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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 STREET, N. W., WASHINGTON, D. C.

IN ALL our school work, what is the greatest need? The unhesitating answer is common honesty of workmanship—actually doing with the necessary studies what we are professing to do. Better schoolhouses are needed; more apparatus is needed; libraries are needed; health lessons are needed; physical education is needed; thrift-lessons are needed; manual training is needed; vocational education is needed; the bright, the interesting, the cultural, the broadening subjects are all needed; but the one prime educational need is a real practical mastery of the rock-bottom studies, without which the others are much like houses built on the sand.—South Carolina Education, October 15, 1920.

THERE is a vital difference between a mere instructor and a real teacher. It is the same difference that exists between an encyclopaedia and a man; between a dead machine and a real flesh and blood man or woman throbbing and pulsating with life. The instructor may impart facts; the teacher imparts truth. To the instructor the end is knowledge; to the teacher it is manhood and womanhood and his subject is his means.—National School Digest, October, 1920.

LET US ENTER upon our duties with wisdom, courage and enthusiasm, determined not only to give sound instruction to the children but also to bring to the community an influence that will quicken the thinking and broaden the sympathies of its people.—New Mexico Journal of Education, September, 1920.

RESOLVED, that we register our approval of the reorganization of the National Education Association and its progressive programs, especially in the formation of the Smith-Towner bill. Furthermore, we recommend that so far as possible New Hampshire teachers become affiliated with the National Organization.—Adopted by the New Hampshire State Teachers' Association at Laconia, Friday, October 22, 1920.

IBELIEVE that the reorganization will place the Association upon a higher plane than it has ever been before, and will enable it to accomplish greater service to the educational workers of the country.—J. H. Phillips, Superintendent of Schools, Birmingham, Alabama.

THE NATIONAL EDUCATION ASSOCIATION at its meeting last summer took a long step forward by providing for affiliation with State and local associations of teachers. This means that teachers everywhere can, if they will, have a voice in the decisions of this great organization.—The Nebraska Teacher, November, 1920.

NEW JOURNAL SOON TO APPEAR

ANNOUNCEMENT was made in the September BULLETIN that, in accordance with the authorization of the Board of Directors, an editor had been employed for the publications of the National Education Association and that plans were under way for the improvement of the BULLETIN. Those plans were completed and approved by the Executive Committee at its meeting October 25. The new paper will be called THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION. It will continue in the volume series of the Bulletin but will begin a new volume (number ten) with the January number, leaving volume IX complete with this issue. The January JOURNAL is to be published in December as a holiday number. Members and friends of the Association will rejoice that it is to have a journal which will more adequately represent its rapidly increasing power and influence.

This is a period of organization in the teaching profession. Teachers everywhere are recognizing as never before the necessity of making their influence felt in the affairs of State and Nation. Under its new plan of representative government the National Education Association is increasing rapidly in membership. There are approximately 650,000 practicing teachers in the United States. If each teacher of even a third of this number will contribute to the forward movement in education by becoming a member of the National Association, education can be put on a much higher plane in the estimation of all the people.

EXPENSES OF DELEGATES

ONE of the difficult problems for the first Representative Assembly at the Des Moines meeting is to work out a satisfactory plan of paying the expenses of the delegates appointed by State and local Associations. The Association cannot on a \$2.00 membership fee pay even part of these expenses. The burden is too heavy for individual delegates to bear all their own expenses, and too heavy for local associations at distant points from the place where the meeting is held to bear the expenses of their delegates. Can some way be found to finance the Representative Assembly without placing an over heavy burden on the delegate or the local association and yet without increasing membership dues?

Miss Cornelia Adair, 1606 Grove Avenue, Richmond, Virginia, is chairman of a committee to prepare a report on this question which will be submitted to the first Representative Assembly at the Des Moines meeting July 4-8. The expenses of delegates at this first meeting will be paid by delegates themselves or by local and State associations. It is the hope of the Executive Committee that a satisfactory plan may be worked out at Des Moines which will apply to all future meetings of the Representative Assembly. Miss Adair will appreciate receiving suggestions for her report from active members of the Association.

GOVERNMENT breaks down at its source when it fails to provide educational facilities for children. What is the use of maintaining a republic if the future generation is to be deprived of the education necessary to maintain freedom?—Washington Post.

VERMONT DOUBLES MEMBERSHIP

"NOT ONLY was the membership in the National Education Association doubled but Vermont State Teachers' Association became affiliated with the National Association and elected its delegates and alternates," writes Caroline S. Woodruff, State Director for Vermont in a letter to the Secretary telling about the State meeting.

An appeal for membership of teachers, not only in their local and State associations but also in the National Association was inserted in the official program of the State Convention. Thru the superintendents nearly all of the teachers in the State were thus reached a week before the convention.

At Burlington where the convention met, N. E. A. headquarters were established with a registration table in a conspicuous place. Posters were hung in various places inviting all teachers to register. At the table were application blanks for membership and other Association literature. Two teachers were placed in charge of the work. Boy Scouts were stationed at the doors of the hall where the general sessions were held and gave out fliers to all who entered. Arrangements were also made to have these fliers with the place cards at every plate at the two big banquets, the Schoolmasters' Club and the Women Teachers' Club.

The State Director spoke for five minutes at one of the general sessions, giving reasons why all teachers should belong to the N. E. A. This was followed at the next session by a presentation of the work of the Association in its many lines of activity by the Field Secretary, Hugh S. Magill. Special emphasis was placed upon the Smith-Towner bill and the importance of its provisions to the highest welfare of the teaching profession and of the Nation.

LARGER SALARIES AT THE TOP

AMONG ALL the pleas for increase of pay of teachers one rarely hears a call for a few much larger salaries at the very top. Those pay-rolls which we are constantly told should be increased from fifty to eighty per cent, in some instances from eighty to over one hundred per cent, are nearly always at the bottom of the scale. Teachers in the middle distance may be happy if their salaries are advanced thirty to forty per cent while those at the top are to be contented with a ten to thirty per cent increase. There is no doubt some justice in the emphasis. The teacher at the minimum wage simply cannot live in comfort without a substantial increase, while the teacher at the top is past the starvation line; a large increase for him means not merely all the bread he needs, but a flivver or a trip abroad or domestic felicity. Yet is not such a condition, and **a little more**, just what should be held before the successful teacher? As things are it takes something akin to the dedication of a martyr to induce a man to work at any profession when \$4,000 to \$5,000 is all he will make even if he achieves phenomenal success. Careful distribution would save the total budget from increase beyond the figures suggested by Dr. Evenden and other experts. Fewer teachers, to be sure, would receive the \$4,000 or \$5,000 held out by the new rates, but if the revision of rates were carried out all along the line, no one salary group could be greatly reduced in number, while many would work eagerly for \$3,000 or even \$2,000 if they knew that a teacher or two somewhere short of heaven was receiving \$10,000 or \$15,000.—The Weekly Review.

ASSOCIATION WILL MEET AT DES MOINES

THE INITIAL meeting of the reorganized National Education Association is to be held in Des Moines, Iowa, during the first week in July, according to a decision of the Executive Committee. Among the other cities considered by the Executive Committee were New York City, Boston, Chicago, and Philadelphia. At the Des Moines meeting will occur the first session of the new Representative Assembly which was created by a change in the By-laws at the Salt Lake City meeting last July in order to put the Association on a representative basis. The new plan of organization permits all members to be personally represented in the assembly where the business of the Association is to be transacted.

REORGANIZATION FINDS FAVOR

THAT nearly all of the forty-eight States will be a part of the National Education Association by the end of the present school year is the belief of those who are following the spread of the reorganization movement. Favorable action has been taken in nearly every State where there has been a meeting since the plan of affiliation was adopted by the Association in Salt Lake City in July. The State associations of the following States have made application for affiliation and will soon receive their charters: Alabama, California, Colorado, Indiana, Iowa, Maine, Michigan, Nebraska, New Hampshire, North Dakota, Ohio, Oklahoma, Vermont, Virginia, Washington, West Virginia, and Wyoming.

Hundreds of local associations are taking steps to affiliate with the National Association and these associations have developed a wholesome spirit of rivalry in their efforts to be well represented at the next meeting of the National Education Association.

PRESIDENTIAL INAUGURATION

RESERVATIONS on the special inaugural trains which will leave Atlantic City the night of March 3 to reach Washington the morning of March 4 should be made at once. This is necessary to insure an ample number of Pullman coaches to accommodate all who expect to come to Washington to see President-elect Harding inaugurated. Members of the association who plan to attend the meeting of the Department of Superintendence and who expect to come to Washington on these special trains should write J. W. Crabtree, Secretary, National Education Association, 1201 Sixteenth Street N. W., Washington, D. C., immediately asking him to make berth reservations, even tho it should be necessary to cancel the reservations later. Applicants should give full name and address. The Pullman rates have not yet been fixed but the Association is assured that they will be reasonable.

THE SEPTEMBER number of the N. E. A. BULLETIN contains the By-laws as amended at the Salt Lake City meeting and the October BULLETIN contains explanations and suggestions on the plan of the affiliation of State and local associations with the National Education Association. Copies of these bulletins will be supplied free to members who wish them.

NEW PHASE OF TEACHER SITUATION

Supply of Teachers Imperiled at Source

THE SALARIES of normal school instructors increase only 27.7 per cent as between the school years 1914-15 and 1920-21 according to a study made by the National School Digest and published in full in its November number. That magazine submitted a questionnaire to thirty-five representative school systems selected at random in Minnesota. It then compared the salaries of superintendents and principals in those schools with those paid members of faculties in Minnesota State normal schools.

The average superintendent's salary in the schools studied was \$2,228 in 1914-15 and \$3,281 in 1920-21—an increase of \$1,090 or 51 per cent. The average high school principal's salary was \$1,159 in 1914-15 and \$2,045 in 1920-21—an increase of \$886 or 78 per cent. The average salary of members of the faculties of Minnesota State normal schools (Presidents not included) was \$1,321.02 in 1914-15 and \$1,685.87 in 1920-21—an increase of only \$364.85 or 27.7 per cent. "Correspondence from other States indicates that this situation is typical," says the report.

Normal school salaries were too low in 1914. To have increased them only 27.7 per cent during a five year period when living costs have more than doubled is nothing less than tragedy. States should in all matters of professional recognition set the example for local communities. Especially in normal schools which must be radiant centers of educational betterment should salaries be adequate to obtain and to retain the most able and devoted leaders in the teaching profession. Similar studies may well be made in those States where normal school salaries have not already been raised in order that the problem may be brought squarely before State legislatures in their 1921 sessions.

NO AMOUNT OF MONEY will enable us to obtain good teachers for the schools in sufficient numbers until there are means of preparing them. For this, there must be more normal schools and other training schools for teachers, and they must all be much better supported than they are now. If all the persons ever graduated from any normal school of any kind in the United States, from the establishment of the first school at Bridgewater, Massachusetts, until now, were still living and all teaching there would still be need of 110,000 teachers to fill the elementary schools. The normal school graduates of last Spring are only sufficient to supply about 20 per cent of the teachers needed to fill the vacancies in the elementary schools this Fall. We are now spending between \$20,000,000 and \$25,000,000 for the support of normal schools. We must spend at least \$75,000,000. California is somewhat better supplied with normal schools than other States. Yet a very large proportion of the young teachers of California are not normal-school graduates, nor have they had equal preparation elsewhere.—Dr. P. P. Claxton.

THE COMPLETE program of the meeting of the Department of Superintendence will appear in the January JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION which will be mailed out to members in December.

CHAMBERS OF COMMERCE ON TEACHER SITUATION

Declare Pay and Training Inadequate

THE SALARIES, training, and experience of public school teachers in the United States are declared to be inadequate by the National Committee for Chamber of Commerce Cooperation with the Public Schools of which Dr. George D. Strayer of Teachers' College, Columbia University, is chairman. Despite recent salary increases, the Committee asserts that the crisis has not been past. These conclusions are drawn in a summary of a survey of the schools of 359 cities of 8,000 population or more, conducted by the Committee which is composed of 33 secretaries of Chambers of Commerce and 33 superintendents of schools.

"Know and Help Your Schools" is the title of the sixty-six page monograph which contains the full report of the survey. Thirty-two tables and eighteen charts, accompanied by forceful interpretative statements, are used to show the significance of the situation revealed by the investigation.

Part I of the report gives summaries on the salaries, training, and experience of teachers. One set of tables shows the distribution of salaries ranging from less than \$300 up to \$3,000 during the school years 1913-14, 1918-19, and 1919-20, and the distribution of these salaries for the school year 1919-20 as between men and women in the various classes of teaching positions and as between three groups of cities. Another series of tables shows the increase in teachers salaries from 1913-14 to 1919-20 for various groups of teachers in the three classes of cities. Other tables show amount and distribution of training and experience for the various groups of positions and cities.

Part II of the report shows the relative position of each of the 359 cities. Salary conditions vary first with the size of cities. Cities are, therefore, classified according to size. Group I includes cities having a population of 8,000 but less than 30,000. Group II includes cities having a population of 30,000 but less than 100,000. Group III includes cities having a population of 100,000 or more. In determining population, preliminary figures of the 1920 census or the latest estimates of the Census Bureau were used.

Salary conditions also vary with the sections of the country. Each of the three main groups is accordingly subdivided into five geographical groups—Eastern, Great Lakes, Great Plains, Southern, and Western. It is possible for any interested citizen to tell from these tables and charts just where his city stands in respect to the salaries, training, and experience of its teachers as compared with cities of similar size in his part of the country.

The report shows that teachers are less well paid now than they were in 1913-14, despite the fact that the schools were then drifting toward inefficiency because of a lack of trained teachers, admittedly the result of low salaries. The median salary paid men and women teachers in elementary, junior and senior high schools was \$768 in 1913-14 and \$1,235 in 1919-20—an increase of \$467 or 61 per cent. During the same time the increase in the cost of living has been over one hundred per cent. "If American public schools are to secure the services of as able men and women as were those recruited for the teaching profession ten or fifteen years ago, salaries must be still further increased," declares the report. "There is no problem which is of more importance to public-spirited citizens than

that involved in the adequate support of the public school system. The real measure of the strength of our schools is to be found in the quality of man and woman engaged in teaching."

"The problem of teachers' salaries is, in the last analysis, the problem of support and of taxation. Men and women who wish well for their communities and who are determined to maintain the standard of public education which has already been developed must think in terms of these fundamental issues. If the schools of a community are to be as good in 1920-21 as they were in 1913-14 they must either have doubled the rate of taxation, doubled the valuation of property upon which taxes are levied, or have found new sources of revenue. It is only by means of some such careful analysis of the situation as is presented in this report that the individual community can know what progress it has made toward meeting the situation."

The report is published for the Committee by the American City Bureau. Single copies may be had postpaid for twenty cents; ten or more copies for fifteen cents each. Orders should be sent to Mr. Fred A. Richardson, Executive Secretary, American City Bureau, Tribune Building, New York City. Every member of an urban school board in the United States should study the report carefully.

NEW EFFORT FOR EDUCATIONAL BETTERMENT

School Week and Twelve Regional Conferences

TWO SIGNIFICANT movements have been announced by the United States Bureau of Education. The first is an attempt to win for education a larger place in the thinking of all the people of the Nation by using every available agency to emphasize the improvement of public schools. This popular appeal is to be made during the period of December 5-11, which the Commissioner of Education has designated as School Week.

During this week governors and the chief school officers of the States are urged to disseminate accurate information concerning the needs of the schools. The public press, the clergy, and moving picture managers are to make every possible effort to bring the needs of the schools before the people. Community meetings are to be held on Friday afternoon and evening. Chambers of Commerce, Boards of Trade, Women's Clubs, Labor Unions, Rotary Clubs, Kiwanis Clubs, and other civic organizations are to devote at least one meeting to a discussion of the various needs of the schools in their respective communities and are to consider ways in which to obtain better educational conditions.

Even more significant than School Week is the effort to concentrate the influence of leaders in public life on definite educational needs and programs. This end is to be accomplished in a series of twelve regional conferences to which have been invited governors, mayors, members of Boards of Education, Chambers of Commerce, and Rotary Clubs, and other leading citizens. These conferences are to be conducted on the general plan of the National Citizens' Conference which was held in Washington last May, and which voted that the Commissioner of Education should call another similar conference this Fall for the purpose of discussing the educational situation, measures to be presented to the legislatures of the several States next year, and the means of fostering such interest among the people at large and their representatives in legislative bodies as may be necessary to obtain needed legislation. The twelve regional conferences are to take the place of the one larger conference.

PROFESSIONAL SPIRIT

THE TEACHER should show a professional spirit by his support of the current periodicals and the standard literature of his profession. I do not discuss this question from the standpoint of his own progress and his own good. This should be too apparent to need serious discussion. It is not my theme now. When I step into a lawyer's office and find shelves filled with professional books and his table laden with law reports, I cannot help having an increased respect for the lawyer. If I am admitted to my pastor's study and find a well selected and extensive library, a feeling of satisfaction comes over me in the thought that he who ministers to my spiritual wants recognizes also that I have intellectual needs, and that he has provided himself with the books with which he may prepare himself to meet those needs. So, too, the teacher who surrounds himself in his study with these necessary instruments of his professional advancement, commands respect thereby. He owes a duty to those who have made special books for teachers, and to those who publish educational journals. The better support given to these enterprises the more they give back in return. Publishing educational literature in this country is still in the pioneer stage. Better support means better books and better papers. There has been a great improvement in late years in this direction, and that is why we already have such excellent books. A proper professional spirit among teachers would call for such support of these interests as would cause a mighty advancement all along the line.—Pennsylvania School Journal, October, 1920.

TENURE INCREASES EFFICIENCY

FEAR is a low type of incentive for good work. Horace Mann says, "Fear makes a man run faster but away from rather than towards duty." Many school systems, however, continue to use this low type of incentive to get good work out of their teachers. These schools have not yet observed that uncertainty of tenure for teachers decreases the efficiency of the school whereas certainty of tenure for teachers increases the efficiency of the school.

THE BOYS AND GIRLS of the rural school districts in many parts of the United States are not receiving a square deal. They have short terms of school, and they are taught by teachers who are below standard in age, scholarship, and professional training.

RESOLVED, that this association affiliate with the National Education Association and that we as an association heartily endorse and support the Smith-Towner bill now before Congress.—Adopted by the Mount Vernon (N. Y.) Teachers' Association.

SCHOOL BOARDS can aid in increasing the enrolment of students at teacher training institutions by attaching salary importance to professional training.

IF THE AMERICA of the next generation is to be a free and powerful America, thrift must become a habit of American life, a habit formed in youth.

PROPOSED DEPARTMENT OF PUBLIC WELFARE

IT IS ANNOUNCED that a bill will be introduced into Congress very soon changing the Department of the Interior to a Department of Public Works, creating a new Department of Public Welfare, and transferring and rearranging a number of the existing bureaus in the several Departments. The bill would place in the proposed new Department of Public Welfare the Bureau of Education, the Office of Indian Affairs, the Federal Board for Vocational Education, the Public Health Service, the Children's Bureau, the Bureau of Pensions, War Risk Insurance, the United States Soldiers' Home, and several other bureaus or divisions.

The National Education Association, and, in so far as we know, the many other national organizations supporting the Smith-Towner bill, will approve of such a movement in so far as it deals with a re-grouping of the activities of the government in the interest of more efficient administration, but it must be kept clearly in mind that our Association and the great organizations allied with us in support of the Smith-Towner bill are definitely committed to a Department of Education with a Secretary in the President's Cabinet. We hold that education is of **primary** importance in the affairs of the Nation, and that it should receive such recognition as will give it equal rank with agriculture, commerce and labor. To transfer education from a bureau in the Department of the Interior to a bureau in the proposed Department of Public Welfare will keep education in a subordinate position and will certainly not satisfy the friends of public education throughout the country.

Whatever changes may be made in existing departments, and whatever other new departments may be created, so important is education to the life and prosperity of our country that the highest considerations of national welfare require the creation of a Department of Education.

HISTORIC BASIS OF SMITH-TOWNER BILL

A VOLUME entitled, "The Nation and The Schools," by John A. H. Keith, President, State Normal School, Indiana, Pa., and William C. Bagley, Professor of Education, Teachers College, Columbia University, has recently been published by the Macmillan Company. It is a study in the application of the principle of Federal aid to education in the United States, and gives a complete history of this movement from the founding of our government down to the present year. The attitude of the National Education Association on the principle of Federal aid to education for the past fifty years is shown, and the concluding chapters deal with the principles embodied in the Smith-Towner bill. The wealth of reliable information which the book contains, including statistics on Federal grants, will be welcomed by the friends of public education, and particularly by the supporters of the Smith-Towner bill.

A REVIEW of recent developments in educational journalism is to constitute one of the chapters in the 1920 Biennial Survey of the U. S. Bureau of Education. A special section of the study will deal with the agricultural press and its work for rural education. W. Carson Ryan, Jr., educational editor of the New York Evening Post, is directing the survey for the Bureau.

SELECT LIST OF BOOKS ON SCHOOL ARCHITECTURE

Willis H. Kerr, Librarian, Kansas State Normal School
Emporia, Kansas

THE MECHANICAL EQUIPMENT OF SCHOOL BUILDINGS. Harold L. Alt. Bruce Pub. Co. Milwaukee, 1916. \$2.50.

A practical discussion of heating and ventilating, sanitation, fire protection, water supply, power plants, lighting and cleaning, and of types of mechanical equipment. Diagrams and pictures.

HEALTHFUL SCHOOLS, HOW TO BUILD, EQUIP AND MAINTAIN THEM. May Ayres and others. Houghton, Mifflin Co., Boston, 1918. \$2.10.

A readable discussion of general problems of school building and hygiene, including medical inspection, physical training and recreation, open-air and fresh-air schools, school lunches, etc. List of references at close of each chapter.

SCHOOL BUILDINGS AND EQUIPMENT Leonard P. Ayres and May Ayres. (Cleveland educational survey). Survey Committee of the Cleveland Foundation, Cleveland, Ohio, 1916. 25c.

An interesting little book showing the development of school building in Cleveland from 1850 to 1916.

GRADE SCHOOL BUILDINGS. William Conrad Bruce. Bruce Pub. Co., Milwaukee, 1914. \$3.50.

Pictures and plans of buildings in all parts of the United States. No discussion of the principles of building or of individual plans.

AMERICAN SCHOOLHOUSES. Fletcher B. Dresslar. (U. S. Bureau of Education, Bulletin, 1910, No. 5). Order from Supt. of Documents, Gov't. Printing Office, Washington, D. C. 75c.

A good discussion of ground, air, and water, and of plans and their relative advantages. Many pictures and plans, including medium sized as well as large buildings.

PUBLIC SCHOOLS. G. L. Lockhart. Kingston Co., St. Paul, Minn., 1918. \$7.50.

Written by an experienced architect, book brings together much valuable information. Essentials of school architecture are stated concisely. Discussion includes the remodeling of old buildings, fireproof construction, problems of special types of buildings, plans for special departments (except library), school grounds, and the selection of the architect with a typical form of agreement between the architect and owner. The code of practice and canons of professional ethics of the American Institute of Architects and the Illinois Society of Architects are included with a discussion of competitions, management of building contracts and bond issues. Many pictures and plans of buildings of all types. No index.

AMERICAN SCHOOL BUILDING STANDARDS. Wilbur T. Mills. Franklin Educational Pub. Co., Columbus, Ohio, 1915. \$3.

A very practical book by an experienced architect, a member of the American

Institute of Architects. Discusses all essential problems of school architecture and recognizes the new problems caused by vocational and industrial education, the use of school buildings as community centers, the need for specialized rooms, etc. Does not treat the library adequately. Includes school codes of the various states and of Boston, a list of architects with their addresses, and a sensible discussion of the selection of an architect and his relation to his employers. Many illustrations and plans, chiefly of large structures, with an index of the buildings pictured.

THREE KINDS OF TEACHERS

THE TEACHING FRATERNITY has three kinds of teachers. They can be seen almost anywhere. The first kind is composed of those who are teaching "for revenue only." They look upon the school room as a place for winning sufficient money to start them in some other line of business, which they expect to make their life work. They may be graduates fresh from school, who have the law, medicine, the ministry or some similar occupation in view, but are in need of some ready cash for prosecuting it. So they get a certificate and some rural school, which is apt to feel proud to get such teachers. But they stay only long enough to accomplish their end, and then bid good-bye to the school room. Now, it is not at all likely that such teachers can do much good to any one but themselves. Their object is not the good of the school, nor to honor the profession, but only to compass their own personal selfish ends. They are too much like hirelings, and are almost certain to subordinate what should be supreme to their own personal purposes. It is needless to say that the less of such teachers the better.

The second kind has a higher motive. They love the work, and put energy and enthusiasm into it. They follow it because it is in line with their own inclinations and tastes. Such a condition is favorable for the school. As every one does better when doing what suits his tastes than when otherwise, it follows that the school will fare well when taught by one who loves his work. But even such a commendable state of affairs may fall short of the best, if there is no other motive than love for the work. That does not go far enough. Such a teacher may please his patrons and his scholars may make commendable progress in their studies, while failing in the true purpose of an education—the full development of individual character.

The third kind of teacher is he who, while having a genuine love for his work, recognizes his position as an opportunity to serve the coming generations. He has as his work something more than imparting instruction and pleasing his patrons. He touches his pupils morally as well as intellectually. He has many opportunities for making impressions that will go far in fashioning the future of those whom he instructs. His own life becomes some part of theirs. By setting before his pupils high ideals of character, by pointing them ever upward, by making them to feel the dignity and grandeur of life, whose largest achievement is not in accumulation but in service, he does his truest work as an instructor. The reward of such teachers is not to be measured by the size of their salaries nor by their popularity in a community. It comes only in the successful issue in the lives of those thus influenst and, best of all, in the sweet consciousness of a well-filled life.—American Journal of Education.

EDUCATION THE DEFENSE OF THE AMERICAN HOME*

By Sarah Louise Arnold, Dean of Simmons College, Boston, Massachusetts

ONE LESSON which became clear to us during the war was the modification of ideals which we had assumed to be permanent in the life of America. The earlier generations still cherish the belief that the children of today inherit our loved traditions; and this in spite of complete changes in environment. A study of the facts shows us that this hope has little foundation. A deserted field grows up to bushes and the hay crop vanishes. The same thing happens to our ideals and traditions. They must be watched and tended. They do not grow of themselves, nor do they maintain themselves. They are maintained by practice and not alone by precept; and they develop only in appropriate environment.

Home The Source of American Ideals

Many of the dearest traditions and ideals of America had their origin in the home. Family life develops the art of living together, and the power of working together. Sharing in common responsibilities, performing daily tasks essential to the common good, following a routine until the necessary work was accomplished in spite of weariness and the attraction of play, considering the welfare of others in the family group, sacrificing even a necessity in order that some member of the group might profit; all these came out of the family life in the separate home of our fathers. The home was likewise a workshop and the farm a constant discipline. Every member of the family learned how to do things, how to make things do, and how to do without.

Home Trains in Loyalty

Josiah Royce made plain in his *Philosophy of Loyalty* that the major loyalties are approached and made possible by the lesser loyalties. The family training in habits and ideals made ready for the town meeting with its provision for the common good. Taking care of the farm or home place paved the way for taking care of the town. The town meeting, in turn, was the unit of the democracy.

This order of development not only trains the citizen in loyalty, but it is also essential to the understanding of democracy. We fondly cherish the hope that the school can train citizens; but this cannot be done without the aid of the home. The maintenance of the American home is essential to the maintenance of the Nation. If the ideals of the home diminish or perish, the Nation weakens and decays.

How are we defending the homes of America? How must they be defended? The thoughtful observer sees cause for anxiety in three conditions which are apparent today; the abandonment of the separate home in both city and country; the acceptance of the apartment as a substitute for the separate home, a condition which attends the inrush of population to the cities; and the tide of immigration which fills our cities and manufacturing towns with groups residing in

* Address before the general session of the National Education Association, Salt Lake City, Utah, July 8, 1920.

close communities, speaking an alien tongue, crowded in tenements, and isolated to a marked degree from the traditions of the community and all problems of community administration.

To discern the changes which result from these conditions, we must visit the homes. Here we find space at a premium, houses built stories high, the garret and cellar abandoned and storage practically out of the question; neighbors so close that family affairs are no longer private; the landlord alone responsible for yard and pavement; while taxes, improvements and such matters are tucked in with the monthly payment of rent and are no longer apparent as community responsibilities. The dwindling family, the frank barring of children, the banishing of the chores with their discipline, the dependence upon the corner store and the ready-made counter, the lure of the movies and other "shows"—all these naturally follow in varying degrees the substitution of the apartment or tenement for the home of earlier times. When we add to these all of the disabilities which come from alien tongue and the traditions which naturally cling to the isolated groups of newcomers, we find in America, particularly in our cities and manufacturing towns, a marked decadence of the ideals which had their origin in the earlier homes of America.

No thoughtful mind can measure the present situation without grave anxiety. The teachers of America should give it their most earnest consideration. They should not rest until a remedy has been discovered and applied.

Education Must Continue Thru Life

In applying it, however, let us not rest in the hope that the challenge of the present day can be met by a change in the schools alone. A democracy, in order to survive, must be supported by constant education. The citizen unit must be always and forever at school. He grows in understanding of the rights, privileges and powers of the people as in the course of his evolution he participates in the care of his community and maintains, with a full sense of responsibility, the family dependent upon him. That he should grow in understanding and power as the years go on is not only good for him, but it is essential to the good of the community, and that greater community the Nation. The school, therefore, does not provide even the end of **schooling**, not to say education. The responsibility must be maintained by the community. Opportunities for adults to gain instruction at that marvelously critical period when they "want to know," must be provided by the community, for the good of the whole; for education of the one profits us all. We learn in order that we may share. Let not the school, therefore, center in itself alone either the responsibility or the cure for this entire problem. But let it squarely assume its share of fault or blame and correct its error by concerted movement in the right direction.

We have on some of our school programs a more or less mysterious subject of study, entitled home economics. It appeared there because the people of America believed it necessary to reinforce the American home in order to maintain in American citizenship the ideals of the American home. The Federal Government has expressed this faith by establishing departments of home economics in the colleges of agriculture, and by giving Federal aid to this work. The Department of Labor, in the interests of children, has established the Children's Bureau looking to child welfare. Boards of health are beginning to look after the sanitation of the tenement; not only the municipal government but the Federal Government as well begins to stir about matters of housing; the Food Administration, during the war, appealed to the mothers everywhere to administer the

great food problem on whose solution the nations depended. And the public school does what? It has permitted in some schools, but not all, the teaching of sewing and cooking to certain classes of girls. The problem of feeding the human animal, stoking the human machine, is not supposed to be a matter of concern to boys and men, even if, detached, they float about in cities, sleeping in hall bedrooms and grabbing from lunch counters, with mother and home far away. Such girls as may "elect" are permitted to take a bit of home economics in our high schools, but rarely without discredit in the shape of classification and against the advice of teachers looking toward the college course. In many colleges the subject is frankly discredited, the subject which challenges the attention of the Federal Government not being considered of college grade. If we count honestly, how many girls in America are taking such courses in our public schools and in our colleges as will enable them squarely to maintain a family with a clear perception of the essential needs and ability to meet these needs? Yet, this knowledge belongs, or should belong, to all the daughters of all the people. And, to go farther, everything which concerns family responsibilities, sanitation in home and community, the great problem of food and its uses, the interests of child life, the adjustment of income to family necessities, belongs to men and women alike. More and more the separate individual is needing this knowledge, not having access at all times to the family store of understanding.

Instruction in Home Building Essential

Is it not time, then, for us to require, rather than merely to allow, adequate instruction in such matters in our system of education? Let the school do what it can to the children passing thru, but let us not ignore those who are beyond our present school age but are, nevertheless, totally ignorant. The young girl about to be married; the young mother, ignorant of what is required in feeding her children; the young husband and father trying to cover the family expenses without a budget, yet with the dim hope of eventually sending a boy to college; the intelligent mothers of the community whose knowledge has come from inheritance alone and from the haphazard suggestions of neighbors; all these are to be taught. Is it not possible to frame a suitable consideration of these essential subjects for both school and college, with proper adjustment to popular instruction in community centers as well? Can we not frankly make the maintenance of the homes of America, not only a subject worthy of discussion, but one which we love to discuss? And while we are teaching immigrants how they may adjust themselves to the traditions of America, shall we not make ourselves sure that these traditions are being maintained in the lives of our own flesh and blood?

This matter calls for a careful analysis of the work now being done in schools. It challenges the attention of colleges. Does the present provision of instruction sufficiently reach the urban groups, or is it given chiefly to the farmer's wife and to the woman in industry? Are the high-priced apartments ministering to the ideals of America to a greater degree than the tenements? Has the maintenance of the separate home any relation to the development of American citizenship? Does the subject called home economics belong outside the pale? Should it be rechristened, and admitted to civics, to philosophy, to the ethics of daily living, to economics, to the science of government? Can a name be devised which will make plain that the interests now gathered under this name are vital to all the citizens of America? If this can be done we may in the end secure a type of education which will be adequate for the defense of the American home.

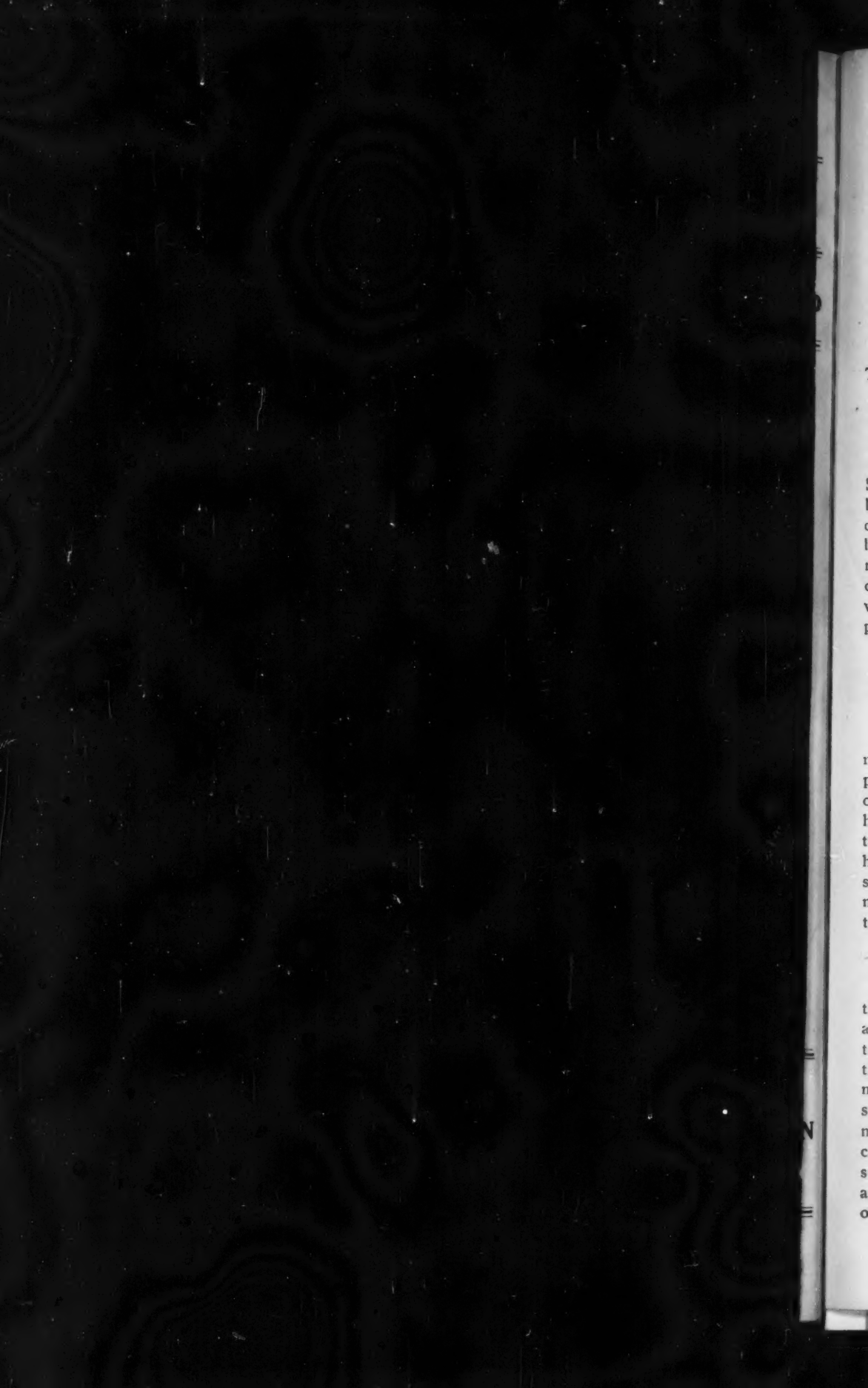
Education For Citizenship

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 the 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.

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

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Supplement

January N. E. A. Bulletin, 1920

National Education Association

Washington, D. C.

TEACHERS SALARIES AND SALARY SCHEDULES

The Report of the N. E. A. Commission on Teachers Salaries and Salary Schedules and Important Items Contained in the Report

A Practical and Scholarly Report

The report of the N. E. A. Commission on Teachers Salaries and Salary Schedules contains charts, tables and facts which can be used to advantage in local salary campaigns. It gives up-to-date authentic information. It reaches conclusions which appeal to the teacher and college professor alike as being absolutely sound. It is practical and scholarly. Dr. E. S. Evenden, who spent eight months in studying and organizing the material for this report and in writing the conclusions which give point and purpose to its contents, has rendered a most valuable service to education at a critical time. This supplement presents a few points taken from the complete report.

TEACHERS SALARIES AND PUBLIC INTEREST

(Taken from Pages 152 and 153)

Demand Increase Salary on Its Merits

Teachers must insist upon adequate pay in order that the work of education may meet its present-day obligations, but it is no longer necessary to wage campaigns for increase salaries solely upon the basis of sentiment or justice to an oppressed class. The case can be presented on its merits, and where campaigns have been vigorously made on the principle of educating the community on matters concerning the school to the point that they are able to recognize needs, they have almost always been successful. In such campaigns it is intended that this study of salaries and salary schedules not only will be suggestive of the kind of material to secure but will contain many facts and tables which will furnish material for comparisons with local conditions.

Use of Report in Local Salary Campaigns

The need for higher salaries has been proved from so many different angles that there are facts available for arguments in practically every situation. In any city waging an educative campaign for higher salaries it is possible for those in charge of the publicity to compare the salaries paid in that city with the median salaries paid in other cities of the same size. Comparisons can be made with the wages paid in other occupations. The expenses may be easily shown to demand all or nearly all of the salaries. The amount of preparation demanded may be compared with the preparation in other positions in the same community paying as much or more salary. The inability of teachers to attend summer schools and other forms of professional advancement, to say nothing of any margin for saving, can be convincingly shown by a typical teacher's budget on the basis of twelve months.

When facts like these are clearly shown and given the necessary amount of "local color" to attract attention and appeal to "local pride," there is little doubt but that the public will see the situation in its true light and demand an adjustment which is not only just but which will insure the best possible training for all children.

The Emergency and Its Solution

Today we face an emergency—educational and social—which is not only going to put the democracy we fought to win, save, and perpetuate, on trial, but which in many ways is going to test the power to endure of even civilization itself. It will not be solved by statesmen, politicians, financiers, labor leaders, nor agitators. It will not be solved by the present generation of citizens, who will be able only to make temporary settlements which will serve as experiments. The real solution will not, and can not, come until some of these experiments are made and evaluated by a people trained to think in the light of new ideals of service and social values.

A United Teaching Profession and a Living and Saving Wage

The responsibility, then, for the solution of the many problems of reconstruction rests with the teachers of the next decade. Never was such a responsibility placed upon any class in any society, and how unprepared they are to undertake it has been repeatedly shown during the last four years. If this emergency is to be met and civilization enabled not only to endure but to progress, it can not be done by immature, unprepared and underpaid teachers. These conditions will be removed when a united teaching profession can bring an interested informed public to demand the highest degree of educational efficiency, and as the essential to that efficiency, to provide for every teacher a living and a saving wage.

ECONOMIC ASPECTS OF THE EDUCATIONAL EMERGENCY

1. The present educational emergency is traceable in practically all of its aspects to the insufficient salaries paid to teachers thruout the country.
2. The cost of living has more than doubled in the last three years, while the increases in teachers' salaries for the United States in the same time has been about 12 per cent. As a consequence, nearly half the teachers of the country are compelled to spend more than their salaries.
3. Teachers, as well as other salaried workers, have not had their salaries increast in anything like the same degree that other workers have. Consequently, teachers are constantly being forced to a lower standard of living and a resulting lower standard of efficiency, because they can not meet the higher demands for rent, food, clothing, books, etc.

A Minimum Salary

4. From various studies of budgets for many occupations in relation to the cost of living, it is estimated that a minimal salary of \$1,200 should be establisht for the entire country, and paid on the basis of twelve months. Too many teachers are living below the margin of efficiency. Hundreds of them returned their questionnaires annotated with remarks such as: "I work in a drug store during summer," "I do house work for my room and board," "I take in sewing to meet expenses," "My summer expenses are paid by my family," "I can't save enough money to go to summer school."

Pay Less Than in Other Professions

5. Teachers are paid much less than the members of other professions—ministry, law, medicine, engineering, etc. The median salaries are not only larger, but the range of salaries is very much greater, thus offering more promise to the capable, the hard-working and the ambitious individual in the professions. This is lacking in teaching.

Pay Less Than That of Unskilled Laborers

6. Teachers are paid much less than a great many of the unskilled laborers whose preparation is very much shorter, and whose expenses for "professional upkeep" are very much less. Existing salaries paid to teachers can be said to almost place a penalty upon adequate preparation, since there is no opportunity for an adequate return upon the investment of time and money necessary to the securing of that preparation.

7. A teacher's work is most effectively done when she is in good health, free from worry, able to participate in the community activities, and when she has the social respect of the community. These things make her a leader, a moulder of citizens, a creator of ideals, and yet practically all these elements of success are denied a majority of teachers by the insufficient salaries paid.

8. New York City, which pays relatively high salaries when compared with other cities, in reality pays its teachers no better than the workers in many of the unskilled occupations.

9. The study of the salaries of the 2,015 draft registrants shows that there is in other lines of work an increase in salary in direct relation to an increase in age, and also in relation to the increase in the amount of schooling received.

10. The additional salary received per year of increase in age is much less than the additional salary received per added year of schooling.

11. Occupations which demand additional preparation, with the exception of teaching, received higher median salaries than those where education beyond the elementary schools is not essential.

STANDARDS UNSATISFACTORY

Taken From Commission Series No. 3 and Other Sources

Of the 600,000 public school teachers in the United States it has been estimated by competent authorities that:

200,000 have had less than four years' training beyond the eighth grade;

300,000 have had no special professional preparation for the work of teaching;

150,000 are not beyond 21 years old;

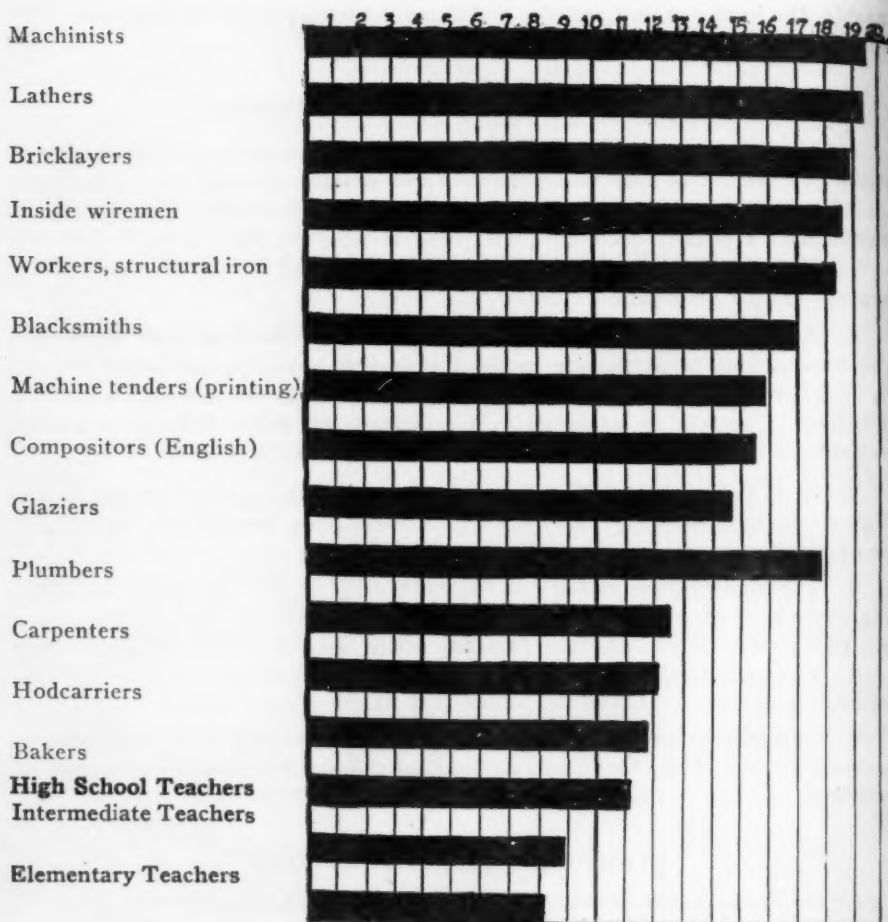
65,000 are teaching on permits, not being able to meet the minimum requirements of county superintendents;

143,000 dropt out of the profession in 1919.

Of the 20,000,000 children of the United States 10,000,000 are being taught by teachers who have had no special preparation for their work and whose general education is clearly inadequate.

As a necessary requisite for improving standards, teachers' salaries must be increased and placed on a living and saving basis.

CHART SHOWING COMPARISON OF TEACHERS' SALARIES IN FIVE MIDDLE WESTERN STATES WITH THE UNION SCALE OF WAGES FOR CERTAIN OCCUPATIONS IN THE SAME SECTION AS INDICATED BY THE AVERAGE OF THE WAGES PAID IN CHICAGO AND CLEVELAND TAKEN FROM COMMISSION SERIES NO. 6 PAGE 110
SALARY IN HUNDREDS OF DOLLARS



The following leaflets and reports for use in salary campaigns may be secured from the National Education Association:

The Teacher Problem, a leaflet.....free
 Higher Salaries for Teachers, a leaflet.....free
 This four-page Supplement January N. E. A. Bulletin.....free
 Report on Teachers' Salaries 1918.....50 cents a copy
 Report on Teachers Salaries and Salary Schedules,
 165 pages for use in salary campaigns.....\$1 a copy

Teachers' associations and Parent-Teacher organizations can use to advantage in salary campaigns a number of the complete reports on Teachers Salaries and Salary Schedules. Send orders to J. W. Crabtree, Secretary National Education Association, Washington, D. C.

