b) immigrant education; (c) public school education, and especially rural education; (d) physical education, including health education, recreation and sanitation; (e) preparation and supply of competent teachers for the public schools; and (f) in such other fields, as in the judgment of the Secretary of Education, may require attention and study." Such research with respect to education is analogous to the work which has been carried on by the Department of Agriculture for more than fifty years in the field of agricultural study and investigation.

The bill also provides that the Federal Government shall encourage and assist the states in the promotion of education by an annual appropriation of one hundred million dollars, which shall be expended for five specific purposes: (1) for the removal of illiteracy, seven million five hundred thousand dollars; (2) for the Americanization of foreigners, seven million five hundred thousand dollars; (3) for physical education, health and sanitation, twenty million dollars; (4) for the training of teachers, fifteen million dollars; and (5) for the partial payment of teachers' salaries, the promotion of general education, especially rural education, and the equalization of educational opportunities, fifty million dollars.

Federal Aid Without Centralized Control

These appropriations are made under express provisions that each state shall appropriate at least an equal amount for the purposes named. The distribution of the Federal funds within the respective states is left entirely to the states, and it is specifically provided "that all the educational facilities encouraged by the provisions of the act and accepted by a state, shall be organized, supervised and administered exclusively by the legally constituted state and local educational authorities of the state." The bill is based on the theory that it is the duty of the state to take the initiative in all educational matters and to have control of the administration of education within its boundaries, but because of the importance of education to the nation, the Federal Government should encourage the states in its promotion by national recognition and financial aid. It is assumed that since each state will have the benefits of the investigations carried on by the Federal Government, and must appropriate as much or more for each of the specific purposes mentioned in the bill, the state can be depended upon to admin-

ister wisely and efficiently the money received from the Federal Government as well as its own funds.

Arguments of Opposition Answered

Altho the Smith-Towner bill in its present form has been before Congress less than a year and a half, it has aroused a great deal of discussion, and many prominent national organizations are giving it their earnest support. The principal opposition to the bill comes from those who have always tried to retard the development of public education. The false assertion is made that the bill is intended to centralize the control of education in the Federal Government; that it would "Prussianize" our educational system. These assertions are repeated over and over, notwithstanding the fact that anyone who reads the bill can readily see that its provisions would not permit such a thing. It may be well to call attention to the fact that some of the persons and organizations who are now pleading as an argument against the Smith-Towner bill that the promotion of education should be left entirely to the states, have consistently used all their influence to prevent the development of public education within the states.

There are some who oppose the bill because of the appropriations which it carries. These are the ultra conservative who seem not to appreciate even yet what William Penn pointed out two hundred and fifty years ago, that "by such parsimony all that is saved is lost." However, many far-sighted business men are enthusiastically supporting the bill. A prominent New York merchant who favors the measure, recently declared that in his opinion the perpetuity of all that we hold most dear in American life depends upon the education of the future citizens of America. A few persons interested more in private than in public education have suggested that a department should not be established until it has been definitely determined exactly what such a department should do, and precisely how much money it will need to expend. Of course these gentlemen fail to appreciate the lessons of history: that institutions must grow and develop by natural processes; that if all the wisdom of the present could be concentrated on this one problem it would be impossible to foresee what the future may demand; and that the only reasonable way is to follow the experience of the past, establish a department which shall undertake at once the great tasks which need to be done now, and find out from experience the needs of the future.

National Education Association Opposes Centralization

A recent argument against the bill is founded on the premise that while in itself it forbids the centralization of power in the Federal Government, such centralization might some time be accomplished by amendment to the Federal Constitution. These persons disregard the fact that no one wants centralization; that the people of our country are opposed to it; that Congress is practically unanimous in its opposition thereto; and that the educators of the country as represented in the National Education Association announce themselves opposed to centralization when the department was first created in 1867 and have consistently opposed it ever since. At the last meeting of the National Education Association, held in Salt Lake City, July 4 to 10, 1920, the following resolution was unanimously adopted:

"We 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 unreservedly to oppose any movement or proposal that would centralize control of the public schools."

The Issue Which Must Be Decided

There can be no debate on the vital relation of public education to the welfare of the community, the state and the nation. This is apparent to every intelligent citizen. Nor can there be any question regarding the authority which should control public education. That this is a function of the state is determined by the Constitution. The one great question is whether or not the Federal Government shall recognize its privilege and perform its duty in the encouragement and promotion of public education as it has encouraged and promoted agriculture. The friends of public education almost unanimously answer this question in the affirmative. Those who have consistently and persistently been the enemies of public education answer it in the negative. This is the issue. It must not be clouded, and it cannot be escaped.

Friends of Public Education Solidly for Bill

It is not claimed that every opponent of the Smith-Towner bill is an enemy of public education, but it is an undisputed fact that the enemies of public education are all arrayed against it, and that among its friends are the acknowledged leaders in public education. As such they are not **anti** anything, but intensely **pro** public education. Every State Superintendent of Public Instruction in the United States, with possibly one or two exceptions, is supporting this bill. The Presidents of State Teachers' Colleges and State Normal Schools are unanimous in their support of the measure. The City and County Superintendents of the country have repeatedly endorsed it and are individually giving it their earnest support. College Presidents and Professors of Education who are in touch with public school conditions and are public school minded, are its ardent advocates. And, finally, more than six hundred thousand public school teachers in the United States are looking forward to the time when their work and their profession shall receive as much recognition and support from the Federal Government as is now given Agriculture, Commerce or Labor.

Many National Organizations Support Measure

Public education is now in the public thought as never before. Everywhere the people are endeavoring to save their public schools from the crisis into which they have been brought by the economic conditions following the war. The people are demanding that the Federal Government shall give greater recognition to education, and hundreds of Chambers of Commerce, Rotary Clubs, Kiwanis Clubs, Women's Clubs and other civic organizations have passed resolutions endorsing the establishment of a Department of Education under a Secretary in the President's Cabinet, and the granting of federal aid as provided in the Smith-Towner

bill. The following national organizations are supporting the bill: National Education Association, American Federation of Labor, American Federation of Teachers, General Federation of Women's Clubs, National Congress of Mothers and Parent-Teacher Associations, American Library Association, National Council of Jewish Women, Association of Collegiate Alumnae, Patriotic Order Sons of America, National League of Women Voters, and National Society Daughters of the American Revolution.

National Government Cannot Disregard Education

The Federal Government cannot afford not to promote education. When Herbert Fisher, Minister of Education, asked the English Parliament during the Great War for increased millions for the support and extension of public education, the question was raised as to whether the British Empire could afford it under existing conditions. Mr. Fisher replied that when a nation is considering a **productive expenditure** which is not only an **investment** but an **insurance** the more important question is whether it can afford not to spend the money. Parliament responded and voted the increased appropriation. The same question confronts the American nation today. Education cannot be disregarded by the National Government. National ideals cannot be realized without national leadership and support. There must be the unifying influence of a national incentive that education may accomplish the greatest good and make the largest contribution to national welfare.

HOTEL RESERVATIONS—ATLANTIC CITY

HOTEL RESERVATIONS are now being made for the meeting of the Department of Superintendence, Atlantic City, N. J., February 26-March 3. The list of hotels recommended by the Convention Bureau of Atlantic City is found on pages 34 and 35 of the October **Bulletin**. Applicants may write to hotels on that list or to Supt. Charles E. Boyer, Atlantic City, N. J., for reservations. 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. The Association wishes to encourage the practice of making reservations at the smaller hotels where the rates are lower and the accommodations equal in many instances to those of the larger hotels. All of the hotels on this list are near the Board Walk and within easy walking distance of the Million Dollar Steel Pier on which is the auditorium where the meetings will be held. Registration headquarters and the commercial exhibits will also be on the Pier. 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.

FOR the young man of today, capable, conscientious, ambitious, who is looking for something more than a good field for cultivation, teaching offers abundant opportunity. . . . Today no more fertile field is offered by the traditional professions—not for reflection but for achievement—than by teaching.—R. G. Boone, School of Education, University of California.

STATE DIRECTORS FOR 1920-1921

Alabama	C. B. Glenn, Assistant Superintendent of Schools	Birmingham
Arizona	C. O. Case, State Superintendent of Public Instruction	Phoenix
Arkansas	J. R. Jewell, Dean College Education, University of Arkansas	Fayetteville
California	Wilhelmina Van de Goorberg, 1606 Mt. Royal Avenue	Los Angeles
Colorado	H. B. Smith, Secretary Colorado Education Association	Denver
Connecticut	Mary Crosby Mahoney, 405 Coram Avenue	Shelton
Delaware	A. R. Spaid, Commissioner of Education	Dover
Florida	F. A. Hathaway, County Superintendent of Schools	Jacksonville
Georgia	M. L. Brittain, State Superintendent of Schools	Atlanta
Idaho	Theodore B. Shank, Superintendent of Schools	Moscow
Illinois	R. O. Stoops, Superintendent of Schools	Joliet
Indiana	H. Lester Smith, Dean School of Education, Indiana University	Bloomington
Iowa	L. H. Minkel, Superintendent of Schools	Fort Dodge
Kansas	I. E. Pearson, Superintendent of Schools	Kansas City
Kentucky	Cora Wilson Stewart	Morehead
Louisiana	J. M. Gwinn, Superintendent of Schools	New Orleans
Maine	H. A. Allan, State Rural Schools Inspector	Augusta
Maryland	William Burdick, Supervisor Physical Education, McCoy Hall	Baltimore
Massachusetts	Sarah Louise Arnold, Simmons College	Boston
Michigan	Thomas E. Johnson, State Superintendent of Schools	Lansing
Minnesota	J. C. Brown, President State Normal School	St. Cloud
Mississippi	E. E. Bass, Superintendent of Schools	Greenville
Missouri	Livingstone McCartney, Superintendent of Schools	Hannibal
Montana	R. C. Cunningham, Superintendent of Schools	Bozeman
Nebraska	A. J. Stoddard, Superintendent of Schools	Beatrice
Nevada	B. C. Billingham, Superintendent of Schools	Reno
New Hampshire	Daniel W. MacLean, Head Master High School	Berlin
New Jersey	D. C. Porter, Superintendent of Schools	Bridgeton
New Mexico	E. W. Bowyer, Superintendent of Schools	Clovis
New York	Katherine D. Blake, 39 East 85th St.	New York City
North Carolina	Robert H. Wright, Pres. East Carolina Teachers Training School	Greenville
North Dakota	Anna Tibbits, Fargo College	Fargo
Ohio	W. W. McIntire, Dean State Normal College	Athens
Oklahoma	E. E. Oberholtzer, Superintendent of Schools	Tulsa
Oregon	A. C. Hampton, Superintendent of Schools	La Grande
Pennsylvania	Wm. M. Davidson, Superintendent of Schools	Pittsburgh
Rhode Island	Katherine U. Pierce, 125 East Manning Street	Providence
South Carolina	George H. Webber, Superintendent of Schools	Beaufort
South Dakota	E. C. Woodburn, President State Normal School	Spearfish
Tennessee	J. L. Highshaw, Principal Crockett Vocational High School	Memphis
Texas	Annie Webb Blanton, State Superintendent of Public Instruction	Austin
Utah	Milton Bennion, Dean School of Education, Univ. of Utah	Salt Lake City
Vermont	Caroline S. Woodruff, 9 Church Street	St. Johnsbury
Virginia	Nannie W. Thompson, 130 Second Avenue	Richmond
Washington	Jennie M. French, 1132 North Oakes St.	Tacoma
West Virginia	M. P. Shawkey, State Superintendent of Free Schools	Charleston
Wisconsin	J. F. Sims, President State Normal School	Stevens Point
Wyoming	A. A. Slade, Superintendent of Public Schools	Casper
Alaska	L. D. Henderson, Commissioner of Education	Juneau
Philippine Islands	Luther B. Bewley, Director of Education	Manila
Hawaii	Vaughan MacCaughy, Superintendent of Public Instruction	Honolulu
Porto Rico	Ralph S. Garwood, University of Porto Rico	Mayaguez

Fidelity Our Watchword

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.

Resolution adopted by the
NATIONAL EDUCATION ASSOCIATION
Salt Lake City, July 9, 1920
