

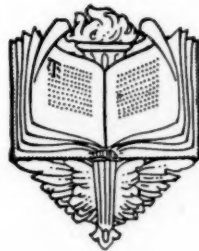
The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION

VOLUME X

JANUARY-DECEMBER, 1921

(For explanation of volume numbering see page 15)

(For index see page 207)



THE NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET NORTHWEST

WASHINGTON, D. C.

1921

Direct
6-14-1923

A Petition for a Department of Education

To the President of the United States:

On behalf of our respective organizations we earnestly pray that in the reorganization of the Executive Departments of the Government, education be given recognition commensurate with its supreme importance to the Nation. The purpose of public education is to develop good citizens. Since the citizenship of our Nation is but the aggregate citizenship of the States, the Nation is and always must be vitally interested in education.

If the Federal Government is to perform its proper function in the promotion of education, the department at Washington must be given such dignity and prominence as will command the respect of the public and merit the confidence of the educational forces of the country. The educational leader of the Nation should hold an outstanding position, with powers and responsibilities clearly defined, subordinate to no one except the President.

In view of the reorganization now pending, the present is a most opportune time for giving education its proper place in the Administrative Branch of the Government. On behalf of the National organizations which we represent, each of which has officially taken action in accordance with the prayer of this petition, we respectfully urge that the President of the United States use his great influence to bring about the creation of a Department of Education with a Secretary in the Cabinet.

Respectfully submitted,

Charles Amasa Williams
President of the National Education Association

Alma Allen Miller (Mrs Thomas G.)
President of the General Federation of Women's Clubs

Elizabeth Greene
President of the National Committee for a Department of Education

Anna Rogers Miller (Mrs Roger Maynard)
President of the National Society of the Daughters of the American Revolution

John W. W. W. W.
President of the American Federation of Labor

Mrs Katharine Chapin Higgins
President of the National Congress of Mothers and Parent-Teacher Associations

S. V. Cape
Director of the American Council on Education

Miss Rose Brewer
President of the National Council of Jewish Women

Beriah Smith Root
President of the American Library Association

Agnes H. Parker
President of the Woman's Relief Corps

Lucile M. Lyons
President of the National Federation of Musical Clubs

Anna B. B. B.
President of the Woman's Christian Temperance Union

Lyest Moore
Sovereign Grand Commander of the Supreme Council, Scottish Rite of Freemasonry, Southern Jurisdiction of the United States

Walter S. Athearn
Chairman of the Committee on Education of the Sunday School Council of Evangelical Denominations and the International Sunday School Association

OCTOBER, 1921

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The JOURNAL *of the* NATIONAL EDUCATION ASSOCIATION



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THE NATIONAL SOCIETY FOR VOCATIONAL EDUCATION
AND ALLIED AND AFFILIATED ORGANIZATIONS

FEBRUARY 27 to MARCH 4, 1921

ATLANTIC CITY, NEW JERSEY

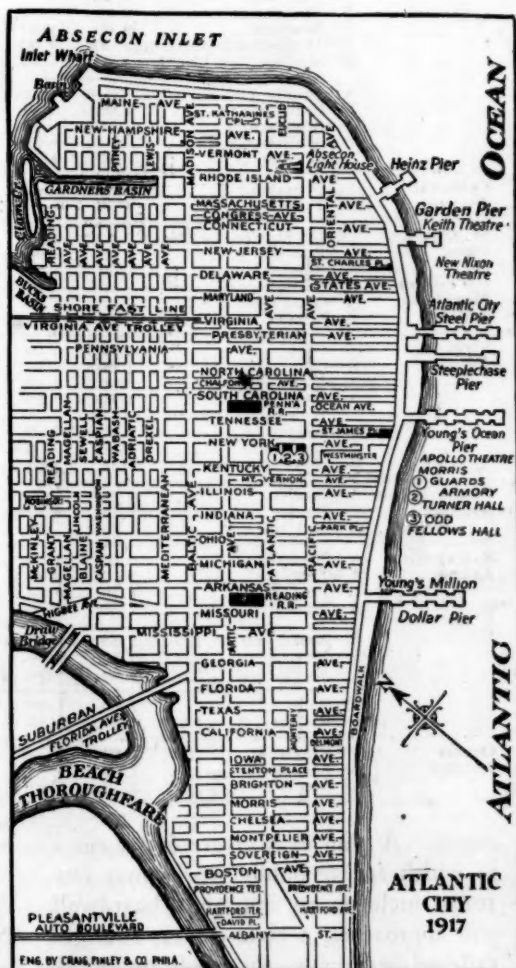
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Each member will secure on registering at the hotel a Hotel Certificate, which is to be presented with the N. E. A. Membership Card, or at Registration Headquarters on the Million Dollar Pier and exchanged for the Admission Badge. Residents of Atlantic City and others not registered at hotels on this or supplementary lists pay one dollar in addition to their membership fee, the extra dollar to be used in defraying the expenses of the meeting. Atlantic City and County teachers will secure their certificates from Superintendent Boyer's office at the High School. The Admission Badge will admit to all meetings and the exhibits on the Million Dollar Pier.

The January *Journal of the National Education Association* contains the tentative program of the Department of Superintendence and other notes about the meeting. Reservations should be made at once.

Copy prepared by the
ATLANTIC CITY PUBLICITY BUREAU,
Atlantic City, N. J.



ATLANTIC CITY is the world's premier pleasure and health resort. Taken all the year round, it has no equal. Some European resorts rival it for a limited winter season, but none compares in popularity, comfort, pleasure and health-giving qualities the four seasons through. On Absecon Island, ten miles in length and less than a mile in width, extending nearly due east and west, separated from the mainland by five miles of salt bays and meadows, Atlantic City faces the south. The prevailing southwest breeze of summer comes to it cooled by the ocean, while

in winter its southern exposure and proximity to the Gulf Stream and the protection of the Jersey pine belt insure an equable climate several degrees warmer than nearby New York and Philadelphia.

Delightful Climate

A COMPARISON of average temperatures only suggests the substantial difference between the summer temperatures in Atlantic City and those of the great cities. Long periods of heat and humidity are unknown here. Water on every side makes impossible extremes common elsewhere and creates a climate largely oceanic. In each year of the last 25, the temperature reached 90 degrees on the average on 34 days in St. Louis, 25 in Cincinnati, 22 in Washington, 12 in Pittsburgh, and 15 in Philadelphia. The temperature in Atlantic City reached 90 degrees but twice during the summer months, and seldom remained at that height more than a few minutes. In winter the sweep of the Gulf Stream toward Atlantic City and the surrounding salt water keep up the temperature. The warmth and salt of the air make snowfalls light and

soon melt them. The lowest temperatures of our large cities do not occur here. In 30 of 44 years covered by the U. S. Weather Bureau there was no zero temperature in Atlantic City. In the other 14 there was but one day in each in which the temperature was zero or below. In the same 14 years there were 102 such days in Chicago, 26 in St. Louis, 24 in Pittsburgh, 23 in Cincinnati and 21 in Boston. The average number of days in each year in which the maximum temperature has been 32 degrees or lower in Atlantic City is only 16. Sunshine over the

United States averages 50 per cent; in Atlantic City, 61 per cent. There are no fresh water rivers near Atlantic City, and consequently its climate is dry and well nigh free from fog. The sun's rays shine through an atmosphere unpolluted by fog or smoke or dust which absorb the germ-killing violet and ultra-violet rays. Because of this the skin tans more quickly at Atlantic City than inland. These remarkable climatic conditions bring an all-year-round patronage which has developed the largest and most interesting city in the world exclusively devoted to the entertainment of the public.

Hotels and Cottages

ATLANTIC CITY is a city of hotels, cottages and shops. Its sole business is to give rest, health and pleasure to all the world. Every day guests are provided with the comfort and elegance of the best metropolitan hotels which possess every modern convenience and luxury. They are handsome structures, built for all-year service. Some cost several million dollars and are of fire-proof construction, have their own water from artesian wells 840 feet deep, and complete electric and refrigerating plants. The public and private bathrooms are generally supplied with hot and cold sea water, and heated sun-parlors are a feature of almost every hotel. The moderate-priced houses supply accommodations of superior excellence and conveniences for the price. Many are always open.

The cottages are adapted to every purse, and many are built for winter use. The more modest rent at a few hundred dollars a season; some parallel the hotels in comfort and luxury. They may be rented fully furnished. Prominent people from New York, Philadelphia, Baltimore, Washington, Pittsburgh and elsewhere enjoy the cottage life all or part of the year.

The City Beautiful

ATLANTIC CITY is governed by five commissioners. Its public buildings are handsome; its mercantile interests are numerous. Its churches, Y. M. C. A., and other institutions are large, modern and well-managed. Its public schools are among the best in the State. There are excellent private schools. The fire department of 174 men is most efficient. A high pressure service protects the hotel zone. The police are capable and courteous. The asphalt, bitulithic, brick and wooden block streets are kept clean and in good

A—American Plan E—European Plan

		RATES BY THE DAY							
		Rooms without Private Bath				Rooms with Private Bath			
		For 1 Person		For 2 Persons		For 1 Person		For 2 Persons	
		Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Boardwalk	A—Royal Palace.....	8.00	10.00	13.00	18.00	10.00	16.00	20.00	28.00
	A—Breakers.....	8.00	9.00	15.00	18.00	9.00	14.00	17.00	26.00
	E—Breakers.....	4.00	5.00	7.00	10.00	5.00	10.00	9.00	16.00
	A—St. Charles.....	8.00	9.00	14.00	15.00	12.00	18.00	16.00	24.00
	A—Blackstone.....	6.00	—	12.00	—	8.00	—	16.00	—
	E—Blackstone.....	2.50	—	5.00	—	4.00	—	7.00	8.00
	A—Seaside.....	8.00	—	15.00	16.00	—	—	18.00	—
	A—Strand.....	—	—	—	—	9.00	12.00	18.00	24.00
	A—Haddon Hall.....	7.00	9.00	13.00	16.00	9.00	11.00	14.00	20.00
	A—Chalfonte.....	7.00	9.00	13.00	14.00	9.00	11.00	14.00	20.00
	A—Alamac.....	7.00	9.00	14.00	16.00	10.00	16.00	16.00	24.00
	E—Alamac.....	3.00	5.00	6.00	8.00	6.00	10.00	8.00	16.00
	E—Apollo.....	2.00	3.00	3.00	4.00	3.00	4.00	5.00	—
	A—Traymore.....	9.00	—	14.00	—	10.00	20.00	16.00	26.00
	E—Traymore.....	5.00	—	6.00	—	6.00	16.00	8.00	18.00
	A—Brighton.....	8.00	11.00	14.00	16.00	10.00	12.00	16.00	24.00
	A—Marlborough-Blenheim	8.00	9.00	14.00	15.00	11.00	14.00	16.00	25.00
	E—Marlborough-Blenheim	5.00	6.00	7.00	8.00	8.00	9.00	9.00	18.00
	A—Dennis.....	Rates on Application							
	E—Shelburne.....	4.00	5.00	7.00	8.00	6.00	10.00	10.00	15.00
Oriental Avenue	A—Touraine.....	4.50	—	8.00	—	6.00	—	10.00	—
	E—Touraine.....	2.50	—	3.00	—	4.00	—	5.00	—
St. Charles Place	E—101 St. Charles Place	3.50	—	5.00	6.00	4.00	—	5.00	—
	A—Raleigh.....	4.00	5.00	8.00	9.00	6.00	—	10.00	12.00
Maryland Avenue	E—Raleigh.....	1.50	—	3.00	—	2.50	—	4.00	—
	A—Goodfellow.....	—	5.00	—	10.00	—	—	—	10.00
Virginia Avenue	E—Schafer Villa.....	3.00	—	5.00	6.00	—	—	—	—
	A—Cliff.....	5.00	6.00	10.00	12.00	7.00	8.00	12.00	13.00
Pennsylvania Avenue	E—Cliff.....	2.00	—	4.00	—	4.00	—	6.00	—
	A—Bothwell.....	5.00	6.00	10.00	12.00	8.00	9.00	14.00	16.00
S. Carolina Avenue	A—Wiltshire.....	4.00	5.00	8.00	10.00	6.00	7.00	12.00	14.00
	A—Morton.....	5.00	6.00	9.00	10.00	8.00	—	12.00	14.00
Ocean Avenue	A—Shoreham.....	4.00	5.00	8.00	9.00	6.00	8.00	10.00	12.00
	E—Shoreham.....	2.50	3.50	4.00	5.00	3.00	5.00	5.00	6.00
S. Carolina Avenue	A—Dudley.....	4.50	5.00	—	—	—	—	—	—
	E—Dudley.....	1.50	2.50	—	—	—	—	—	—
S. Carolina Avenue	A—St. Clare.....	4.00	5.00	8.00	10.00	—	—	10.00	12.00
	A—Silverside.....	6.00	7.00	10.00	14.00	—	—	—	—
S. Carolina Avenue	A—Trexler.....	3.00	4.00	5.00	6.00	5.00	6.00	8.00	9.00
	E—Trexler.....	1.50	2.00	2.00	3.00	3.50	4.50	5.50	6.50
S. Carolina Avenue	A—Watkins.....	2.50	5.00	4.00	8.00	5.00	6.00	8.00	10.00
	E—Rose-Lynn.....	1.50	2.00	3.00	4.00	—	—	—	—
S. Carolina Avenue	A—Mullica.....	3.50	—	7.00	—	—	—	—	—
	E—Mullica.....	2.00	—	4.00	—	—	—	—	—
S. Carolina Avenue	A—Radnor.....	2.00	2.50	4.00	5.00	—	—	—	—
	E—Radnor.....	1.00	1.50	2.00	3.00	—	—	—	—
Ocean Avenue	A—Kingston.....	4.00	—	8.00	—	5.00	—	10.00	—
	E—Kingston.....	2.00	—	4.00	—	3.50	—	7.00	—
Ocean Avenue	A—Bon Air.....	2.50	3.00	5.00	5.50	—	—	—	—

repair. A plan by Carrere & Hastings, to which future public works may conform, includes an improved boardwalk and approaches, a civic center, enlarged railroad terminals, the abolition of all grade crossings, more boulevards and parks, and other important improvements. An automobile entrance in accordance with these plans has been made through the new park at Albany Avenue. The Inlet Park is used for public playgrounds by school children. Withal, Atlantic City is a good place to live.

Train and Trolley Service

THE train service contributes to the comfort, pleasure and safety of the visitor. Through trains run from Philadelphia, New York, Baltimore and Washington. The rolling stock is the

best. The fastest train and the fastest nine trains in the world run to and from Atlantic City. Sleeping cars leave for New York on Sunday nights during several months. The double-tracks of the Pennsylvania and Reading systems are level, stone-ballasted and protected by automatic block signals. The Pennsylvania tunnels under the Hudson connect Broadway with the Boardwalk. The Central Railroad of New Jersey runs through trains from New York over an interesting route. There is high-speed third-rail service from Market Street Wharf, Philadelphia. Trolleys afford interesting excursions to Ventnor, Margate, Longport, Absecon, Pleasantville and Somers Point. The ride across the long trestle to Ocean City is unique.

A—American Plan E—European Plan		RATES BY THE DAY							
		Rooms without Private Bath				Rooms with Private Bath			
		For 1 Person		For 2 Persons		For 1 Person		For 2 Persons	
		Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
Tennessee Avenue	E—Elberon	1.50	2.50	3.00	5.00	3.00	4.00	5.00	8.00
	A—Continental	4.00	6.00	8.00	10.00	6.00	8.00	12.00	16.00
	E—Continental	1.50	3.00	3.00	6.00	4.00	6.00	8.00	12.00
	E—Fredonia	2.00	3.00	3.00	5.00	3.00	4.00	4.00	7.00
St. James Place	A—Flanders	4.00	4.50	8.00	9.00	—	—	—	—
	A—Elwood	5.00	—	9.00	—	7.00	—	12.00	—
	E—Elwood	3.00	—	4.00	—	4.00	—	5.00	—
Kentucky Avenue	A—New Clarion	5.00	6.00	8.00	10.00	7.00	9.00	12.00	16.00
	E—New Clarion	2.50	3.50	3.00	4.00	3.50	4.50	5.00	7.00
	A—De Ville	4.00	5.00	8.00	10.00	7.00	8.00	12.00	14.00
	E—De Ville	2.00	2.50	4.00	5.00	—	—	—	—
	A—Westminster	3.50	4.50	6.00	8.00	4.50	5.00	9.00	10.00
	A—Silverton	4.00	5.00	3.50	5.00	—	—	—	—
	E—Silverton	2.00	4.00	1.50	3.00	—	—	—	—
	A—Richmond	5.00	6.00	9.00	11.00	—	—	—	—
	E—Strath Haven	2.00	3.00	3.00	4.00	3.00	4.00	5.00	6.00
	A—Craig Hall	4.00	6.00	7.00	9.00	6.00	8.00	9.50	11.00
Park Place	A—Glaslyn-Chatham	4.00	—	7.00	—	10.00	—	10.00	—
	A—Runnymede	5.00	6.00	10.00	—	—	—	12.00	14.00
	A—Cheltenham-Revere	3.50	4.00	7.00	8.00	—	7.00	9.00	10.00
Michigan Avenue	A—Penhurst	5.00	7.00	10.00	12.00	8.00	8.00	14.00	14.00
	A—Arlington	4.00	7.00	8.00	12.00	9.00	11.00	14.00	16.00
	E—Arlington	2.00	4.00	4.00	6.00	—	—	—	—
Arkansas Avenue	E—Terminal	1.50	2.00	3.00	3.50	4.00	5.00	5.00	6.00
Missouri Avenue	A—Worthington	4.00	5.00	7.00	10.00	—	—	12.00	14.00
Pacific Avenue	A—Plaza	4.00	6.00	8.00	10.00	7.00	10.00	12.00	14.00
	E—V. M. C. A.	1.25	1.75	2.00	2.00	(For members only)			
	A—Godwin	2.00	3.00	4.00	5.00	—	—	—	—
	E—Godwin	1.00	1.50	2.00	4.00	—	—	—	—
	A—Arondale	3.00	4.00	6.00	8.00	—	—	—	—
	E—Arondale	1.50	4.00	3.00	5.00	—	—	—	—
	A—Eastbourne	4.00	—	8.00	—	7.00	—	10.00	—
	A—Mt. Vernon	3.00	4.00	5.00	7.00	5.00	6.00	8.00	10.00
	E—Mt. Vernon	1.50	5.00	3.00	4.00	3.00	5.00	5.00	7.00
	E—Edgewood	1.00	1.50	2.00	3.00	—	—	—	—
Arctic Avenue	A—Ridley (colored)	4.00	5.00	8.00	—	—	—	—	—
	E—Ridley	2.00	—	4.00	—	—	—	—	—
	A—Wrights (colored)	4.00	—	8.00	10.00	—	—	—	—
	E—Wrights	1.50	—	3.00	5.00	—	—	—	—

The Famous Boardwalk

THE most distinctive feature of Atlantic City is the Boardwalk. It extends eight miles along the beach, with practically unobstructed ocean view. In its central portion it is sixty feet wide, and at no point less than twenty. It is a substantial structure, ten to fifteen feet above the strand, upon piling. It is brilliantly lighted every night in the year. Well patronized at all times, in July, August and September it is thronged. A multitude from all parts of the world finds on the Boardwalk an early spring and relief from the snow and slush of the cities. May and October grow more popular every year. The Easter Sunday parade of more than one hundred thousand people, dressed in the latest styles, is a social pageant of

surpassing interest not found in any other part of the world. Thanksgiving Day, Christmas and New Year's test the capacity of many hotels.

The shops and wheeled chairs are features of the Boardwalk. Visitors, regardless of age, health and sex, are patrons of these chairs, which are open for the bright warm days in spring and autumn, and shaded for the summer, while for convalescents they may be enclosed in glass. The invalid guest may ride from his room into the elevator and out upon the 'Walk. Tracks in the Boardwalk provide smooth riding surface.

Along the land side the shops break the occasional north wind, and are one of the 'Walk's chief charms. Armenia and Syria, China and Japan, Hawaii

and Mexico, Egypt and Turkey, India and Persia, Italy and Scandinavia, Paris and London, are each represented by shops devoted to its rarest importations. Many more display American creations. Shop windows and auction sales attract the connoisseur and entertain the stroller. Department stores and shops in the center of the city serve visitor and resident.

Extending seaward from the Boardwalk are the piers—in all the world the greatest series of piers devoted to recreation. Concerts, theatres, dancing, net hauls and other amusements have added zest over the ocean. Along the Boardwalk are playhouses and much entertainment. Atlantic City enjoys many premiers because of its cosmopolitan audiences. Anyone can find endless diversion in Atlantic City. The saunterer is led on by the bracing air and the resiliency of the Boardwalk, the lure of the ocean, the shops, the amusements and the joy of mingling with the pleasure-seekers until he returns with keen appetite and mind refreshed. The Boardwalk is the promenade of the world.

Bathing, Yachting and Fishing

THE beach is the most perfect on the Coast. It is far enough south to have most desirable temperatures for bathing. Fifty thousand bathers are often seen in the surf at one time. For their protection, a beach patrol of 100 trained men is equipped with boats and other apparatus, and directed by an experienced surgeon. Their assistance is little needed for the beach shelves off gradually without dangerous holes or cross currents. Life lines are unnecessary.

The smooth bays and thoroughfares between Absecon Island and the mainland are ideal for small sail and power boats, and for crabbing and fishing, while larger yachts quickly find unlimited opportunity on the ocean. A fishing bank seven miles out affords deep-sea fishing. The yacht clubs are headquarters for visiting and local craft. The Inlet yachting fleet, staunchly built and ably manned, at all seasons accommodates the public individually or in parties at moderate rates. The Absecon Lighthouse, the life-saving drills by the United States Coast Guards, and the fishing and oyster fleets are interesting marine features. The clubhouses of the Atlantic City, Chelsea and Ventnor yacht clubs are the scenes of many yachting and social events.

Golfing

THE spring and autumn tournaments at the Country Club bring together the best players from the Middle Atlantic States. The Amateur Championship and the Annual Championship of the Woman's Eastern Golf Association have been played on this course. The eighteen holes have a playing length of 6,016 yards. The Sea View Golf Club links and clubhouse cost nearly half a million dollars. Its eighteen holes have been approved by many leading golfers. Golf is played all the year.

Aviation

AVIATION Week, 1910, set standards in the air. Brookins made a world's altitude record. The same year, Wellman and Verman left Atlantic City in the airship *America* for their memorable and record-breaking voyage of 1,008 miles over the ocean. This was the first serious attempt to cross the Atlantic in the air.

The Atlantic City Air Port—the first in the world—was dedicated May, 1919. It supplies a splendid flying field for the Aero Club of America, the Aerial League of America and the Atlantic City Aero Club. It also provides an aerial mail station, an air port for trans-Atlantic liners, either seaplane, land plane or balloon type, and a good landing field for all aircraft. At the Second Pan-American Aeronautic Convention, many interesting demonstrations were made. In the future the popular route to the Playground of the World will be through the air.

Pure Water Supply

THE water for the city comes from twenty-one artesian wells and a lake in an inland sandy forest. The waters are of unusual purity, very soft and with no indication of pollution. The total dissolved solids are less than two grains per gallon in the pool waters, and less than three grains per gallon for the artesian water, figures lower than some bottled waters. Through a complete system, sewage is pumped several miles out on the meadows, where disposal takes place.

Convalescents and Children

FOR convalescents, Atlantic City has no equal. The salt air, miles of boardwalk, wheeled chairs and excellent hotels, many with diet-kitchens where tempting dishes are prepared especially for individual needs, make re-

covery rapid and pleasant. Doctors of all schools, many of them specialists, are resident. The Atlantic City Hospital is well equipped.

The marvelous sand forts of the children defy the hopes of the advocates of universal peace, and their pennies have as yet failed to appease the insatiable appetites of the sand lions of the beach sculptors. Riding the ponies, wading in the ocean, paddling in the shallow pools, searching for rare shells and the coy and reluctant clam—all these entertain the children when not engaged in a wild scamper before the pursuing line of foam. Atlantic City is at all times of the year the place for children.

The Convention City

NEAR New York, Philadelphia, Baltimore and Washington, Atlantic City has good train connections with all parts of the country. Its meeting places are accessible to steam, electricity, gas and water. It has everything that goes with a large city except great manufacturing and commercial interests. It is a neutral point of which no city feels jealous. Atlantic City is the leading convention city.

Good Roads and Automobiling

FEW roads are more used by motorists than those from New York and Philadelphia to the boulevards across the meadows to Atlantic City. The Somers Point Boulevard leads from Ocean City and South Jersey resorts. The Absecon Boulevard will eliminate grade crossings and save five miles between New York or Philadelphia and Atlantic City. Garage accommodations are ample.

Unique and Unrivalled

UNIQUE locations, remarkable climatic conditions, magnificent hotels, comfortable cottages, superior train service, unrivalled boardwalk and perfect bathing beach have transformed a barren waste of sand dunes, dotted with a few gunning and fishing shacks in 1854, into the greatest pleasure and health resort in any country.

* * * * *

What Would Happen

THE late Hamilton W. Mabie was one of those genial men who can enjoy a joke on themselves. Illustrating this phase of Mr. Mabie's character, a subscriber writes that when he was a student at the University of Minnesota, Mr. Mabie made an address in which he told this story: He had visited a school in Philadelphia in which there

was a daily fire drill. The teacher regularly asked the students: "Children, what would you do if fire were to break out in this building?" The children all repeated in chorus: "We would rise in our places, step into the aisle, and march quietly out of the building." On the morning when Mr. Mabie visited the school, the teacher stepped before the pupils and said: "Children, what would you say if I were to tell you that Mr. Mabie is to speak to you this morning?" The children promptly replied in chorus: "We would rise in our places, step into the aisle, and march quietly out of the building."—*The Outlook*.

Train Pupils for Citizenship

SCHOOLS are the price we pay for being a great, prosperous, and free nation. Without schools we would be a Mexico or a Russia. Health, knowledge, power, skill—all should be direct products of your teaching in the school. But the by-products should be regular habits, honesty, respect for law, love of justice, loyalty to our flag and all that it represents, and an abiding faith in our republican institutions. May we all as teachers highly resolve that God helping us we will this year bear high the torch of knowledge, justice, freedom, and truth that has been committed to our hands.—C. P. Colegrove, in *Midland Schools*.

High School Libraries

STANDARD Library Organization and Equipment for Secondary Schools of Different Sizes, popularly known as the Certain Report, has been reprinted by the American Library Association, 78 East Washington Street, Chicago, Illinois. It was first published by the National Education Association, being the work of one of its important committees. Copies may be had postpaid from either organization at forty cents each. This report has already become classic and merits careful study by every superintendent, principal, English teacher, or librarian.

What Education Means

EDUCATION does not mean teaching people to know what they do not know. It means teaching them to behave as they do not behave. It is not teaching the youth the shapes of letters and the tricks of numbers and then leaving them to turn their arithmetic to roguery and their literature to lust. It is, on the contrary, training them into the perfect exercise and kingly continence of their bodies and souls.—*Ruskin*.

A Platform of Service

An Editorial

THE National Education Association is a professional organization. Its fundamental purpose as set forth in its Charter is *to elevate the character and advance the interests of the profession of teaching and to promote the cause of education in the United States*. This is more than a mere sentiment; it is a pledge and a promise to the people of the United States from whose Representatives in Congress the Association accepted its Charter. As a professional organization the Association will do most for its own members when it does most for the cause in which their services are enlisted. It will do most for its members and most for the cause of education when it directs its energies toward raising the standards that determine who shall be permitted to teach; when it recognizes meritorious work wherever found and demands that such work be fittingly rewarded; when it condemns those within its own ranks who betray their high trust; when it demonstrates to the public that the men and women engaged in the public-school service would make that service clean, efficient, and dependable.

Consistent with these ideals, the platform that appears in outline form on this page has been officially adopted as expressing briefly but faithfully the collective judgment and the collective will of the Association as embodied in its resolutions. It is the purpose of the present article to consider the more important implications of this program as a whole. Succeeding articles will treat in turn each of the detailed proposals.

The platform properly begins with the most vital element in a system of education—the teacher. It recognizes the serious obstacle that immature, transient, and untrained teachers place across the path of educational progress. It is the conviction of the Association that this problem cannot be met by half-way methods. The teaching profession itself

carried through to a successful issue, will constitute the greatest single achievement in the history of American education. It will involve among other things an almost complete reversal of the attitude that the public has hitherto taken toward the work of teaching. From an occupation now almost universally regarded as temporary and casual, the actual work of teaching boys and girls must in the future offer the recogni-

tions and rewards that mark an occupation as constituting a real career. For those who wish to make classroom service an 'ultimate job,' giving to its problems the same absorbed and lifelong study that the physician, the lawyer, the engineer, and the business man are proud to give to their daily work, there must be sanctions and compensations that are comparable with those that accrue to patient, devoted, and successful effort in other callings.

It is with no selfish or insincere motives that the Association has set up this goal. It is not for individual profit that the members of this group pledge themselves to advance the status of the teacher. It is rather because the

prevailing low status has prevented and still prevents thousands of capable men and women from entering the service. The work that should be done by the very ablest talent that the country produces is, in consequence, turned over in large part to persons who are far too immature to grasp its significance. The work that calls for the highest type of preliminary preparation if it is to be done well is all too frequently delegated

Platform of the National Education Association

1. A competent, well-trained teacher in hearty accord with American ideals, in every public-school position in the United States.
2. Increased facilities for the training of teachers, and such inducements to enter the teaching profession as will attract men and women of the highest character and ability to this important field of public service.
3. Such an awakening of the people to a realization of the importance and value of education as will elevate the profession of teaching to a higher plane in public esteem and insure just compensation, social recognition, and permanent tenure on the basis of efficient service.
4. Continued and thorough investigation of educational problems as the basis for revised educational standards and methods, to the end that the schools may attain greater efficiency and make the largest possible contribution to public welfare.
5. The establishment of a Department of Education with a Secretary in the President's Cabinet, and federal aid to encourage and assist the States in the promotion of education, with the expressed provision that the management of the public schools shall remain exclusively under State control.
6. The unification and federation of the educational forces of the country in one great professional organization devoted to the advancement of the teaching profession, and, through education, the promotion of the highest welfare of the Nation. To accomplish this purpose every teacher should be a member of a local teachers' organization, a State teachers' association, and the National Education Association.
7. Active assistance to State and local affiliated associations in securing needed legislation and in promoting the interests of such associations and the welfare of their members in accordance with the Charter and By-laws of this Association.
8. Equal salaries for equal service to all teachers of equivalent training, experience and success; and the promotion of sympathetic cooperation between school authorities and teachers by utilizing under recognized authority and responsible leadership suggestions and advice based upon classroom experience.
9. Cooperation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.
10. The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.

will be satisfied with nothing short of a competent and well-trained teacher for every classroom in the land.

How far we must travel to attain this goal and the successive steps that should be taken will be the theme of subsequent discussions in these columns. It is sufficient here to acknowledge that the goal will be hard to reach. For this reason, if for no other, the task which the profession has set for itself, when

to teachers who have themselves but the barest minimum of substantial education. The work that can be done best by those who have mastered a difficult art through years of studious effort is intrusted to successive levies of raw recruits.

That all this is unjust to the small proportion of teachers who spend their lives in the service is not the point at issue in the earnest desire of the Association to correct these grave defects. The emphasis is clearly and unequivocally upon the injustice that the Nation's children suffer from this shortsighted policy and upon the reduction of the Nation's strength by the failure to realize through competent instruction, training, and inspiration the possibilities that these children represent.

Society cannot insure to every child a good home, a devoted and intelligent mother, and a wise and provident father; but society can insure to every child a good school and a competent teacher. This is by all odds the most direct and effective channel through which the forces of social control can operate. To provide these advantages is by all odds the most serious of social obligations. Furthermore, by making such provisions now, the proportion of good homes and wise and provident parents will be vastly increased in succeeding generations. Investment at this point will not only return large dividends in the immediate future; the interest will be compounded at a rate unparalleled by any conceivable form of material investment.

II

Basic to any effective plan for placing a competent teacher in every public-school position is a far-reaching policy for the preparation of teachers. The Association recognizes this need in the second plank of its platform. *Increased facilities for the training of teachers* will mean not only more normal schools and teachers' colleges, but the extension and improvement of existing institutions. The instructional staffs must be enlarged; the program of studies enriched and expanded; and the requirements for admission and for graduation decidedly advanced. The Association maintains with justice that the professional schools of teaching should be placed on at least an equivalent footing with the institutions that train recruits for the professions that have so far developed the highest standards of preparation. To require from prospective

teachers a standard of preliminary training inferior to that demanded of prospective lawyers, physicians, and engineers is to belittle the public-school service and to leave its responsible posts open to men and women of inferior ability. Young people of the caliber needed in the work of teaching are intelligent enough to measure the worth of a service by the price that one must pay in terms of preliminary training for the privilege of admission.

But the need of increased facilities and advanced standards for the preparation of teachers strikes far more deeply than this. Low standards of prepara-

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tion not only cheapen the service; they oppose the most stubborn of all obstacles to educational progress. It is probably true that in no other profession does inefficiency have the opportunity to live and to spread its baneful influence that it has in teaching. The muddled lawyer soon loses his clients. The bungling surgeon will not kill many patients before the logic of hard facts forces him to conclude that he has missed his calling. Even the blundering engineer cannot build many bridges that "buckle and break" until his last chance of getting another contract has been buried with the ruins.

In the efficiency of lawyers, physicians, and engineers the public, of course, has a vital interest; but its interest in the efficiency of its public-school teachers is even more fundamental, for here not only does inefficiency affect a wide circle of relatively helpless human-

ity, but it may remain undetected for months or for years. To the preliminary preparation of teachers the public must look for protection against this danger.

III

If our professional schools of teaching are to attract students in sufficient numbers and if they are to keep them sufficiently long to insure a proper preparation, it is clear that the service itself must have a higher—a more honored—place in public esteem. Good pay for competent teachers is the first need, but it is not the only need. Methods must be devised for discovering exceptional merit and for recognizing highly efficient service wherever in the school system that merit may be found or that service rendered.

Men and women of the type that the schools urgently need are the men and women who look beyond material rewards. They crave—and they crave justly—the recognition that successful effort brings in other callings. The names of the most successful practitioners in law and in medicine are widely known. Unusual achievement in the commercial and industrial fields brings a measure of renown that overtops in its attractiveness even the high financial rewards that go with it. The great artists, writers, actors, and musicians have their appropriate recognitions. Even the preacher who suffers with the teacher the misfortunes of a beggarly wage has possibilities of abundant compensation in wide fame and acknowledged prestige. But of the seven hundred thousand classroom teachers in American schools, not the seven hundred, not the seventy—not even the seven—who are doing the best work are known to their own profession, let alone the public at large. 'Fame' in the educational world attaches not to superior teaching, but to successful administration, writing, and research—and even the most successful teaching is more likely than not to draw the teacher away from his real work and, under the guise of 'promotion,' assign him to tasks that, important though they may be, require qualities less fine and less rare than those that highly expert teaching involves.

To change the false system of values by which teaching is now measured will be far from an easy task. It means above all an 'awakening of the people' not only or primarily to the essential injustice of this system of values as it affects the teaching profession, but to

a realization of the fact that their children are the chief sufferers.

IV

An effective plan for placing in every classroom a competent teacher must also go hand in hand with an extended and continuing program of educational investigation. Every art depends for its advancement upon scientific study that aims to lay bare the principles lying back of its practice. The scientific study of educational problems has passed the period of its infancy; it has amply justified the efforts of its pioneers in the contributions that have already been made to the understanding and improvement of educational processes. But what has been accomplished hitherto is at best only an augury of the benefits that will come when this field of investigation has become as well organized as are the fields of research in medicine, engineering, and agriculture. At the present time nothing is being attempted in educational investigation that is at all analogous in scope or efficiency with what a single endowed institution—the Rockefeller Institute—has accomplished in medicine; and any comparison of educational research with the work of the tax-supported agricultural and engineering experiment stations would be ridiculous.

In the meantime, the public is making demands upon the schools for results that are in many cases unattainable simply because the problems involved have not been subjected to a rigorous scientific analysis. Teachers are criticized for their failure to work what, under the present conditions of our knowledge, would be nothing less than miracles. That the prestige of the profession suffers from this situation is again not the basic evil; that the money invested in schools fails to make the return that it might make is not the most serious consequence of this neglect. The

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basic evil lies once more in the injustice that the people's children suffer because the people themselves are unwilling to provide for the welfare of their offspring the type of scientific service that they provide for their crops, their cattle, and their hogs.

The establishment of the agricultural experiment stations through federal subsidy thirty-five years ago was in many ways a 'leap in the dark'; but results have justified in a thousand ways the chances that the Nation took. To promote the scientific study of important problems is no longer a leap in the dark. Science is often slow in its processes, but it has a way of getting results in the end. The processes of education are vastly more complicated than those of agriculture, more complicated even than those of medicine. It is the difficult tasks that are always left to the last.

But the time has clearly come for a measure of advancement in educational research that will rival the brilliant record that agriculture and medicine have made in the past thirty years. The most difficult pioneer work has been done. The methods have been refined and the field fairly well explored. It would be most unfortunate if, with this start, the movement should not go forward as rapidly as the resources of this rich country will permit. The Association stands pledged to do all in its power to promote this advancement.

V

The program that has been discussed in the preceding paragraphs is essentially a national program. It is true that it might be carried out bit by bit through the successive efforts of the States and the local communities. It is true, also, that a forward step even in the smallest or the most isolated school may be a step forward for the Nation. But such fractional advances leave the full solution of the problem not only years and decades but generations in the future. It should be remembered, too, that, while certain progressive communities are moving forward, others are likely to stand still or even to move back; hence the net result for the Nation may not be progress but retrogression. The Association is convinced that the Nation is neglecting at its own peril the serious problems presented by the public schools. It maintains that the Nation is itself an educational unit—that the States are as interdependent educationally as they are commercially and indus-

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trially—that educational backwardness in any single section, in any single State, in any single community is a matter of national concern—that every child is a child of the Nation as well as a child of the State and of the local community in which he may reside, and that the Nation as a nation has an interest and a stake in his proper education.

The Smith-Towner bill has been framed to meet the national need for better schools and better teachers. Its provisions and its present status are fully discussed elsewhere in this *Journal*. It is mentioned here as the most important step that has yet been undertaken to make effective on a nation-wide scale the comprehensive program that the Association has projected.

When the bill has been written into law, a beginning will have been made toward the solution of the great problem—a competent teacher for every public-school position in the United States. But this will be only a beginning. The program of the Association is larger than the bill—larger than any form of legislation could possibly be. Its full realization will depend upon something more fundamental than law; it will depend upon the deep-lying motives that sway the hearts and minds of our people—their innate sense of justice and fair play, their appreciation of real values once these have been clearly demonstrated, their substantial idealism that

has a way of rising on occasion to splendid heights of sacrifice and service.

Only as these fundamental forces are appealed to and directed toward the ends that the program seeks to attain can the promise of a new day in education be fulfilled.

VI

A profession can never be developed from without; wholesome growth and permanent gains come only through the operation of forces that work from within. The professions that today represent the highest standards of service very largely control the conditions governing that service. Their practices are governed by public laws, but these laws have usually been framed by the professions themselves and passed by the representatives of the people because the professions have taken the initiative and made the demand. Not only have the professions safeguarded the public interest by securing public legislation; they have safeguarded the public interest by voluntarily imposing upon themselves restrictions that may even impress the lay mind as needlessly oppressive.

It means much to the dignity and worth of a calling that its standards and ideals are self-determined. It implies a measure of public confidence that gives to the professional group a powerful prestige in its efforts to improve its service. To raise their profession to this plane of public confidence should be the aim of all teachers who have at heart the welfare and progress of education. Only united action can bring this about, and united action means, first of all, effective organization.

For the first time in the history of American education, the framework of such an organization has been set up. The National Education Association is now a federation of State and local teachers' organizations. Its deliberations and proceedings hereafter will be organized and conducted on the delegate basis. Its pronouncements will voice the opinions and record the judgments of the teaching public with a measure of fidelity that has hitherto been out of the question.

At the present time more than sixty thousand teachers speak through the National Education Association. By the close of the year, the number will be more than one hundred thousand. The voice of one hundred thousand teachers will be listened to by the public. Within a year this first condition needed to elevate teaching to the status of a real profession will be met. From

that time forth the all-important question will be this—"How may this great organization which now has the ear of the public use the opportunity to promote public trust in its proposals?"

We speak frequently in these days about 'selling ideas.' The first step in selling an idea is to obtain a hearing. That point the Association will soon reach. The next step is to convince the prospective purchaser that the goods offered meet a real need, and that the price is consistent with the value. But in building up a permanent business the first sale is at best no more than a fair beginning. Only as the goods continue to satisfy will the market continue, and in proportion as the goods do satisfy, the confidence of the market in the merchant grows apace. It is that confidence that must be the goal toward which our efforts are directed. The items in the Association's program are the goods that are offered; the public is the market; the Association is the merchant. The public's confidence—its 'good will'—once it is assured, will be the Association's most important asset.

VII

The essential strength of the Association under its new organization lies in the vigor of its component units. The influence of each of these units adds to the power and prestige of the central body; and through the central body each unit partakes of the strength of all the others. To contribute to the

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development of each and every affiliated organization is to increase the effective power of the Association as a whole.

The Association, then, has an important service to discharge in promoting, in every way consistent with its Charter, the progress of teachers' organizations throughout the country. This service cannot be limited to an encouragement of new movements, important as these are. It must involve as well the safeguarding of the gains already made and especially the defense and protection of professional interests, standards, and ideals. The Association has properly placed its first emphasis upon the responsibilities of the profession to the public; but it recognizes that there must always be a fundamental balance between responsibilities and rights. Vigorously to combat in every legitimate way the injustices to which teachers may be subjected because of their occupation must be part and parcel of its efforts to *advance the interests of the profession and to promote the cause of education*. It is true that there should be no empty threats or idle boastings here; it is equally true that there should be no mincing of words. The National Education Association is in a position to serve a plain warning to those who would defame the teaching profession, belittle the public-school service, or embarrass teachers in the performance of their duties. A clear implication of the commission given to the Association in its Charter is the duty of protecting the profession and its members from unwarranted and unjust attacks. The Association will not seek trouble—but neither will it seek at the price of self-respect to avoid trouble. It has the most pacific of aims; but in the defense of the profession and in the professional protection of its members it has both the power and the determination to be as aggressively militant as the occasion may demand.

VIII

There are two principles which, in the judgment of the Association, should be firmly established as public policies because they are fundamentally essential to the realization of the ideals that have been set forth in the preceding paragraphs.

The first of these is the principle of *equal salaries for equal service to all teachers of equivalent training, experience, and success*. This means, negatively, that the financial rewards of

(Continued on page 13)

A National Program for Education¹

*Final Report of the Commission on Emergency in Education
as Presented by Its Chairman at Salt Lake City*

GEORGE D. STRAYER

Teachers' College, Columbia University

THE COMMISSION on the Emergency in Education was appointed by Mrs. Mary C. C. Bradford, then President of the National Education Association, and by Dr. Thomas E. Finegan, then President of the Department of Superintendence, in February, 1918. In addition to those thus appointed it was agreed that the Commission should include the members of the Executive Committee and of the Board of Trustees of the National Education Association. This group met in Washington at National Education Association headquarters immediately following the meeting of the Department of Superintendence in 1918 and at intervals during the two years just passed. The following is a summary of the work which the Commission has done.

SUMMARY OF ACTIVITIES

The heavy responsibilities for the national service placed upon the already depleted and overworked teaching personnel, together with the educational inadequacies and shortcomings revealed by the draft, led the Commission to undertake at once to devise ways and means of meeting the emergency. The confusion and congestion caused by war work in the schools received first attention. The Commission had no official status, but the Government agencies welcomed its coöperation as representing the public-school workers of the Nation. Through its efforts a 'Clearing House' was established at Washington; the activities of a score of departments, bureaus, and committees, all attempting to work through the schools, were coördinated, overlappings were eliminated, rival claims reconciled, and the entire range of 'war activities' so reorganized that they not only served their immediate purpose much better than before, but also fulfilled an educational function. Once this was accomplished, the

Commission devoted its energies to the preparation of a program through which the outstanding defects of public education as revealed by the war might ultimately be remedied. The program which resulted was embodied later in the Smith-Towner bill, a measure which will be described in detail in subsequent paragraphs.

IT IS the crying shame that boys and girls of America to-day must go to school to teachers who are, as a group, less educated and less well trained professionally than are the teachers of any other civilized country in the whole world. It is hard to understand how anyone can remonstrate against national support for education and at the same time propose that there be equality of educational opportunities in our American democracy.

The Commission made a scientific inquiry concerning the salaries of teachers throughout the Nation, and published a report thereon which was used as the basis of salary campaigns throughout the country.

It recommended to the Executive Committee the appointment of a Field Secretary, and thus made available to the teachers of the country this most important service which has been rendered them by this department.

It organized a committee on the enlistment of the profession, and devised plans which have proved most effective in helping to secure the large increase in the enrolment of active members in the Association.

It prepared a definite statement advocating the participation of teachers in the formulation of administrative policies and proposed a definite plan for coöperation of classroom teachers looking to the more complete democratization of the teaching profession.

Through a campaign of publicity carried on from the platform and in the

magazines of the country, the Commission and the officers of the Association developed the earnest and effective coöperation of the public in support of measures for the proper recognition and the more adequate support of education.

It has secured the coöperation of civic organizations and forward-looking citizens throughout the Nation in support of the Smith-Towner bill, which is conceded to be the most important and far-reaching educational measure ever brought to the consideration of the Congress.

In a general statement which was prepared and circulated throughout the United States and in its special publications the Commission has tried to bring home to the profession and to the American people the crying need for a great national program which would give every boy and girl an opportunity for education in terms of adequately educated and professionally qualified teachers, courses of study which would provide for variations in ability and vocational outlook, longer school terms and more adequate school equipment. We have advocated the development of a program which will remove illiteracy, which will provide an opportunity for adult foreigners to come to understand our institutions and to participate in our national life, a program which will make provision in terms of health service for the national physical growth and development of every boy and which will make possible opportunities for education for boys and girls in rural America equal to those now enjoyed by children in our most enlightened urban communities.

SMITH-TOWNER BILL PREPARED

Members of the Commission recognized very early in their work that this great national program would require for its accomplishment the sanction and support of the Nation. The Commission therefore devoted its energies to the preparation of a bill embodying this program. This measure was first pre-

¹ From the final report of the Commission on The Emergency in Education as presented by its Chairman to the National Education Association at Salt Lake City, July 6, 1920.

sented to Congress in the fall of 1918. The bill was distributed throughout the Nation and was revised in terms of the criticisms received from State, city, and county superintendents of schools, normal schools, university and college presidents, and others interested in the cause of public education. After such revision the bill was re-submitted to Congress and was known in the past session as the Smith-Towner education bill.

This measure has the unqualified endorsement of the sessions of the National Education Association at Pittsburgh and at Milwaukee and the meetings of the Department of Superintendence held in Chicago and Cleveland. Throughout the length and breadth of the land, educators and others interested in education have given their most earnest support to the measure. Among the organized groups that have endorsed the bill are the General Federation of Women's Clubs, the National League of Women Voters, the Daughters of the American Revolution, the National Woman's Trade Union League, Congress of Mothers and Parent-Teacher Associations, the National Council of Jewish Women, American Federation of Teachers, the American Library Association, and the Association of Collegiate Alumnae. In addition to these national bodies there have been hundreds of Chambers of Commerce, Rotary Clubs, Kiwanis Clubs, Women's Clubs, and others that have taken action in favor of the measure after the bill has been presented for their consideration and after the objections which might be expected to follow have been satisfied.

Department of Education Approved

Certain objections to the measure have been proposed from within as well as from outside our professional group. None of these objections have, in the minds of those responsible for the administration of public education in the United States, been considered valid after they have been presented by those who have proposed them. The bill provides for the establishment of a Department of Education with a Secretary in the President's Cabinet. The suggestion that it would be better to have a national board of education whose executive officer should be appointed by them was repudiated by the Department of Superintendence after a debate on this subject held at its last meeting.

It seems clear that, if national leadership and a national sanction for the development of education are to be provided, the method already employed in the establishment of the departments of Agriculture, Commerce, and Labor should be followed.

There has been the suggestion that the establishment of such a department will lead to the centralization of authority over education and the necessary limiting of the States in their own efforts which is, in effect, guaranteed to them in the Constitution. The answer to this objection is found in the bill itself which provides that its provisions shall not be construed to require uniformity in the organization of the educational facilities in the States or of the plans or methods which are to be used in the development of education as encouraged by the bill. It is further provided in the Smith-Towner bill that the schools which are aided by provisions of the act shall be organized, supervised and administered solely by the legally constituted State and local educational authorities.

There are those who question the wisdom of the measure from an exactly opposite angle and who suggest that a National Department of Education should establish standards or that such standards should be written into the bill and form the basis for participation by the States in the appropriations that are made available. In reply to this argument it is proposed that, first of all, the bill itself provides minimum standards in the requirements that schools shall be open at least twenty-four weeks in the year, that compulsory education for children between seven and fourteen years of age shall be required and that no State may participate that does not require that the language of instruction in all schools, both public and private, during the elementary school period, be English. To require standards higher than those which can be met by States which has the least educational development would be to deny aid to those who need it most. The purpose of a national program as embodied in this bill is to equalize educational opportunities throughout the Nation.

It has been suggested by some of the critics of the measure that the bill should have specified the bureaus, divisions, or administrative units to be transferred to the Department of Education. It has seemed wiser to those who have studied the problem carefully to propose that the Bureau of Education be made

the nucleus of the new department and that the transfer of other administrative units be determined after careful study and investigation have been made by the Secretary of Education in coöperation with the other members of the President's Cabinet with whom he is associated. It would seem legitimate that the Secretary of Education have, as his most important duty during his first year in office after conference with his colleagues and with the President of the United States, to propose to the President and to the Cabinet the constitution of the department that would best serve the needs of the Nation. The Smoot bill, which proposes a reorganization of the several departments of the Government to the end that the waste of duplication and overlapping be eliminated, is in direct accord with our program. It seems doubtful whether any one who serves in the Cabinet can propose a plan which would satisfactorily determine which of the bureaus, divisions, or administrative units should be included in the new department.

Federal Aid Necessary

There are those who have objected to the appropriation of money by the National Government for removal of illiteracy, for Americanization of foreign born, for training teachers, for development of a program of health service and physical education and for equalization of educational opportunities. It is well to call to mind the fact that we have done much in the United States to provide for education in engineering and agriculture and in those studies which have been encouraged by the National Government in its appropriations to colleges of agriculture and mechanic arts. In like manner we have felt the need for encouraging education in industrial and household arts in secondary schools and have made much progress, due primarily to the encouragement offered through national appropriations for the purpose. There have been and I assume there always will be those who would deny the wisdom of appropriating money from the National Treasury for the purpose of strengthening our systems of public education. The reply to such an objection seems obvious. The person who is illiterate is not a good citizen. He may, in the hand of the demagog, become an enemy to our institutions. The man of foreign birth who has not had an opportunity to understand American life or to participate with us

in the development of our institutions is, as we all know, undemocratic even to the point of seeking to destroy the society with which he is not in sympathy. The man who is physically unfit has neither the opportunity to enjoy life nor to contribute his part to the common good.

It is the crying shame that boys and girls of America today must go to school to teachers who are, as a group, less educated and less well trained professionally than are the teachers of any other civilized country in the whole world. It is hard to understand how anyone can remonstrate against national support for education and at the same time propose that there be equality of educational opportunities in our American democracy.

In recent years the National Government has gone into the States and into the localities within the States and taken from them their most remunerative sources of revenue while leaving to the State and to the locality the most expensive function of government. The Nation should contribute to the support of its schools and seek through such contribution an equalization of the opportunities provided.

HIGHER SALARIES SOUGHT

The Commission on the Emergency in Education has dealt with the problems of teachers' salaries. There was prepared for the Commission a report on salaries and salary schedules which brought together data which have proved valuable in salary campaigns throughout the United States. We recognize the necessity for larger salaries in order that the abler of our young men and women may find in teaching a life career. It is important that those who wish well for the public school system think of the salary question, not merely in terms of requests of teachers for more money, but more particularly from the standpoint of the kind of service which the schools may be able to secure. We need to bring to the attention of the people an analysis of the salary problem which will enable them to understand the need for increase, even to the extent of doubling the salaries paid in 1914. The significance of the salary paid is to be found in the opportunity which is provided to those entering the teaching profession for growth in efficiency in their chosen profession.

The community may pay a teacher barely enough for her existence. This means that the teacher, even though she

A National Obligation

Herbert Hoover

THE NATION as a whole, has the obligation of such measures toward its children, as a whole, as will yield to them an equal opportunity at their start in life. This responsibility and duty is not based alone upon human aspirations, but it is also based on the necessity to secure physical, mental and moral health, economic and social progress by the Nation. Every child delinquent in body, education, or character is a charge upon the community as a whole and a menace to the community itself. The children of strong physique, of sound education and character, are the army with which we must march to progress.

**From an address at the Annual Meeting of the American Child Hygiene Association, St. Louis, October 11, 1920.*

is able to make no plans for the future, may have enough to buy food, clothing, and shelter, and to pay for the absolutely necessary dental and medical services. This *subsistence salary* in most of our city communities I would place, at the present time, at \$1,500. The supposition is that there is to be good food, comfortable quarters, reasonably decent clothing, and satisfactory medical and dental care when the need arises.

If teachers are to be free from the anxiety of illness and old age, they must have a larger salary in order to make provision against these disabilities. This cannot be done on the lower salary level. An average of from ten to twenty per cent above the *subsistence salary* must be provided for what may be termed a salary providing *economic independence*.

We expect teachers to transmit to boys and girls not only the elements of reading, writing, and arithmetic, but also ideals and standards which are peculiar to our race and to our country. If teachers are to work systematically with children in the development of this broader training in citizenship, they must have what may be termed a *cultural salary*. By that I mean that they may be able to have books and magazines, to enjoy good music, to travel, to continue their professional study, and

the like. The mere economic independence which they may enjoy on a \$1,800 salary will not provide for their personal growth and development and for their cultural life which is so essential to the best teaching. Another twenty per cent must be added to the \$1,800 salary if this desired result is to be secured.

If teaching is to be made attractive to the ablest of our young men and women, there must be a higher minimum salary available for those who do work of a very high order in their profession. This salary, which might be called a *professional salary*, should be available for all who have spent their time and money in preparing to teach and show unusual professional ability, whether they teach in the first grade or in the high school. We have made a very great mistake in drafting the best of our classroom teachers for the supervisory and administrative posts, for which often they are not peculiarly fitted. We need capable teachers in the classroom not only for the work which they will do for the boys and girls with whom they are associated, but for the sake of lifting the profession in the estimation of the community, and for the sake of making it attractive to capable young men and women. Salaries for unusually capable teachers should be equal to the salaries of successful workers in other callings.

TASK OF THE MOMENT

The task of the moment is to secure the passage of the Smith-Towner bill by Congress. The measure of our professional zeal and our efficiency as a group will be found in the degree to which we are able to work together and to enlist public support for the Smith-Towner bill.

We believe that the friends of public education are more numerous than the enemies of our public schools. We are confident that we are approaching the day when education shall have its place in the councils of the Nation; when the Secretary shall sit at the Cabinet table to propose for the consideration of the President and his associates such measures as will make for the realization of a more efficient system of public schools throughout the Nation. We believe that America—free, just, and efficient—will make good the promise of democracy and that on the foundation laid in a greater American school system will arise the Greater American Republic.

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Fred M. Hunter
President

J. W. Crabtree
Secretary

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Department of Education

THE political atmosphere at the Nation's Capital is surcharged with expectancy and uncertainty. All want to know; some say they know; but nobody knows. The Sixty-sixth Congress is now in its closing session. What may be accomplished during this short session is purely conjectural. The leaders of both House and Senate have announced that no general legislation will be considered, only the necessary appropriation bills. The new President and the new Congress will not take office till the fourth of March. It is considered certain that President Harding will call the Sixty-seventh Congress in special session sometime in March. The newspaper correspondents have filled all the Cabinet positions many times over, including the Department of Education, but the one man who knows has not spoken.

Anticipating the enactment of legislation during the new administration for the reorganization of the Executive Departments, several bills on this subject have been introduced, although it is not expected that any of them will be passed during this session. It is too early to give a complete list of these bills and the provisions of each. One would abolish the Department of Interior and create a Department of Public Works; another would do the same, and also create a Department of Public Welfare; and

still another would establish a Department of Social Welfare. All would more or less rearrange existing bureaus. The first would transfer the Bureau of Education to the Department of Labor; the second would place it in the Department of Public Welfare; while the third would include it in the Department of Social Welfare.

While we would favor reorganization of the Departments in the interest of efficiency, and would not oppose the creation of other new departments, it is apparent that these bills do not meet the needs of education, for none of them would give any greater recognition to education than it now has nor make any more generous provisions for its promotion and support. Education would be left in a bureau, on a par with fisheries, plants and animals, but with much smaller appropriations than these. There are nearly ten times as many employees in the Bureau of Animal Industry as in the Bureau of Education, and the Government spends four times as much per head on the cattle, horses, mules, sheep and hogs of the country through the Bureau of Animal Industry as it spends per capita on the school children of the country through the Bureau of Education, and the Bureau of Animal Industry is only one of several similar bureaus in the Department of Agriculture. Even if one of these bills were passed the friends of education would have to keep right on working for a Department of Education. We ask no less for live stock but more for children.

The Smith-Towner bill would lift education out of the subordinate position in which it has so long been submerged and give it equal recognition with agriculture, commerce and labor, with a Secretary in the President's Cabinet. President-elect Harding declared in his statement to the committee of the National Education Association, at Marion, on October first, that "*Education is so intimately related to every phase of human welfare and to the perpetuity of our free institutions that it must be considered of primary importance in every program for social betterment.*" Is it not imperative that a matter of such "*primary importance*" be given *primary recognition*? We do not object to a Department of Public Welfare, but we must continue to insist on a Department of Education.

There is abundant evidence that the movement for a Department of Education is gaining in public support. Of course there is opposition, and no doubt some of it is sincere, but the opposition

which is most heard is based on misapprehension and misrepresentation, and must break down when the truth is known and understood. It is absurd to state that under the provisions of the Smith-Towner bill control of the public schools would be centralized in Washington, when it specifically provides for State and local control. But every knock is proving a boost. The friends of public education are becoming aroused. They are asking why those who have never demonstrated any particular love for the public schools should presume to be so concerned about their welfare, and they very logically conclude that public education is safest in the hands of its friends. The American people have a way of finding out what is right and best and then bringing it to pass.

The time is critical. The friends of public education have an opportunity right now to show their devotion and loyalty by working for a Department of Education. Never mind the timid and the doubting. This is a time for action. Congressmen and Senators are always pleased to hear from their constituents. A hundred telegrams and letters to each could not tell all the needs of education. Our friends will help, too. We have some powerful allies in this cause. Six of the great national organizations of women are aggressively supporting the movement, and many national organizations of men are rising in support of the highest welfare of the public schools. The justice of the cause appeals to nearly all patriotic citizens.

The proper recognition and promotion of education by the Federal Government is so fair and reasonable and so clearly essential to the preservation and development of all that is best in our national life that it is sure to come. It may be delayed but it can not be defeated. In spite of doubts and complications and opposition there will yet come to education the dawning of a brighter day.

Our National Association

THERE IS a growing tendency on the part of members of the National Education Association, particularly officers of affiliated State and local associations, to speak of it as "Our National Association." This is natural and proper. Under the revised Charter and By-laws the Association is no longer an independent organization, but a federation of affiliated State and local associations, which, through their chosen

delegates, elect its officers and control its policies.

As an organization it is simply these State and local associations functioning unitedly and nationally. The Association should be to every teacher in the United States "Our National Association," just as each of the State associations should be to all the teachers in the respective states, "Our State Association." Loyalty on the part of all teachers to their State and national associations will mean much in promoting the interests of the teachers and of the profession.

Salaries and Standards

HIGH MINIMUM salaries for teachers without proper standards of professional equipment are sure to work to the detriment of both the schools and the teachers. The changes now taking place in our industrial conditions will soon make this fact apparent.

There is always a shifting industrial class which changes from one occupation to another, attracted by the available positions which pay the best salaries. For several years those who make up this class have been employed in the various occupations which have paid high wages. Teaching has had no attraction for them because of the comparatively low salaries of teachers. They have no professional spirit, little if any professional training, and would never engage in teaching except for the money they may get out of it.

The demand for workers at high wages is growing less. It is already noticeable that many who have been otherwise employed are turning to teaching, not as a profession and not because they love the work or are fitted for it, but simply to take advantage of the increased salaries that have been granted teachers which in many places have not been safeguarded by proper professional standards.

This shifting class of workers is not turning to the legal or medical professions, because the requirements of these professions are such that they could not be admitted without years of study, which they are quite unwilling to pursue. For the same reasons they are not turning to the other professions, but because in very many States "almost anybody can get a license to teach school" they are turning to teaching. Not only are they coming into open competition with competent, trained teachers, but

their admission will prove disastrous to the interests of the unfortunate pupils who may come under their influence.

The remedy is simple enough. Legislatures must throw around the teaching profession the safeguards of high professional standards. The intellectual and moral development of youth should be protected by law from the quackery

of untrained teachers as their bodies are protected from the quackery of untrained physicians. If the teaching profession is to be elevated in public esteem it must be protected from the demoralizing influence of the incompetent and untrained. Our slogan must be not merely *higher salaries*, but *higher salaries and higher standards*.

EDUCATIONAL OPINION

The Awakening

HAPPILY, the awakening has come at last. There were those who saw a new National Education Association, a modern institution, that must grow in structural strength and scope, and through these in service and achievement. They envisioned an edifice that was representative of every phase of American educational effort, and saw the necessity of welding the various forces into an organized whole, capable of expressing effectively, comprehensively and eloquently the educational tendencies and aspirations of the entire Nation.

Build up the National Education Association. Let its leaders strive for numerical strength, for democratic methods, for the highest degree of service. Let the organization command the attention, the respect and the confidence of the statesmanship, of the press and the public of an entire country to the end that it may render a higher and nobler service to the cause of popular education and the progress of the Nation.—*School Board Journal*.

The New N. E. A.

THAT THE new N. E. A. is uniformly welcome is everywhere apparent. We are sure that the registration will go above 100,000 this year, and it will be no surprise if it goes above 200,000. This will give a financial support and organized sentiment that will make anything possible.

The new National Education Association will inevitably be the greatest professional organization of any kind in the world. To oppose it would be foolish, to doubt it would be silly. The teachers of America welcome it heartily, and they will support it with virtual unanimity.—Dr. A. E. Winship in the *Journal of Education*.

A Matter of Common Sense

WITH the suffrage extended to women, there is even greater need than ever before in the history of the Republic for an educated electorate. Every specialist worth his salt knows that all other methods of Americanization are as nothing compared with the value of the public school, and particularly the public school treated as a community center and accessible to young and old.

It ought to be and will be viewed as a grave public scandal, therefore, if we do not stiffen the appropriations for educational purposes everywhere and work out that relationship of the Central Government to the States in the matter of educational development that is the crying need of the hour. During the last sessions of Congress all sorts of futile efforts were made to pass a law which would set up a real and not a makeshift Department of Education, with a Secretary in the Cabinet and with appropriation apportioned to the several States in due degree to their coöperation with the federal board. There is no invasion of States' rights in such a measure. It helps the States reach that educational level that the best minds of the country realize must be attained to get results in the future. That the country should gag over the expenditure of the proper amount necessary to secure trained teachers is unthinkable. It is about time we faced this issue flatly and realized that it is not a matter of sentimental altruism but of downright common horse sense. We have backed too many wrong horses in a wasteful way in our national budgets, and now is the time to put our money on the right team, the well-trained teacher in a properly appointed school.—*Philadelphia Ledger*.

THE EDUCATIONAL ADVANCE

California

HAS adopted by a vote of almost two to one an amendment to the constitution providing for the financing of elementary and secondary schools. The amendment was prepared by a committee of the California Teachers' Association and is considered the most important educational measure submitted to the people of California since 1849.

This amendment fixes the annual State contribution for elementary schools at \$30 per pupil, which is an increase of approximately 50 per cent and makes it impossible to reduce this amount except by vote of the people; and fixes the annual State contribution for high school purposes at \$30 per pupil, which is an increase of 100 per cent.

It writes into the constitution the provisions of the county high school fund bill, which more than any other law has promoted the development of high schools in California; and the provisions of the county elementary school tax law, making their repeal impossible except by vote of the people. It guarantees that all the money raised by the State and 60 per cent of the money raised by the county for school purposes shall be used for *teaching*.

Georgia

HAS adopted constitutional amendments which practically create a new educational constitution so that for the first time Georgia may be called a public school State, according to State Superintendent M. L. Brittain. The last constitutional convention in Georgia met in 1877. It was hostile to public education and because of experiences with carpet-bag government it curtailed the taxing power, making it almost impossible to obtain local aid for education through local taxation. To remedy this situation two amendments to the constitution were ratified by large majorities by the people on November 2. The first amendment requires every county to levy a local tax throughout its boundaries in addition to State aid received. The second removes restrictions against State appropriations for high schools.

Louisiana

RATIFIED two amendments on November 2. The first provides for additional school tax of one mill on the State assessment. The funds realized from this additional tax will amount to between a million and a half and two million dollars and are to be distributed on the basis of school population. The second amendment fixes the tax levy in New Orleans at seven mills on the city assessment, which increases the revenues of that city by several million dollars.

Nebraska's

STATE superintendency is changed from a two to a four-year office, with a salary change from \$2,000 to \$5,000 per year by a constitutional amendment adopted by the people.

Richmond's New Schedule

A NEW single salary schedule has been adopted by the Board of Education of Richmond, Virginia, which places that city in the lead among southern cities. The schedule is based on the recommendation of the National Education Association as contained in the Evenden report. The minimum salary is \$1,200 and the maximum \$1,800 for teachers having two years of professional training, and up to \$2,400 for college graduates, applicable to all grades. The total increase is about thirty-four per cent and will add \$366,000 to the annual budget. To take effect this schedule must be approved by the City Council, which levies the tax. It was unanimously agreed upon by the teachers of Richmond, at whose request Field Secretary Hugh S. Magill appeared before the Board and presented arguments in its support. Members of the Board expressed themselves as being particularly impressed by the Field Secretary's report of the salaries' schedules recently adopted by other leading cities.

Denver's Salary Schedule

THE BOARD of Education of Denver, Colorado, has adopted and put into operation a new salary schedule which adds over half a million dollars to the school budget and which is based on the principle that teachers with equivalent ability, training, and experience should be paid the same salaries whether they teach in high school, junior high school, or elementary school. Superintendent Jesse H. Newlon and his teachers are enthusiastic over the situation, Denver being the first large city to adopt a straight-out single schedule.

The minimum professional training required for appointment to a position in the elementary schools is graduation from a standard two-year normal school course (two years above the high school) or its equivalent. The provisions of the schedule apply to all grades in the schools so that equal qualifications command equal pay throughout the system.

Approved experience up to two years in other school systems is recognized in the new schedule and liberal provision is made for leaves of absence for advanced study or for sickness. The schedule became effective December 1, and provides immediate increases ranging from \$500 down.

Preparation	Minimum	Maximum	Yearly Increases
Normal school graduate (high school plus two years) or less	\$1,200	\$2,040	7 x \$120
High school plus three years		2,280	2 x 120; above \$2,040 maximum
High school plus four years (for teachers with four years of professional training not organized so as to obtain a degree from a standard college or university)		2,520	2 x 120; above \$2,280 maximum
A. B. degree from standard college or university	1,500	2,880	8 x 150 and 1 x 180
A. M. degree		3,080	2 x 100 above A. B. maximum
Teachers appointed in last few years who have less than the minimum requirement as to preparation		1,800	6 x 100

Teacher Situation—City Schools

THE SALARIES, training and experience of public school teachers in the United States have long been known to be inadequate to maintain the schools at a reasonable standard of performance. Salaries were so low before the war that schools were fast drifting into inefficiency. If the cost of living had remained stationary, far-sighted management of public education would have required that salaries be greatly increased all along the line. But the cost of living doubled between 1914 and 1920, leaving teachers' salaries much more inadequate than they had previously been. Full light is thrown on the seriousness of the situation by a report, *Know and Help Your Schools*,¹ which represents careful investigation of the teacher situation in 359 cities of 8,000 population or more, conducted by a committee, which is composed of 33 secretaries of chambers of commerce and 33 superintendents of schools. Dr. George D. Strayer, Professor of Educational Administration, Teachers' College, Columbia University, is Chairman of the Committee. Much of the work of preparing the report was done by Dr. M. G. Neale, Professor of Educational Administration, University of Missouri, and Dr. E. S. Evenden, who prepared the monumental report on Teachers' Salaries, which was published by the National Education Association in 1919.²

By consulting the figures here reproduced it is possible for any interested person to compare the salaries paid women elementary teachers in his city with salaries paid in other cities of the same size in his section of the country. By consulting the full report it is possible to obtain similar information for women high school teachers.

The table at the right shows salary increases for various groups of teachers in the various classes of cities during the period from 1913-14 to 1919-20. The net increase is only 61 per cent.

¹The 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.

²Teachers' Salaries and Salary Schedules in the United States, 1918-19. E. S. Evenden. Commission Series No. 6, National Education Association, Washington, D. C.

Median Salaries Paid to Women Elementary Teachers During School Year 1919-20

CITIES 8,000 TO 30,000 POPULATION

Eastern States

Ansonia, Conn.	\$1,550
Central Falls, R. I.	1,339
Melrose, Mass.	1,334
West Springfield, Mass.	1,322
Arlington, Mass.	1,281
Beverly, Mass.	1,244
Montclair, N. J.	1,240
Weymouth, Mass.	1,229
Englewood, N. J.	1,211
Middletown, Conn.	1,203
Methuen, Mass.	1,157
Greenfield, Mass.	1,155
New Brunswick, N. J.	1,153
Clinton, Mass.	1,145
Plainfield, N. J.	1,133
Tonawanda, N. Y.	1,129
Enfield, Conn.	1,117
Gardner, Mass.	1,061
Revere, Mass.	1,056
Lackawanna, N. Y.	1,050
Glens Falls, N. Y.	1,048
North Attleboro, Mass.	1,041
Norwich, Conn.	1,039
Sharon, Pa.	1,038
Easthampton, Mass.	1,035
Little Falls, N. Y.	1,025
Oneida, N. Y.	1,009
Attleboro, Mass.	1,003
New London, Conn.	994
Olean, N. Y.	985
Asbury Park, N. J.	981
Cohoes, N. Y.	963
Latrobe, Pa.	960
Rahway, N. J.	955
Port Chester, N. Y.	955
Marlboro, Mass.	947
Carbondale, Pa.	942
Bradford, Pa.	913
Kingston, N. Y.	909
Gloversville, N. Y.	904
Monessen, Pa.	880
Waterville, Me.	870
Norwalk, Conn.	861
Saratoga Springs, N. Y.	860
Titusville, Pa.	860
Lebanon, Pa.	857
Charleroi, Pa.	850
Dunkirk, N. Y.	845

Pottsville, Pa.	845
Bridgeton, N. J.	838
Oneonta, N. Y.	821
Phoenixville, Pa.	799
Millville, N. J.	789
Tyrone, Pa.	785
Fulton, N. Y.	782
Granville, N. Y.	773
Lansford, Pa.	766
Keene, N. H.	763
Laconia, N. H.	758
Lewistown, Pa.	747
Bath, Me.	747
Carlisle, Pa.	746
Columbia, Pa.	746
Cotatesville, Pa.	740
Auburn, Me.	735
Owego, N. Y.	590

Great Lakes States

East Cleveland, Ohio.	\$1,795
Painesville, Ohio	1,330
Ann Arbor, Mich.	1,250
Waukegan, Ill.	1,177
La Salle, Ill.	1,139
Elyria, Ohio	1,133
Port Huron, Mich.	1,110
Ironton, Ohio	1,104
Janesville, Wis.	1,094
Newark, Ohio	1,085
S't Ste. Marie, Mich.	1,058
Richmond, Ind.	1,054
Blue Island, Ill.	1,053
Jefferson, Ind.	1,050
Mishawaka, Ind.	1,048
Adrian, Mich.	1,045
Fond du Lac, Wis.	1,041
Ishpeming, Mich.	1,021
Warren, Ohio	1,017
Chicago Heights, Ill.	1,007
Alliance, Ohio	1,007
Niles, Ohio	991
Middletown, Ohio	980
Belleville, Ill.	967
Fremont, Ohio	967
Owosso, Mich.	954
Zanesville, Ohio	939
Huntington, Ind.	936
Logansport, Ind.	936
Vincennes, Ind.	933
Kankakee, Ill.	925
Shelbyville, Ind.	913

Beloit, Wis.	912
Mount Vernon, Ohio.	906
Hobart, Ind.	903
Findlay, Ohio	900
Marion, Ohio	899
New Philadelphia, O.	894
Alton, Ill.	885
Appleton, Wis.	876
Lincoln, Ill.	869
Champaign, Ill.	863
Taylorville, Ill.	861
Streator, Ill.	857
Ludington, Mich.	856
Cairo, Ill.	853
Crawfordsville, Ind.	853
Ottawa, Ill.	850
Xenia, Ohio	848
East Palestine, Ohio.	847
Chillicothe, Ohio	846
Benton Harbor, Mich.	845
Bedford, Ind.	814
Frankfort, Ind.	811
Kewanee, Ill.	789
Alpena, Mich.	783
Cadillac, Mich.	783
Granite City, Ill.	772
Traverse City, Mich.	765
Cambridge, Ohio	689
Elwood, Ind.	675
Belle Center, Ohio	663
Coshocton, Ohio	663

Great Plains States

Virginia, Minn.	\$1,435
Independence, Kans.	1,351
Aberdeen, S. Dak.	1,094
Keokuk, Iowa	1,093
Fargo, N. Dak.	1,064
Waterloo (E. S.), Ia.	1,032
Burlington, Iowa	1,025
Ottumwa, Iowa	1,011
Mankato, Minn.	1,004
Sapulpa, Okla.	996
Iowa City, Iowa	966
Marshalltown, Iowa	950
Hutchinson, Kans.	935
Mason City, Iowa	934
Salina, Kans.	933
Atchinson, Kans.	923
Beatrice, Neb.	919
Boone, Iowa	904

(Continued on page 12)

INCREASES IN TEACHERS' SALARIES FROM 1913-14 TO 1919-20. FOR VARIOUS GROUPS OF TEACHERS IN CITIES OF DIFFERENT SIZES

	Median 1913-14	Median 1919-20	Increase in Dollars	Per Cent Increase
In Cities from 8,000 to 30,000 Population:				
Men Elementary Teachers	946	1,262	316	33
Women Elementary Teachers	597	950	353	59
Men Junior High School Teachers	1,079	1,446	367	34
Women Junior High School Teachers	707	1,059	352	50
Men Senior High School Teachers	1,095	1,598	503	46
Women Senior High School Teachers	838	1,212	374	45
In Cities from 30,000 to 100,000 Population:				
Men Elementary Teachers	1,094	1,553	459	42
Women Elementary Teachers	669	1,087	418	62
Men Junior High School Teachers	966	1,494	528	55
Women Junior High School Teachers	783	1,253	470	60
Men Senior High School Teachers	1,282	1,807	525	41
Women Senior High School Teachers	944	1,388	444	47
In Cities of Over 100,000 Population:				
Men Elementary Teachers	1,078	1,626	548	51
Women Elementary Teachers	807	1,293	486	60
Men Junior High School Teachers	1,300	1,774	474	36
Women Junior High School Teachers	850	1,478	628	74
Men Senior High School Teachers	1,538	2,080	542	35
Women Senior High School Teachers	1,221	1,758	537	44
In Cities of 8,000 Population and Over:				
Men Elementary Teachers	1,040	1,517	477	46
Women Elementary Teachers	724	1,154	430	60
Men Junior High School Teachers	1,094	1,594	500	46
Women Junior High School Teachers	744	1,278	534	74
Men Senior High School Teachers	1,370	1,880	510	35
Women Senior High School Teachers	989	1,479	490	50
Men and Women Teachers in Elementary, Junior and Senior High Schools	768	1,235	467	61

In 1913-14 one-half of the men elementary teachers in cities with a population of from 8,000 to 30,000 received less than \$946. In 1919-20 one-half of the same group were receiving less than \$1,262, an advance of \$316 or 33%.

TEACHER SITUATION

(Continued from page 11)

Great Lakes States	
Parsons, Kans.	900
Clinton, Iowa	871
Bartlesville, Okla.	854
Fort Scott, Kans.	840
Red Wing, Minn.	821
Winfield, Kans.	804
Pittsburg, Kans.	776
Coffeyville, Kans.	775
Shawnee, Okla.	740
Iola, Kans.	647
Cape Girardeau, Mo.	635
Jefferson City, Mo.	593
Columbia, Mo.	584
Hannibal, Mo.	574
Independence, Mo.	555
Western States	
Helena, Mont.	\$1,658
Missoula, Mont.	1,438
Great Falls, Mont.	1,360
Casper, Wyo.	1,353
Vallejo, Cal.	1,347
Walla Walla, Wash.	1,293
Cheyenne, Wyo.	1,275
Phoenix, Ariz.	1,260
Hoquiam, Wash.	1,252
Santa Clara, Cal.	1,250
Everett, Wash.	1,248
Santa Barbara, Cal.	1,235
Pocatello, Idaho	1,220
Chico, Cal.	1,167
Eureka, Cal.	1,135
San Bernardino, Cal.	1,106
Riverside, Cal.	1,085
Vancouver, Wash.	1,067
Greeley, Colo.	1,025
Boulder, Colo.	1,017
Tucumcari, N. Mex.	1,013
Santa Ana, Cal.	955
Sandpoint, Idaho	850
Southern States	
Greenville, Miss.	\$1,275
Spartanburg, S. C.	954
Parkersburg, W. Va.	920
Denison, Texas	894
Fort Smith, Ark.	879
Bluefield, W. Va.	864
Winchester, Va.	863
Alexandria, La.	850
Alexandria, Va.	815
Columbus, Miss.	809
Bessemer, Ala.	789
Palestine, Texas	788
Clarksburg, W. Va.	773
Meridian, Miss.	768
Martinsburg, W. Va.	757
Selma, Ala.	750
Suffolk, Va.	750
Sherman, Texas	750
Paducah, Ky.	744
Corsicana, Texas	740
Brunswick, Ga.	730
Durham, N. C.	726
Frederick, Md.	723
Elizabeth City, N. C.	720
Marshall, Texas	650
Cleburne, Texas	648
Rome, Ga.	644
Owensboro, Ky.	640
Annisson, Ala.	636
Waycross, Ga.	633
Laurel, Miss.	573
Henderson, Ky.	543
Jackson, Tenn.	471
CITIES 30,000 TO 100,000 POPULATION	
Eastern States	
Holyoke, Mass.	\$1,847
Hoboken, N. J.	1,707
Brookline, Mass.	1,656
Newton, Mass.	1,482
Meriden, Conn.	1,400
New Rochelle, N. Y.	1,352
Passaic, N. J.	1,327
Waltham, Mass.	1,322
Woonsocket, R. I.	1,317
Waterbury, Conn.	1,316
Chelsea, Mass.	1,307
Newport, R. I.	1,245
Bayonne, N. J.	1,236
Everett, Mass.	1,218
New Britain, Conn.	1,169
Allentown, Pa.	1,090
Schenectady, N. Y.	1,089
Garfield, N. J.	1,063
Wilkes-Barre, Pa.	1,053
Lewiston, Me.	1,052
Troy, N. Y.	1,038
Malden, Mass.	1,025
Binghamton, N. Y.	1,022
Perth Amboy, N. J.	1,010
Auburn, N. Y.	1,008
Jamestown, N. Y.	1,007
Newburgh, N. Y.	1,007
Elmira, N. Y.	994
Altoona, Pa.	979
Elizabeth, N. J.	950
Hazleton, Pa.	898
Harrisburg, Pa.	885
New Castle, Pa.	854
Watertown, N. Y.	843
Portland, Me.	823
Great Lakes States	
Superior, Wis.	\$1,378
Oak Park, Ill.	1,281
Rock Island, Ill.	1,226
Gary, Ind.	1,213
Battle Creek, Mich.	1,204
Racine, Wis.	1,188
Hammond, Ind.	1,179
Quincy, Ill.	1,153
Joliet, Ill.	1,146
Saginaw (E. Side), Mich.	1,145
Jackson, Mich.	1,139
Rockford, Ill.	1,119
Springfield, Ill.	1,115
Peoria, Ill.	1,108
Kalamazoo, Mich.	1,050
Terre Haute, Ind.	1,031
South Bend, Ind.	1,017
Aurora (East), Ill.	1,014
Decatur, Ill.	996
Kenosha, Wis.	976
Flint, Mich.	966
La Crosse, Wis.	964
Aurora (West), Ill.	957
Springfield, Ohio	954
Moline, Ill.	924
Muskegon, Mich.	915
Oshkosh, Wis.	901
Green Bay, Wis.	892
Portsmouth, Ohio	822
Great Plains States	
Lincoln, Neb.	\$1,381
Sioux City, Iowa	1,323
Dubuque, Iowa	1,220
Davenport, Iowa	1,217
Cedar Rapids, Iowa	1,123
Wichita, Kans.	1,084
St. Joseph, Mo.	1,069
Muskogee, Okla.	974
Springfield, Mo.	841
Western States	
Butte, Mont.	\$1,665
Berkeley, Cal.	1,612
San Jose, Cal.	1,550
Long Beach, Cal.	1,409
Sacramento, Cal.	1,398
Fresno, Cal.	1,278
Southern States	
Lynchburg, Va.	\$1,004
Wheeling, W. Va.	985
Shreveport, La.	950
Covington, Ky.	927
Winston-Salem, N. C.	828
Lexington, Ky.	795
Mobile, Ala.	746
Austin, Texas	741
Roanoke, Va.	695
Montgomery, Ala.	655
CITIES 100,000 POPULATION AND OVER	
Eastern States	
Buffalo, N. Y.	\$1,599
Worcester, Mass.	1,523
Bridgeport, Conn.	1,521
Fall River, Mass.	1,518
Yonkers, N. Y.	1,423
Newark, N. J.	1,420
Springfield, Mass.	1,373
Jersey City, N. J.	1,255
Lynn, Mass.	1,235
Rochester, N. Y.	1,210
Paterson, N. J.	1,202
Providence, R. I.	1,140
Camden, N. J.	1,048
Erie, Pa.	1,038
New Bedford, Mass.	1,037
Scranton, Pa.	985
Trenton, N. J.	962
Great Lakes States	
Chicago, Ill.	\$1,944
Cincinnati, Ohio	1,770
Milwaukee, Wis.	1,563
Cleveland, Ohio	1,448
Columbus, Ohio	1,400
Detroit, Mich.	1,355
Grand Rapids, Mich.	1,115
Great Plains States	
St. Paul, Minn.	\$1,428
Omaha, Neb.	1,364
St. Louis, Mo.	1,336
Des Moines, Iowa	1,317
Minneapolis, Minn.	1,298
Kansas City, Kans.	1,060
Western States	
Oakland, Cal.	\$1,814
Seattle, Wash.	1,659
Denver, Colo.	1,513
Los Angeles, Cal.	1,488
Spokane, Wash.	1,289
Salt Lake City, Utah	1,142
Southern States	
Atlanta, Ga.	\$1,254
New Orleans, La.	1,234
Baltimore, Md.	1,186
Richmond, Va.	1,071
San Antonio, Texas	1,060
Memphis, Tenn.	1,025
Louisville, Ky.	880

DISTRIBUTIONS OF SALARIES OF ALL TEACHERS OF ALL SCHOOLS OF THE CITIES REPORTING FOR THE YEAR 1919-1920

	Men Elem. Teachers	Women Elem. Teachers	Men Jr. H.S. Teachers	Women Jr. H.S. Teachers	Men Sr. H.S. Teachers	Women Sr. H.S. Teachers	Totals	Per Cent of Total
Less than \$300.	0	0	0	0	1	0	1	00.0
300-\$399.	1	83	0	0	1	1	86	00.1
400-499.	2	222	0	2	1	7	234	00.3
500-599.	6	442	1	15	1	18	483	00.7
600-699.	9	1,162	0	51	2	28	1,252	01.7
700-799.	13	2,819	5	105	6	43	2,991	04.2
800-899.	16	4,775	4	179	1	200	5,175	07.2
900-999.	40	6,159	22	387	35	414	7,057	09.6
1,000-1,099.	42	8,044	16	363	57	683	9,205	12.6
1,100-1,199.	44	5,893	28	427	67	728	7,187	09.8
1,200-1,299.	99	5,918	51	511	157	1,045	7,781	10.7
1,300-1,399.	68	4,966	47	402	170	891	6,544	08.9
1,400-1,499.	99	2,959	37	348	239	761	4,443	06.3
1,500-1,599.	105	4,218	59	234	328	849	5,793	07.9
1,600-1,699.	91	3,383	60	242	383	777	4,936	06.7
1,700-1,799.	52	1,269	41	193	387	621	2,563	03.5
1,800-1,899.	74	851	53	165	434	677	2,254	03.2
1,900-1,999.	50	172	42	178	440	421	1,303	01.8
2,000-2,499.	93	438	63	53	1,078	993	2,718	03.8
2,500-2,999.	5	1	4	2	428	148	588	00.8
3,000 and over.	5	0	0	0	151	27	183	00.2
Totals.	914	53,774	533	3,857	4,367	9,322	72,767	100.0
Q1.	\$1,256	\$964	\$1,313	\$1,062	\$1,607	\$1,220	\$1,010	
Median.	1,517	1,154	1,594	1,278	1,880	1,479	1,235	
Q3.	1,797	1,397	1,854	1,544	2,052	1,788	1,537	

One-half of the men elementary school teachers in all cities reporting receive less than the median salary, \$1,517. Three-fourths receive less than \$1,797 (Q3) and one-fourth less than \$1,256 (Q1).

THE TABLE above shows the distribution of the salaries of all teachers in all cities reporting for the year 1919-20. The full report contains similar tables for superintendents, assistant superintendents, supervisors, principals, librarians, showing salary distribution in each of the three groups of cities, and for each of the various groups of teachers.

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.

From the table given below it is possible to tell how many teachers in each of the groups noted have

had the number of years of training above the eighth grade indicated at the left of the table. The report contains a similar table showing the distribution of experience.

The complete report also contains suggestions for local study and action on the teachers' salary problem. It is suggested that a central committee be formed of the educational committee of the chamber of commerce and an equal number of the school staff selected by the board of education upon the nomination of the superintendent of schools. Suggestions are given for the collection of data for the development of a program covering a period of years, and for the determination of the kind of campaign necessary. A select list of sources of information is added.

DISTRIBUTION OF NUMBER OF YEARS OF TRAINING ABOVE EIGHTH GRADE RECEIVED BY TEACHERS

	Men Elem. Teachers	Women Elem. Teachers	Men Jr. H.S. Teachers	Women Jr. H.S. Teachers	Men Sr. H.S. Teachers	Women Sr. H.S. Teachers	Totals	Per Cent of Total
Less than 1 Year	65	264	8	19	12	13	316	00.49
1 Year	42	436	4	15	19	18	492	00.77
2 Years	88	1,014	16	41	45	39	1,155	01.82
3 Years	68	1,563	18	51	50	49	1,731	02.73
4 Years	242	6,001	74	338	212	477	7,102	11.21
5 Years	146	5,398	53	297	135	282	6,165	09.73
6 Years	456	24,893	180	1,229	450	831	27,583	43.55
7 Years	98	4,105	85	391	308	566	5,455	08.69
8 Years	194	2,598	139	699	1,170	4,283	9,489	15.00
9 Years	30	565	38	287	563	1,197	2,650	04.18
10 Years	13	213	18	85	229	349	894	01.42
11 Years	3	38	3	13	45	79	178	00.28
12 Years	4	33	4	7	44	38	126	00.20
Totals.	1,449	47,121	640	3,472	3,882	8,221	63,336	100.00
Q1.	4.41	5.46	5.75	6.09	7.15	7.61	5.82	
Median.	6.16	6.36	6.86	6.79	8.40	8.43	6.53	
Q3.	6.96	6.83	8.30	8.32	8.94	8.91	7.54	

One-half of the men elementary school teachers in all cities reporting have had less than the median 6.16 years of training above the 8th Grade. Three-fourths have had less than 6.96 years of training above the 8th Grade and one-fourth less than 4.41 years.

A Platform of Service

(Concluded from page 4)

teaching should not be determined by the sex of the teacher, by the age of the pupils who are taught, nor by the location of the school in which the teaching is done. It means, positively, that successful effort for which one has paid the price of serious preparation and the self-discipline of experience should be adequately, even generously, recompensed. It means that there must be opportunities on each of the so-called 'levels' of the public-school service to earn through meritorious teaching a wage as high as that which can be earned upon any other 'level.' It means, also, that the rural-school service should not suffer in comparison with the urban service.

The second principle recognizes the need and the value of participation by classroom teachers in the construction of educational policies. The Association not only believes such participation to be essential to the development of the profession; it is convinced that the policies into which those most closely concerned with the actual tasks of teaching have read the results of their experience, their study, and their reflection will be both wiser and more workable than policies framed irrespective of this important source of intimate, first-hand knowledge could possibly be. It is convinced that the establishment of this principle will do more to stabilize educational policies and insure their thoroughgoing efficacy than any other single step that could be taken.

The Association, however, is cognizant of the system of delegated responsibility and authority under which a democracy seeks to meet its needs and realize its aim. The people as a whole have established the public schools and the people provide for their support. To legally constituted representatives the people delegate the power to control the schools. These representatives in turn delegate certain elements of their power to executive officers. Such officers are responsible to the people's representatives and through these representatives to the people themselves. This constitutes the 'recognized authority and responsible leadership' under which an effective plan of participation and coöperation must be worked out. This system need impose no hardships upon the classroom teachers. Whatever measure of 'subordination' it involves is in no sense an educational subordination; it is an administrative necessity imposed not

by an autocratic decree but by the simple, inherent, and inalienable right of the people to insure economy and efficiency in the management of their collective enterprises. One who protests against this as 'undemocratic' cannot have thought clearly through the fundamental principles of democratic government.

IX

No professional organization faced with the serious and difficult tasks which the Association has assumed can work successfully without the coöperation and counsel of other organizations, both professional and lay, and the willing aid of *men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.*

The Association bespeaks, on behalf of the profession, the aid, sympathy, advice, and coöperation of all interested organizations and individuals in the

carrying out of its program. It can form no alliances; it can offer no *quid pro quo*; it can accept aid only in so far as it retains its own independence and its own right to determine the movements, outside of its chief field, that it shall exert its influence to promote. Its only claim to consideration is the great cause to which its service is pledged.

This cause reaches far beyond its own professional ranks. It is more closely bound up with public welfare and national progress than is any other cause today. The Association asks coöperation on this ground and on this ground alone. To do more than this would be to repudiate whatever claims it may now have upon the interest of the lay public.

X

The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.

Campaign for Education in Ohio*

Ten Things That Ohio Schools Need

First.—More teachers.

Second.—Better buildings.

Third.—Increased revenue.

Fourth.—Active support of the people.

Fifth.—Good light and ventilation.

Sixth.—Better methods of teaching.

Seventh.—More pay for the teachers.

Eighth.—Better training for teachers.

Ninth.—More vocational education.

Tenth.—Progressive people in charge of schools.

FIRST, we should pay teachers adequate salaries. Many of our finest teachers are staying with the work from a sheer sense of duty, but every year thousands are leaving.

*From the N. C. R., Dayton, Ohio, October, 1920.

Whether underpaying teachers results in having stupid, crude, and uneducated men and women bring up our children, or whether it results in inadequate compensation for those noble men and women who remain in the profession, the condition is one to make us hang our heads in shame.

Second, our schoolroom classes should be smaller. A classroom teacher can do justice with 15 or 20 children. When classes are larger than this the results are poorer. Until we are willing to greatly enlarge our teaching staff we will continue to waste the larger part of our children's time, and that can never be given back to them.

Third, we must recognize individuality in our children. We herd them together in classes, and each pupil has to make the same progress as every other. Bright children become shiftless and lazy. The dull ones become discouraged and lose out.

Fourth, we must house our school children in a decent, sanitary manner. Badly lighted, poorly ventilated, and crowded rooms make good work impossible.

Fifth, we should keep our exceptional teachers and give them charge of our exceptional pupils.

ENROLMENT and AFFILIATION

Affiliated State Associations

THE STATE associations of the following States have taken favorable action on affiliation with the National Education Association: Alabama, Arkansas, California, Colorado, Delaware, Indiana, Iowa, Maine, Massachusetts, Michigan, Missouri, Montana, Nebraska, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, South Carolina, South Dakota, Vermont, Virginia, Washington, West Virginia and Wyoming.

Affiliated Local Associations

- ABERDEEN, S. D., *Northern Normal and Industrial School*, J. Willard Thomas, Secretary.
- ADRIAN, MICH., *Adrian College Faculty*, Charles W. Obee, Secretary.
- ALFRED, N. Y., *Faculty of Alfred College*, Boothe C. Davis, President.
- ANADARKO, OKLA., *Caddo County Education Association*, R. E. Forbes, Secretary.
- BAYONNE, N. J., *Bayonne Teachers' Association*, Mildred F. Higgins, Secretary.
- BRATTLEBORO, VT., *Brattleboro Teachers' Association*, Mary Croker, Secretary.
- BRIDGETON, N. J., *Academy High School*, Mark Brenner, Secretary; *South Avenue Teachers' Association*, Norman A. Wright, Secretary; *Bridgeton Teachers' Club*, Esther E. Bacon, Secretary; *Monroe Street Teachers' Association*, Horace M. Perry, Secretary; *Pearl Street Teachers' Association*, Horace M. Perry, Secretary; *Vine Street School*, Clara T. Mulford, Secretary.
- BROOKLYN, N. Y., *Maxwell Pedagogical Association*, Ella P. Merrill, Secretary.
- BURLEY, IDAHO, *South Central District Association*, Mae Lowe, Secretary.
- CALDWELL, IDAHO, *College of Idaho Faculty*, Paul Murphy, Secretary.
- CANON CITY, COLO., *Canon City Teachers' Club*, Millicent Steacy, Secretary.
- CAPE GIRARDEAU, MO., *Community Teachers' Association No. 1*, Florence W. Walker, Secretary; *Faculty of the Southeast Missouri State Teachers' Association*, Christine W. Randolph, Secretary.
- CEDAR FALLS, IOWA, *Iowa State Teachers' College Faculty*, C. A. Cory, Secretary.
- CLEVELAND, OHIO, *Cleveland Teachers' Association*, H. T. McMyler, 2728 Euclid Avenue.
- DURHAM, N. C., *Durham City Teachers' Association*, Quinton Holton, Acting Secretary.
- EASTON, PA., *LaFayette College Faculty*, William S. Nall, Secretary.
- EAU CLAIRE, WIS., *Northwestern Wisconsin Teachers' Association*, Charles Beardsley, Secretary.
- ELON COLLEGE, N. C., *Elon College Faculty*, W. A. Harper, President.
- ELIZABETH, N. J., *Elizabeth Teachers' Association*, William H. Duncan, President.
- FARMINGTON, ME., *Franklin County Teachers' Association*, Agnes Mantor, Secretary.
- FAYETTE, IOWA, *Faculty of the Upper Iowa University*, E. A. Billings, Secretary.
- FLAGSTAFF, ARIZ., *Northern Arizona Normal School Faculty*, L. B. McMullen, President.
- FORT SMITH, ARK., *Fort Smith Teachers' Club*, Ruby Washington, President.
- FREDERICK, MD., *Faculty of Hood College*, W. Augusta Lanz, Secretary.
- FREEMPORT, TEXAS, *Freeport Teachers*, O. A. Fleming, Secretary.
- GLASTONBURY, CONN., *Glastonbury Teachers' Association*, Margaret R. Riddell, Secretary.
- GRAND RAPIDS, MICH., *Grand Rapids Teachers' Club*, Mary Frances Hyland, Secretary.
- GREENFIELD, MASS., *Franklin County Teachers' Association*, Mildred M. Hartwell, Secretary.
- GRINNELL, IOWA, *Grinnell Teachers' Association*, Mary A. Evans, Secretary.
- HARRISBURG, PA., *Hansford County Teachers' Institute*, Nellie Hart, Secretary; *Harrisburg Teachers' Institute*, F. E. Downs, Superintendent.
- HARRISONBURG, VA., *Harrisonburg Teachers' Association*, Ethel Spilman, President.
- HIAWATHA, KANS., *Hiaowatha Teachers' Association*, Daisy Moore, Secretary.
- HIGHLAND PARK, MICH., *Highland Park Teachers' Club*, Care Mabel C. Willson.
- HOHENWALD, TENN., *Lewis County Teachers' Association*, Mrs. C. Baker, Secretary.
- IRONTON, OHIO, *Lawrence County Teachers' Association*, Edward Q. Swan, Superintendent.
- JAMESTOWN, N. Y., *Jamestown Teachers' Association*, Mildred B. Willson, Secretary.
- KANSAS CITY, KANS., *Grade Teachers' Club*, Leona Sheppard, Secretary.
- KEARNEY, NEBR., *Kearney Educational Association*, Mabel P. Scott, Secretary.
- KEYSER, W. VA., *Mineral County Teachers' Association*, Myra M. Nefflen, Secretary.
- LAKE CITY, MICH., *Missaukee County Teachers' Association*, Gertrude Fern, Secretary.
- LANDER, WYO., *Fremont County Teachers' Institute*, Verma E. Wells, Secretary.
- LEBANON, ILL., *Teachers' Club*, McCondee College Library.
- LEBANON, VA., *Russell County Teachers' Association*, R. N. Anderson, Superintendent.
- LEWISBURG, PA., *Faculty of Bucknell University*, C. A. Lindemann, Librarian.
- LOUISVILLE, KY., *Guild of Louisville Teachers*, Edna T. Cremin, Corresponding Secretary.
- MENASHA, WIS., *Northeastern Wisconsin Teachers' Association*, C. F. Cole, Secretary.
- MESILLA, N. M., *Dona Ana County Teachers' Association*, Filomon T. Martinez, Secretary.
- MEMPHIS, MO., *Scotland County Missouri Community Association*, Care Mrs. Lenora Harding.
- MILTON, MASS., *Massachusetts Schoolmasters' Club*, Leonard M. Patton, Secretary.
- MONTCLAIR, N. J., *Montclair Public School Teachers' Association*, Maud A. Howes, Secretary.
- MONTICELLO, ILL., *Piatt County Teachers' Association*, Charles McIntosh, Secretary.
- MONTGOMERY, ALA., *The Women's College of Alabama*, N. W. Swartz, Secretary.
- MOREHEAD, KY., *Rowan County Teachers' Association*, Care J. Harlin Powers, Superintendent.
- MOSCOW, IDAHO, *North Central Idaho Teachers' Association*, Lillian Skatattaboe, Secretary.
- MOUNT UNION, PA., *Mount Union Teachers' Club*, Edna Oppel, Secretary.
- NASHVILLE, TENN., *Faculty of George Peabody College*, Care Bruce R. Payne.
- NATCHITOCHES, LA., *Louisiana State Normal Teachers' Association*, A. G. Alexander, Secretary.
- NEWARK, N. J., *Newark School Men's Club*, Walter W. Shaffer, Treasurer; *Newark Women's Teachers' Guild*, Mary W. Nichols, Corresponding Secretary; *Supervising Primary Vice Principals*, Margaret C. Horan, Secretary.
- NIAGARA FALLS, N. Y., *Niagara Falls Teachers' Association*, Clark J. Peet, Secretary.
- NORFOLK, VA., *Norfolk Teachers' Association*, M. L. Berryman, Care Henry Clay School.
- NORMAL, ILL., *Faculty Illinois State Normal University*, Edith Irene Atkin, Secretary.
- OAKLAND, CALIF., *Oakland Principals' Club*, Dora Loges, Secretary; *School Women's Club of Oakland*, Alice M. Williams, Secretary.
- PATERSON, N. J., *Pateron Teachers' Association*, Daisy Brown, Secretary.
- PERTH AMBOY, N. J., *Perth Amboy Teachers' Association*, Glenworth Sturgis, High School.
- PHILADELPHIA, PA., *Philadelphia Teachers' Association*, Emity Renshaw, Secretary.
- PITTSBURGH, PA., *Pennsylvania College for Women*, Woodland Road.
- PROVIDENCE, R. I., *Public School Teachers' Association of Providence*, Katherine U. Pierce, Secretary.
- PUEBLO, COLO., *Hinsdale School*, Henrietta Robinson, Secretary.
- RAHWAY, N. J., *Rahway Elementary Teachers' Association*, Helen S. Elliott, Secretary.
- ROANOKE, VA., *Roanoke Colored Teachers' Association*, Marian Bowden, Secretary.
- ROCK HILL, S. C., *Winthrop College Faculty Association*, J. E. Walmsley, Secretary.
- ROCK ISLAND, ILL., *Illinois Valley Teachers' Association*, Anna M. Holliday, Secretary.
- ROCKY FORD, COLO., *Rocky Ford Teachers' Association*.
- ROCKY RIVER, OHIO, *Cuyahoga County Teachers' Association*, Elsie L. Cleverdon, Secretary.
- RUTHERFORD, N. J., *Rutherford Teachers' Association*, Edna Cline Hamlon, Secretary.
- ST. LOUIS, MO., *St. Louis Froebel Society*, Mary A. Flynn, Treasurer.
- SAG HARBOR, N. Y., *Pierson High School Teachers' Association*, Ortha L. Wilner, Secretary.
- SALISBURY, N. C., *Salisbury City Teachers' Association*, Carrie M. Roberts, Secretary.
- SANTA MONICA, CALIF., *Santa Monica Teachers' Association*, W. L. Mason, Secretary.
- SHELTON, CONN., *Shelton Teachers' League*, Dorothea A. Verrett, Secretary.
- SIOUX CITY, IOWA, *Sioux City Teachers' Club*, Mary A. Lord, Secretary.
- SOMERVILLE, MASS., *Somerville Teachers' Club*, Gladys L. Swallow, Corresponding Secretary.

SPokane, WASH., *Spokane Education Association*, Olive G. Fisher, Secretary; *Spokane Grade Teachers' Association*, Margaret Richardson, President.

SPRINGFIELD, ILL., *Sangamon County Teachers' Association*, Sue U. Stanton, Secretary.

THOMPSONVILLE, CONN., *Enfield Teachers' Association*, Mabel E. Thomason, Secretary.

TISHOMINGO, OKLA., *Johnston County Education Association*, W. C. Herring, President.

UNIVERSITY, VA., *General Faculty of the University of Virginia*, Albert G. A. Bolz, Secretary.

VINELAND, N. J., *Vineland Teachers' Association*, H. W. Weidner, Secretary-Treasurer.

WALLA WALLA, WASH., *Associated Teachers of the City of Walla Walla*, Ruth Ringhoffer, Secretary.

WARRENSBURG, MO., *Teachers' Community Association*, George R. Crissman, President.

WASHINGTON, IND., *Washington City Teachers' Association*, R. N. Tirey, Superintendent.

WESTON, W. VA., *Lewis County Teachers' Institute*, Clay Bailey, Secretary.

YOUNGSTOWN, OHIO, *City Teachers' Association*, H. K. Rayen.

Completed Enrolments

THE following schools have completed their reports for one hundred per cent membership enrolment in the National Education Association since the list was published in the October *Bulletin*:

ALTOONA, PA. Curtin School, L. C. Smith, Principal; Emerson School, W. H. Burd, Principal; Franklin School, D. L. Hoffman, Principal; Penn School, D. L. Hoffman, Principal; Stevens School, H. C. Smith, Principal; Webster School, I. S. Wolcott, Principal.

BAYONNE, N. J. Vocational Schools, M. W. Haynes, Principal.

BERKELEY, CALIF. LeComte School, John A. Imrie, Principal; Longfellow School, Annie Woodall, Principal; Washington School, A. J. Hamilton, Principal.

BERLIN, N. H. Berlin High School, D. W. MacLean, Principal.

BRIDGETON, N. J. Academy High School, Mark Brenner; Irving Avenue School, Emma Westcott, Principal; Monroe Street School, Horace M. Perry, Principal; South Avenue School, Norman A. Wright, Principal; Vine Street School, Clara T. Mulford, Principal.

CHICAGO, ILL. American Library Association, Carl H. Milam, Secretary.

CHILlicothe, Mo. Chillicothe Public Schools, A. L. Threlkeld, Superintendent.

CLEVELAND, OHIO. Landon School, Susanna Kirkpatrick.

DELPHOS, OHIO. Delphos High School, Hugh R. Hick, Superintendent.

ELWOOD, IND. Elwood Public Schools, Arthur W. Konold, Superintendent.

EMERYVILLE, CALIF. Emeryville Public Schools, D. B. Lacy, Superintendent.

FAIRBURY, ILL. Edison School, Nelle Carithers, Principal; Fairbury Township High School, E. W. Powers, Principal; Isaac Walton School, Ruth Bradshaw, Principal.

GOLDFIELD, NEV. Goldfield Public Schools, A. W. Armitage, Superintendent.

HEBER, UTAH. Heber Public Schools, D. A. Broadbent, Superintendent.

KEARNEY, NEBR. Kearney City Schools, A. L. Caviness, Superintendent.

LA CROSSE, WIS. Hogan School, D. H. Shepardson, Principal; Lincoln School, D. H. Shepardson, Principal.

LINCOLN, NEBR. Principals of the Lincoln Nebraska, Public Schools; Supervisors of the Lincoln, Nebraska, Public Schools.

LYONS, NEBR. Lyons Public Schools, Clarence Linton, Superintendent.

MANKATO, MINN. Franklin School, Minnie Bangertner, Principal; Roosevelt School, S. Rose Stalet, Principal.

MARENISCO, MICH. Marenisco Public Schools, G. L. Blough, Principal.

MAYWOOD, ILL. Proviso Township High School, J. L. Thalman, Principal.

MILLBANK, S. DAK. Millbank Public Schools, H. C. Souder, Superintendent.

NEW RAYMER, COLO. Raymer Centralized Schools, A. A. Birdick, Superintendent.

QUINCY, ILL. Washington School, Emma Beckwith, Principal.

SEATTLE, WASH. Jefferson School, Mathilde McConeghy.

SHILOH, N. J. Shiloh Schools, M. Kelton Evans, Principal.

ST. CLAIR, MICH. St. Clair Public Schools, O. M. Misenar, Superintendent.

ST. CLOUD, MINN. City Public Schools, P. R. Spencer, Superintendent.

ST. LOUIS, MO. Special School Number Five, Mary L. Dickson.

ST. PAUL, NEBR. St. Paul Public Schools, H. G. Stout, Superintendent.

TONOPAH, NEV. City Public Schools, G. L. Delworth, Superintendent.

WATERSMEET, MICH. Watersmeet Public Schools, R. A. Plowman, Principal.

WILLIAMSON, W. VA. Williamson Public Schools, A. C. Davis, Superintendent.

WINNETKA, ILL. Winnetka Public Schools, Carleton W. Washburne, Superintendent.

YAKIMA, WASH. Central School, Carolyn S. Young, Principal.

NOTES and ANNOUNCEMENTS

Atlantic City Plan

WHEN President Kendall decided to take the meeting of the Department of Superintendence to Atlantic City he agreed to comply with the rules of the Atlantic City Convention Bureau. All associations which hold their annual meetings at Atlantic City are required to comply with these same regulations.

The only rule which differs from the regulations which the Association has observed elsewhere is the one requiring members to put up at convention hotels. The names of these hotels are printed in the supplement to this number of the *Journal*. One who does not put up at a convention hotel is required to pay an additional \$1.00 for the privilege of attending meetings on the Million-Dollar Pier. The local teachers pay this additional \$1.00 in order to do their part in paying for convention halls and other expenses of the meeting.

There was some dissatisfaction over this requirement at the meeting of the Department of Superintendence in 1918 because the rule had not been fully explained beforehand. Practically every desirable hotel of the city is in this list so that the plan will not likely inconvenience any member of the Association. Read the supplement to this number of the *Journal*.

Nomination of Officers

AT THE Cleveland meeting of the Department of Superintendence a new plan for the nomination of officers was adopted which provides that any ac-

tive member of the Department of Superintendence may between January first and February fifteenth of each year file with the Secretary of the National Education Association a nomination for each office in the Department, which nomination shall be placed upon the primary ballot.

The plan provides that in each January issue of the National Education Association Bulletin the Secretary shall print a notice calling for nominations for the several offices of the Department of Superintendence. This statement will serve as such notice.

The officers of the Department are president, first vice-president, second vice-president and secretary.

HOTEL RESERVATIONS may be had by writing Mr. R. S. Erlandson, Assistant Secretary, 1201 Sixteenth St. N. W., Washington, D. C. Many of the larger hotels are already booked full and some range of choice should be allowed in making requests. Mr. Erlandson will make special effort to accommodate members.

THIS NUMBER of the new *Journal* starts as Volume X, Number 1. It thus continues in the volume series of the *Bulletin* which it supersedes and the last number of which was December, 1920—Volume IX, Number 4. Beginning with the year 1921, the *Journals* for each calendar year will constitute a volume. The title page and index will be printed in the December number each year.

Department of Superintendence

Tentative Program for Its Meeting at Atlantic City, February 24—March 3, 1921

THE following is the general program of the Department of Superintendence. The programs for the National Society of Vocational Education, the National Council of Education and other Department and Allied Associations, which begin on February 24 and continue to March 3, will be announced later.

Music will be conducted throughout the meetings of the Department of Superintendence by Albert E. Brown, Boston, Massachusetts.

Morning Service

Sunday, February 27

Henry Van Dyke, Princeton University, New Jersey.

Evening Service

John H. Finley, State Commissioner of Education, Albany, N. Y.

Monday Morning

February 28, 9:30 o'clock

The Great Problem in American Education—The Rural School. What has been accomplished? What is the solution?

(Speakers limited to thirty minutes)

Will C. Wood, State Superintendent of Public Instruction, Sacramento, Calif.

W. L. Harding, Governor State of Iowa, Des Moines, Iowa.

W. C. Bagley, Teachers College, New York, N. Y., *THE AIMS OF RURAL EDUCATION.*

Ralph Decker, Superintendent of Schools, Sussex County, N. J.

Open discussion, speakers limited to ten minutes, led by Ernest Burnham, State Normal School, Kalamazoo, Mich.; Elizabeth Kelly, Department of Education, Raleigh, N. C.

Monday Afternoon

February 28, 2:30 o'clock

Ideals and Accomplishments of the School System I Represent.

(Speakers limited to thirty minutes)

H. S. Weet, Superintendent City Schools, Rochester, N. Y.

Randall J. Condon, Superintendent City Schools, Cincinnati, Ohio.

David B. Corson, Superintendent City Schools, Newark, N. J.

Frank B. Cooper, Superintendent City Schools, Seattle, Wash.

Open discussion, leaders limited to fifteen minutes, led by Frank Cody, Superintendent City Schools, Detroit, Mich.

Monday Evening

February 28, 8:00 o'clock

Address

Nicholas Murray Butler, President Columbia University, New York, N. Y. (invited).

Tuesday Morning

March 1, 9:00 o'clock

Best Use of the Superintendent's Time

(Speakers limited to thirty minutes)

H. B. Wilson, Superintendent City Schools, Berkeley, Calif.

Charl O. Williams, Superintendent City Schools, Memphis, Tenn.

James H. Van Sickle, Superintendent City Schools, Springfield, Mass.

Charles S. Meek, Superintendent City Schools, Madison, Wis.

Open discussion, leaders limited to ten minutes each, led by Bennett B. Jackson, Superintendent City Schools, Minneapolis, Minn.; James O. Engleman, Superintendent City Schools, Decatur, Ill.

First Business Meeting, 11:30 o'clock

Tuesday Afternoon

March 1, 2:30 o'clock

The Probable Future of Education in the United States—Its Policies and Programs

(Speakers limited to thirty minutes)

Frank E. Spaulding, Head of Department of Education, Yale University, New Haven, Conn.

Lotus D. Coffman, President University of Minnesota, Minneapolis, Minn.

M. L. Burton, President University of Michigan, Ann Arbor, Mich.

Henry Snyder, Superintendent City Schools, Jersey City, N. J.

Open discussion, leaders limited to fifteen minutes, led by John W. Withers, Superintendent City Schools, St. Louis, Mo.; Robert J. Aley, President State University, Orono, Maine.

Tuesday Evening

March 1, 8:00 o'clock

Address

Sir Auckland Geddes, Ambassador from Great Britain, Washington, D. C. (invited).

Address

H. M. Towner, Congressman from Iowa, Washington, D. C.

Wednesday Morning

March 2, 9:30 o'clock

The Great Need of the Schools—Better Teaching. How Shall We Get It?

(Speakers limited to thirty minutes)

Mrs. Susan M. Dorsey, Superintendent City Schools, Los Angeles, Calif.

Charles H. Judd, Dean of Department of Education, University of Chicago, Chicago, Ill.

Walter A. Jessup, President University of Iowa, Iowa City, Iowa.

Zenos E. Scott, Superintendent City Schools, Louisville, Ky.

Open discussion, speakers limited to twenty-five minutes, led by Arthur W. Dunn, Bureau of Education, Washington, D. C.

Wednesday Afternoon

March 2, 2:30 o'clock

Departmental Meetings

Cities less than 50,000—Henry M. Maxson, Superintendent City Schools, Plainfield, N. J.

Cities 50,000 to 250,000—Louis P. Benezet, Superintendent City Schools, Evansville, Ind.

Cities 250,000 to 450,000—Joseph M. Gwin, Superintendent City Schools, New Orleans, La.

Cities 450,000 and up—William M. Davidson, Superintendent City Schools, Pittsburgh, Pa.

Committee on Resolutions

Henry S. West, Superintendent City Schools, Baltimore, Md., Chairman.

Frank V. Thompson, Superintendent City Schools, Boston, Mass.

Carleton B. Gibson, Superintendent City Schools, Savannah, Ga.

Ira I. Cammack, Superintendent City Schools, Kansas City, Mo.

Milton C. Potter, Superintendent City Schools, Milwaukee, Wis.

George D. Strayer, Teachers' College, Columbia University, New York, N. Y.

Wednesday Evening

March 2, 8:00 o'clock

Address

P. P. Claxton, Commissioner of Education, Washington, D. C.

Thursday Morning

March 3, 9:30 o'clock

How May the Public Understand What Service the School is Rendering the Community?

Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pa.

Local Influence of the Russell Sage Foundation Ranking of Montana's Educational System

Edward C. Elliott, Chancellor University of Montana, Dillon, Montana.

Final Business Meeting, 11:30 o'clock