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Tenure—An Important Problem¹

CHARL ORMOND WILLIAMS

Chairman of the Committee on Tenure

THE TEACHING profession today faces no problem so important as that of tenure. The question of tenure strikes at the very heart of the profession itself. Until sound principles are developed and practical applications worked out, we shall continue to struggle in the quicksands of insecurity and uncertainty, without the power or strength to fight for adequate recognition. If education is the foundation of our democracy and the hope of our Republic it is time that we checked forever the pernicious influences which continue to sap our life and vigor and thus render our profession impotent. Not until the educational interests of this country stand together fearlessly, protected by the stability of tenure and united in the single purpose of serving the childhood of America, will it receive the recognition and attention it merits.

The movement for tenure had its foundation in the growing appreciation of the application to public officials of the principles of civil service. Gradually it has gathered impetus and strength until now it is recognized as one of the great problems facing our profession and demanding solution. It is recognized as the central factor in the increase of educational efficiency and the solution of the question of salaries, certification, and pensions.

A summary of the replies to a questionnaire sent out by the U. S. Bureau of Education in February, 1921, shows that in 528 cities, with a population between 5000 and 30,000, 975 teachers were not re-elected last year. The total number of teachers in these 528 cities was approximately 21,000. This shows that 4.5 per cent of the teaching staff were not re-elected. In 90 per cent of the cities, teachers not to be retained were advised definitely not to apply. These figures do not indicate all of the teachers who did not return. It is im-

possible to ascertain definitely the number of teachers who left the schools of these 528 cities because of indirect suggestions of their undesirability or

WE call upon the teachers of America to unite under the banner of the National Education Association in carrying forward the great program of service to which the Association is committed. We urge professional organization fashioned after our American form of government: a local organization of teachers in every community to develop public sentiment in support of education and to co-operate in the solution of local educational problems; a State educational association in every Commonwealth to develop through State legislation an efficient and adequately supported school system; and the National Education Association which shall include all the teachers of the country to support a National program of education in co-operation with all forward-looking men and women who realize that only through public education can we hope to preserve our priceless American institutions.—Resolution unanimously adopted by the Representative Assembly at Des Moines, Iowa, July 8, 1921.

through transfers to other cities, arranged in order that they might be saved the humiliation of failure of reappointment.

Stability is the basis of any profession. It should be a principle in teaching as in other professions that, when a teacher has finished her apprenticeship in a probationary service to the satisfaction of her employer, she should continue in her employment until removed for cause. In other words, after an acceptable trial period, the burden of removal should be

placed upon the employer. This stability of employment is needed in order that the profession of teaching may stand upon a firm foundation. It is doubtless true that teaching does not command the respect and attention it deserves because in the past it has rested so largely upon the quicksands of insecurity, restlessness, and incompetency due to the temporary character of the work. It is only when teachers feel reasonably secure that they will become a constructive power in the economic and social life of the community.

The Length of the Probationary Period—The probationary period should not be too long. Nevertheless, it should be sufficient to determine with accuracy the competency of the candidate. It must bring out not only the adequacy of professional preparation, but also the ability of the candidate to apply her knowledge successfully; skill in classroom management; skill in teaching; co-operation; initiative; enthusiasm; industry; and forcefulness. Her physical condition and health, her moral character, and probably most important, the capacity and desire for growth and the ambition to progress must also be determined. Careful, competent supervision and guidance during this probationary period will do much to safeguard the system from the danger of the incompetent teacher.

Of the twenty-two cities reporting a tenure provision in 1920, six report a one-year probationary period; thirteen, two years; six, three years; one, four years; and one, five years. In Massachusetts, New Jersey, and New York three years are required. The new tenure regulation adopted for the Detroit public-schools, April 14, 1921, permits a two-year probationary period. A unique provision in this regulation is that a teacher on a continuing contract may be placed upon probation at the end of any semester if the work of this teacher proves unsatisfactory.

A three-year probationary period is not too long for it is hardly possible to

¹Extracts from the report of the Committee on Tenure to the Representative Assembly of the Association, at Des Moines, Iowa, July 5, 1921.

ascertain with accuracy whether the individual merits permanent employment in much less than three years. The probationary period may well be shorter if the protection afforded the teacher is lessened. If the regulations make it easy for the board of education to discharge a teacher, then it is less necessary to delay conferring the rights assured in tenure provisions. It is desirable to test carefully the new apprentices and to cull out the inefficient before they have time or opportunity to injure either the school system or the children. If this is done, then adequate protection should be afforded those who successfully meet all of the probationary requirements.

The Dismissal of Teachers—The board of education should have the right, upon recommendation of the superintendent, to drop any probationary teacher at the end of the school year after a reasonable notice. This notice should be not less than thirty days. The Portland, Oregon, law provides that a probationary teacher shall not be dismissed on account of friction between her and the principal without giving such teacher a fair opportunity with another principal.

After the probationary period teachers should be removed only for cause. The causes usually enumerated include one or more of the following: inefficiency, neglect of duty, professional stagnation, indifference and lack of growth, lack of co-operation, disloyalty, immorality, unprofessional conduct, insubordination, ill health and physical disability, or any other reason that would annul a teacher's certificate. The New York law specifies that the teacher shall hold her position "during good behavior and efficient and competent service." The proposed Ohio law gave neglect of duty, insubordination, conduct unbecoming a teacher, and immoral or criminal conduct as causes for removal. The Pawtucket, Rhode Island, regulations specify only misconduct or incapacity. The Massachusetts law lists no specific reason.

Since the board of education is the agency which employs the teacher, it would seem that it should also be the removing agency. The right to employ implies the right to dismiss. The privilege of reviewing the action of the board in dismissing a teacher is a fundamental principle of American democratic justice and a reasonable protection that should be provided. Since the majority of dismissals are based on technical

questions such as neglect of duty, incompetency, inefficiency, conduct unbecoming a teacher, and the like, it is fitting that the final body of appeal should be engaged in educational work and yet disinterested. Dr. Kandel, of the Carnegie Foundation for the Advancement of Teaching, states that "the best practice today provides for an appeal to the State superintendent of public instruction."

EDUCATION is entitled to the highest recognition possible. I sincerely trust that the efforts for a Department of Education will succeed. Such a step forward seems to me imperative if we as a Nation hope to keep pace with our competitors.—May Trumper, State Superintendent of Public Instruction, Helena, Montana.

THE WELFARE of the Nation will be largely determined by the quality of its public schools in the next fifty years. A Department of Welfare with education secondary is no better than the present arrangement. Such a plan minimizes education, and such a department could not command expert educational leadership.—Jesse H. Newlon, Superintendent of Schools, Denver, Colorado.

Insuring Continued Professional Improvement—One of the most complex problems involved is insuring continued improvement on the part of the teacher who has been placed on tenure. Inability to find adequate means of protection through progressive improvement and the difficulty of protecting the schools from the danger of incompetent teachers have proved two of the most serious handicaps in the extension of tenure. Where an employee is assured that her position belongs to her, and especially where a sympathetic public opinion makes it hard to discharge her, there is a grave possibility of an accumulation of "dead-wood" teachers whose continued services become a distinct liability to the community.

The method commonly followed is that of giving a bonus for attendance at summer school. Whether the practice should be advocated as anything but a temporary necessity is questionable. If teaching is to be a recognized profes-

sion, it must attain such recognition through the deserved merit of its members. It seems that the practice of paying members of a teaching force a subsidy to improve themselves is not the ethical line of procedure. With the low salaries being paid at the present time, however, teachers cannot afford to attend colleges or normal schools in summer vacations. Salaries should be adequate to make it amply possible for teachers to improve themselves.

The inspiration of a broadminded superintendent motivated by high ideals and possessing ability to lead his staff in a constructive program of education will do much to stimulate the growth and progress of a school system. Such a man or woman will recognize and reward merit and will sympathetically guide and direct the inexperienced and the weaker teachers.

The Danger of Incompetence—Incompetence, inefficiency, indifference, lack of co-operation, insubordination, and immorality must not long be tolerated. The schools are for the education of children and are working under too great a responsibility to permit deficiencies to be long endured. If the privileges of tenure are limited to those having adequate educational preparation, coupled with care in selecting teachers from the probationary group, much of the danger will be avoided. Tenure in the elementary should be limited to graduates of a two-year normal school preceded by graduation from a four-year high school. A life certificate should be granted all such graduates who have had two years of acceptable teaching experience. Not less than ten years of successful teaching experience should be substituted for the educational requirements mentioned above. Higher standards should, of course, be required for positions of greater responsibility.

Graduation from a four-year college should be the standard for the specialized teachers of the secondary schools. National standards of certification should be adopted with minimum requirements which would serve as a basis for tenure regulations.

Let us all unite with every ounce of energy at our command to place upon the statute books of our several States and communities strong effective tenure legislation which will serve effectively to stabilize and dignify our profession and gain for it the recognition it merits from the citizenry of our land.

Business and the Schools

THE Chamber of Commerce of the United States is calling on the business men of America to give sharp attention to the public-school system. Its appeal is founded on the fact that the future welfare of American business and the efficiency of the American public school are bound up together. In order to make its campaign effective and far-reaching, the National Chamber of Commerce has organized an Education Service in its Civic Development Department. William Mather Lewis, formerly Director of the Savings Division of the Treasury Department and for several years previous to that in educational work, heads the service.

In outlining the policy of the Education Service for THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION, Mr. Lewis said:

"The school problem is too great for business to ignore. It directly touches the lives of one-fifth of our entire population daily. The operation of the public schools necessitates the employment of more than 650,000 teachers. The output is daily finding its way into American industry and commerce, because pupils are daily dropping out of school and going to work.

"Out of every one hundred pupils who enter the public schools, only fifteen get through high school and fewer than three finish college. The education which can reach the entire Nation and which, therefore, demands the first attention of American business, is the

education offered by the elementary schools, which cover the first eight years of the child's training. Popular suffrage will never justify itself without universal education of the right kind. American business will suffer so long as ignorance prevails. The menace of the great mass of illiterates in our Nation must be recognized and overcome.

"What is to be done? Little will be accomplished by general discussion. The answer will come only when the business men of every community actively aid in bringing the local schools to a high plane of effectiveness. As good business men, good citizens, good parents, they can do no less.

"A survey will be made of the history and present organization of the American elementary school system; the opportunities now offered to all American children to obtain an elementary school education; teacher training for these grades; school equipment; the situation in regard to illiteracy; instruction of foreign-born in the English language and the principles of American government; comparative educational opportunities in the rural districts; taxation systems now in force; legislation in force and pending.

"Briefly, the purpose of the Education Service is to assist in securing for all Americans a common-school education at least, under competent teachers and in a wholesome environment, to the end that our children may receive not

only mental training, but guidance in character building and instruction as to the privileges, duties, and responsibilities of American citizens."

Already the Education Service has prepared and distributed to thousands of Chambers of Commerce and other business organizations throughout the country two pamphlets, the first of which, *Schools, Citizenship, and Business*, gives the substance of the addresses on the essentials in education delivered at the last annual meeting of the Chamber of Commerce of the United States. The speakers and their subjects are: Payson Smith, Commissioner of Education of Massachusetts, *Rural Schools in the North*; Bruce R. Payne, President of the Peabody College for Teachers, *Rural Schools in the South*; Superintendent Broome of Philadelphia, *City Schools*, and A. J. Todd, labor manager of B. Kuppenheimer, Chicago, *The School and the Home*.

The second pamphlet is entitled *The Schools of Your City—The General Situation*. It suggests pertinent questions to be asked by business men as to the situation in their communities relating to illiteracy; immigrant training; school equipment; use of schools; physical education; teachers; the cost of education. This pamphlet brought immediate concrete results, many local chambers of commerce at once starting illiteracy surveys; school-building and equipment inspection; and investigations of the school financial situation. This pamphlet is the first of a series of five. The titles of the others are *Buildings and Equipment*; *Health and Physical Education*; *The Teacher*; *Laws and Administration*. With the last four of these pamphlets, there will be sent question blanks to aid education committees of the local Chambers of Commerce in assembling and tabulating the information desired. Use of these blanks will make it possible to compare the situation in one city with that in others and so make clear the relative positions and the general situation.

An intelligent understanding of the American public-school system by business men and a clear conception by educators of the requirements of the business world are conditions greatly to be desired. When such an understanding is brought about, education, business, and, in fact, the whole social fabric will be tremendously strengthened. To create such a situation is the goal of the Chamber of Commerce of the United States through its Education Service.

Wealth and Population Versus Education

A COMPARISON OF THE DEVELOPMENT OF NORMAL SCHOOLS, HIGH SCHOOLS, COLLEGES AND UNIVERSITIES WITH POPULATION, WEALTH, AND GROWTH OF THE PUBLIC SCHOOL SYSTEM. THE YEAR 1890 HAS BEEN TAKEN AS A BASIS FOR COMPARISON.

	1870	1880	1890	1900	1910	1918
Population in Thousands.....	38,558 61%	50,155 80%	62,622 100%	75,994 121%	91,972 146%	105,708 ¹ 170%
National Wealth in Millions.....	30,068 46%	43,642 67%	65,037 100%	88,517 136%	143,139 220%	375,000 ² 576%
School Enrolment in Thousands..	7,380 58%	9,865 77%	12,724 100%	15,586 122%	17,813 140%	20,853 164%
Public School Teachers.....	220,225 60%	286,593 79%	363,922 100%	423,062 116%	523,210 144%	650,709 179%
Public Normal Schools.....	75 55%	106 80%	135 100%	157 116%	191 141%	251 186%
Normal School Graduates.....	1,601 ³ 36%	2,943 66%	4,413 100%	9,072 205%	13,725 311%	23,020 521%
Normal School Enrolment.....	9,728 36%	17,882 66%	26,917 100%	41,600 154%	71,250 264%	96,500 358%
High School Enrolment.....			367,003 100%	719,241 195%	1,131,466 308%	1,735,619 473%
College and University Enrolment.			55,687 100%	98,923 177%	275,212 496%	387,106 ⁴ 677%

¹ Census for 1920. ² Estimated from paper read before Bankers' Institute, London, by Edgar Crammond.

³ Estimated. ⁴ Data for 1915-16.

School Publicity in Oakland

ELIZABETH MADISON

Chairman of the Publicity Committee, Oakland Public Schools, Oakland, California

THE PUBLICITY committee of the Oakland public schools has been unlike most publicity committees in that a large part of the stimulation to activity which it has received has come from without instead of from within the organization. In other words, we had something to sell through publicity, but there was a public waiting to buy it with so much eagerness that we were urged to produce more by those buyers themselves, instead of having to continue to advertise our product appealingly.

The thing we had to sell was news about the schools and about the children of the citizen during the five or six important hours of each school day when they are away from their parents under the care of the greatest institution in American life—the public school.

A great institution of National importance is always interesting and children are always interesting, especially to their parents who are paying for their education. The only problem before us was not how to get school news, nor how to find people interested in it. Our problem was how to tell school news in a well-written, readable way, with the facts accurate and up-to-date and fashioned in a word-form usable by the press of the city.

We had to strive for the following things: *accuracy* of information about what was happening in the schools; *rapidity* in getting the event to the press before the date of performance or immediately thereafter; *impartiality* in getting the information to all of the city papers without individual preference; and *machinery* for making it easy for the city newspaper reporters to get the news quickly without having individually to go to the separate schools. To accomplish this with the least work and the best returns the following plan was evolved and put into operation:

A superintendent's bulletin was sent out explaining the value of selling the educational idea. This went to every teacher and principal in the department. It was considerably discussed. Following this, each principal received a letter asking him to appoint a press representative in his school, whose duty it should be to send to the library of the super-

intendent of schools a brief weekly account of happenings at the school, and a program of any events promised for the following week.

Stories and information and programs of school activities began to flow into

IT is the bounden duty of school men and school women to think seriously on the problem of ways and means of selling the idea of public education to the community.

There is an eager public willing to buy the educational idea. No other single product can command so wide a market in American life, if intelligently, honestly, and attractively advertised. If the sale fails of consummation, the main fault lies with the school people.

the library. Here they were segregated and put into brief newspaper form, in a series of items amounting during busy periods to twelve or thirteen items daily. These were put into as many copies as there were leading papers and were sent to the office of the secretary of the superintendent.

The secretary of the superintendent filed these "school-column stories" daily and, when the press representatives called, as they often do twice a day, he handed these copies out. The press representatives understood that these stories were given to all alike and many reporters rewrote the stories that appealed to them while some papers used them without change. In this way stories of school activities got into every paper in the city every day.

The thing which we could not foresee was that the press representatives would so heartily endorse our plan. We attribute this success to the fact that the stories were good, because real children actually did the things related; to the fact that the press people could count upon the stories without having to make long and tedious verifications; and to the fact that any press man was at entire liberty to make individual investigations for himself if he so chose and any school was at liberty to send directly to the

press anything which it desired to send individually, so that there was no element of supervision of information in our work—merely a satisfactory machinery for rapidity and accuracy.

In addition to the daily stories given out in duplicate, a practice grew up of receiving requests from the press for individual illustrated Sunday stories. There are so many human interest stories daily happening in schools that it was not difficult to find material to answer these requests, but it was sometimes difficult to find time to write as many as were called for, especially since it was necessary to give stories of this individual character to each of the papers asking for them in turn.

The matter of suitable illustrations is still troublesome. We could do much better if the different interesting activities of the schools were better photographed. It would be a fine piece of work to make this a committee undertaking next year. Such photographs become fascinating records for the schools to keep and often furnish valuable material for record at the superintendent's office. They could be used to tell the public, through the press, what the children of the community are doing.

It is interesting to note that the press is always interested in the social-service activities of youngsters. Work done for the day nurseries, scientific investigation work, self-government work and helpful activities among the students are stories all eagerly taken by city editors. When we receive criticism for these broader endeavors of the school children, it is comforting to realize that they are looked upon with interest and a very swift and sympathetic understanding by the busy news people of the big city, who are used to sifting and analyzing human values with rapidity and accuracy and a keen social judgment.

On account of the good news service that the press men have received from the department, they have become more interested personally in school problems. As a result there have been more editorials on school matters and some careful column articles on school subjects, which the individual reporters have worked up on their own initiative. Budget and statistical information has been presented with great care and interest by many papers. We do not mean that they would not have done this in the ordinary course of the reportorial work, but they have done it better because they had themselves become interested in the schools.

Education and the Federal Government¹

HUGH S. MAGILL

Field Secretary, National Education Association, Washington, D. C.

The Present Situation—The activities of the Federal Government with respect to education at the present time are scattered and unrelated. The Bureau of Education occupies a subordinate position in the Department of the Interior; the Federal Board for Vocational Education, a semi-independent organization, administers Federal aid for industrial education and home economics; and other educational activities of the Government are administered by several different departments. That there should be a reorganization and co-ordination of these activities is universally accepted.

The Proposed Solutions

Two plans for reorganizing the educational functions of the Nation have been suggested as possible solutions of the present unsatisfactory conditions.

First—The creation of a Department of Education under a Secretary of Education who shall be a member of the President's Cabinet, which department shall administer all educational activities of the Federal Government not intimately and definitely related to some other department. The primary function of such a department would be the encouragement and promotion of public education in the States, in full recognition of the fact that under our dual form of government the conduct and management of education is vested in the States, and that the Federal Department of Education should co-operate and assist but never dictate or control.

Second—The creation of a Department of Public Welfare under a Secretary of Public Welfare who shall be a

member of the President's Cabinet, which department shall include education as one of its subdivisions, along with health, social service, veteran relief, and other more or less unrelated subjects. In this proposal the basis of co-operation with the States for the promotion of education is not considered.

THE GENERAL Federation of Women's Clubs is heartily supporting the Towner-Sterling bill. We insist that educational interests shall not be submerged in any other phase of work.—Mrs. Thomas G. Winter, President, General Federation of Women's Clubs.

THE NATIONAL Society, Daughters of the American Revolution, have earnestly indorsed and are standing back of the Towner-Sterling bill creating a Department of Education.—Mrs. George Maynard Minor, President General, National Society, Daughters of the American Revolution.

NO LEGISLATIVE measure so comprehensive, so fitted to place education where it belongs, has appeared, commensurate with the Towner-Sterling bill. The Congress of Mothers is on record for the principles embodied in this bill.—Mrs. William Tilton, Chairman on Legislation of the Congress of Mothers and Parent-Teacher Associations.

THE AMERICAN Federation of Labor will support the Towner-Sterling educational bill in accordance with the action of the conventions of 1918, 1919, and 1920.—Samuel Gompers, President, American Federation of Labor.

MY ENTHUSIASM is getting stronger and stronger for the Towner-Sterling bill every day, and I believe it is going through, because the country is going to demand it.—A. Lincoln Filene, Chairman, National Committee for a Department of Education.

THE COUNCIL has submitted the proposition for the creation of a separate Department of Education to its constituent members through a referendum, and the reports of this referendum indicate that about seven-ninths of the membership of the organization—and it is very comprehensively representative of the higher education of the country—are in favor of the creation of a separate Department of Education.—Dr. Samuel P. Capen, Director of the American Council on Education.

The Issue—These two proposals, each embodied in a bill now before Congress, and each supported by influences of recognized weight and authority, make a definite issue which sooner or later must be determined by Congress. The first proposition, to create a Department of Education, is supported by the National Education Association, the National Committee for a Department of Edu-

cation, The General Federation of Women's Clubs, The National Congress of Mothers and Parent Teacher Associations, The National Society Daughters of the American Revolution, The National League of Women Voters, The American Library Association, The American Federation of Labor, and by many religious, fraternal, and civic organizations throughout the country. The second proposition, to create a Department of Public Welfare with education as a subdivision, has received its chief support from General Charles E. Sawyer, the President's physician, and Honorable Walter F. Brown, the President's representative on the Committee for the Reorganization of the Executive Departments. A study of the report of the hearings held on this bill before the Joint Committees on Education of the Senate and House does not reveal any particular public sentiment in favor of the measure, but very strong opposition on the part of educators and friends of education to the submerging of education in this or any other department.

Arguments for a Department of Education—The primary argument for a Department of Education is the manifest need for an adequate and comprehensive plan of co-operation between the Federal Government and the

States for the promotion of public education, based on the following generally accepted facts: (a) that the conduct of public education is a State function, each State being primarily responsible for the support and management of its public schools; (b) that the primary purpose of education from the standpoint of the State and the Nation is to develop good citizens; (c) that a citizenship, phys-

¹Also published as Legislative Commission Series Number Two. Copies may be had on request.

ally, intellectually, and morally sound is essential to the life and prosperity of our Republic since a government of the people can be no stronger than the composite citizenship of which it is composed; (d) that the privileges and responsibilities of American citizenship are not affected by State boundaries; (e) that whatever tends to elevate and strengthen the citizenship of any State promotes the welfare of the entire country; (f) that any weakness or disorder in any State subtracts from the general health and security of the Nation; (g) that to neglect the proper training of any considerable portion of the future citizens of our country is to endanger the future of our Nation as a whole; (h) and, therefore, that it becomes the imperative duty of the Federal Government to encourage and promote education in all the States to the end that every American child shall have an opportunity for the fullest physical and intellectual development of which he is capable, thereby conserving and developing the human resources of the Nation.

The Towner-Sterling bill, now before Congress, creates a Department of Education, and provides for co-operation with the States in the training and development of the future citizens of the Nation without encroaching upon the rights and prerogatives of the States. It provides that the department shall conduct studies and investigations in the field of education, and that research shall be undertaken in illiteracy; immigrant education; public-school education, with special reference to rural education; physical education, which shall include health education, recreation, and sanitation; the preparation and supply of competent teachers for the public schools; higher education; and in such other fields as the Secretary of Education may think necessary. Such a department would be of the greatest assistance in the solution of complex problems in public education which are

common to all the States. It would be far more economical for the Federal Government to carry on extensive investigations in the field of education through a Department of Education, and report thereon to the States, as is now done in the field of agriculture through the Department of Agriculture, than for each State to make independent investigations.

RESOLVED, That this committee hereby expresses its approval of the Towner-Sterling educational bill and of the stronger organization and support which it assures to the public-school system, and expresses its strong opposition to the substitution of a Welfare Department or any other department for the proposed Department of Education.—Educational Committee, International Sunday School Association.

WE BELIEVE that the most distinctive thing that has been done in this Western Hemisphere since the organization of our government is the setting up of a free public-school system. We are asking that education be not transferred to the proposed Department of Public Welfare. We wish to give it greater dignity than it has ever had before.—Dr. Robert L. Kelly, Secretary of the Council of Church Boards of Education.

THE INDORSEMENT by The Scottish Rite of Freemasonry, The Shrine, and The League of Masonic Clubs will bring to the support of the Towner-Sterling bill the efforts and influence of many men throughout the country.—George Fleming Moore, Sovereign Grand Commander of the Supreme Council of Scottish Rite Masonry, Southern Jurisdiction of the United States.

THE FRIENDS of public-school education in Michigan strongly urge an independent Department of Education. Our disappointment will be keen if education is submerged in a Department of Public Welfare.—Dr. D. B. Waldo, President, State Normal School, Kalamazoo, Michigan.

NO MATTER what phase of public welfare is undertaken, education is the first step and the basic process. Securing physical fitness, a high degree of intelligence, the relief of indigency, all may be furthered through education. It seems necessary, therefore, that we have a department of our Government whose chief function shall be the promotion of education.—Dr. Augustus O. Thomas, State Superintendent of Public Instruction, Augusta, Maine.

The Towner-Sterling bill clearly recognizes the supremacy of the State with respect to the control of public education, and also recognizes the legally constituted educational authority of each State. That there may be the most effective co-operation between the States and the Nation, there is established a National Council on Education of which the State superintendent or commissioner of education of each State shall be an *ex-officio* member, together with twenty-five prominent educators representing the different interests in education, and twenty-five citizens not educa-

tors, to be appointed by the Secretary of Education, "to consult and advise with the Secretary of Education on subjects relating to the promotion and development of education in the United States." This Council will give the Secretary of Education the benefit of the advice of the leaders of education in all the States and provide an effective means of disseminating suggestions for the improvement of education based upon the results of the research and investigation carried on by the Federal Department, and the recommendation of the Council.

An important feature of the Towner-Sterling bill is the authorization of appropriations by the Federal Government to assist the States in the removal of illiteracy, in the Americanization of foreigners, in physical education, in the training of teachers, and in the equalization of educational opportunities. A certain amount, "or so much thereof as may be necessary," is authorized for each purpose, but as all appropriations must be made annually, Congress would have to determine each year the amounts that would be appropriated for each of the purposes mentioned. A comprehensive plan of co-operation between the National Government and the States is proposed which leaves the management of public education absolutely under State control. The principle of Federal aid to education

was approved by President Harding in a statement made by him on October 1, 1920, in which he said:

"The Federal Government has established the precedent of promoting education. It has made liberal grants of land and money for the establishment and support of colleges of agriculture and mechanic arts, and in more recent years has made appropriations for vocational education and household arts. Without interfering in any way with the control and management of public education by the States, the Federal Government should extend aid to the

States for the promotion of physical education, the Americanization of the foreign-born, the eradication of illiteracy, the better training of teachers, and for promoting free educational opportunities for all the children of all the people."

It is the universal opinion of those who have given the subject careful study that in order that the Federal Government may perform its proper function in the promotion of education in the States, the Department at Washington must be given such dignity and prominence as will attract public recognition, and that it must be under such leadership as will command the respect and confidence of the educational forces of the country. This is absolutely essential. Anything less will mean failure. The authority of the Federal Government in the promotion of public education cannot and should not be mandatory, but must be exercised through the persuasive influence of facts and suggestions emanating from a source of recognized leadership. It is too much to expect the public to accept the educational leadership of an under-secretary, or bureau chief, who is not allowed to express an opinion on any public question without first obtaining permission from the head of the department, and whose salary is far below what is regarded as fair compensation for persons of recognized National leadership. The experiences of the past fifty years have demonstrated the futility of such an arrangement. The educational leader of the Nation, because of the paramount importance of education, must hold an outstanding position, with powers and responsibilities clearly defined, and subordinate to no one except the President.

Arguments for a Department of Public Welfare—The arguments put forth for a Department of Public Welfare, in which education shall be one of the subdivisions, are to the effect that education alone is not of sufficient importance and

scope, as viewed from the National standpoint, to justify the creation of a separate Department of Education; that public education represents only one of many activities carried on by the Government for the promotion of human welfare, and that, therefore, it should be included in a Department of Public Welfare with such other activities as health, pensions, war risk insurance, hos-

are not advanced by the friends of education, nor by the highest authorities on the subjects which it is proposed to include in the Department of Public Welfare.

Discussion of the Question—The importance of education from the National standpoint and the necessity for its encouragement and promotion by the Federal Government have been advocated

by American statesmen since the founding of our Nation. Washington declared that since the structure of our Government gives force to public opinion it is essential that public opinion be enlightened, and he urged promotion of education by the Nation as a matter of "primary importance." This sentiment has been repeatedly expressed by other great statesmen. Horace Mann declared that, "In our country no man is worthy the honorable name of statesman who does not include the highest practical education of the people in all his plans of administration." The first bill for a Department of Education was introduced in the House of Representatives in 1866 by James A. Garfield and earnestly supported in the Senate by Charles Sumner. During the past fifty years the leaders in public education have continually urged that the Nation should assume its responsibility for co-operation with the States in the promotion of education, and through all these years the

movement has been violently opposed by the ancient enemies of public education. A condition recognized as unsatisfactory has been permitted to continue, the Government failing to establish any fixed policy with respect to the promotion of education in the States.

Finally the war revealed to the American people startling facts regarding conditions which seriously impair the strength and security of our Nation. We were astonished to find that one-fourth of the young men called to the colors were practically illiterate; that one-third were physically unfit for full

AS CHAIRMAN of the Legislative Commission of the National Education Association I have been in conference with many State and city superintendents and with representatives of lay organizations. All of these persons for themselves, and, in so far as they are able, as representatives of their respective groups and organizations, have declared that education can best be served only by a Department of Education with a Secretary in the President's Cabinet.—Dr. George D. Strayer, Chairman, Legislative Commission, National Education Association.

THE ESTABLISHMENT of a Department of Education with a Secretary of Cabinet rank would bring to public education such support and prestige as the educational interests of the country demand. Action by Congress at this time which would give education a subordinate place in another department would discredit the country and render incalculable harm to the interests of American education.—Dr. Thomas E. Finegan, State Superintendent of Public Instruction, Harrisburg, Pennsylvania.

THE PROPOSAL to merge the Department of Education with the Department of General Welfare is a monumental mistake so far as the interests of education are concerned. It will never work satisfactorily for the benefit of public education.—The late Dr. Calvin N. Kendall, Commissioner of Education, Trenton, New Jersey.

THE STATE normal school executives of the United States are for a Department of Education and in favor of Federal grants in aid of education. These two principles are held by them to be valid and in line with historic precedent.—Dr. J. A. H. Keith, President, National Council of State Normal School Presidents.

THE ONLY practical improvement on the present situation is to create an independent Department of Education, as provided by the Towner-Sterling bill.—Dr. F. E. Spaulding, Dean of Education, Yale University, New Haven, Connecticut.

pitalization, care of the Indians, and other lines of so-called social service; that to create a Department of Education under a Secretary in the President's Cabinet might bring education into politics, and that, therefore, it is safer to place it in a subordinate division of a Department of Public Welfare under a head who would be kept out of politics by denying him any authority or responsibility such as is exercised by the heads of Executive Departments, as, for example, the Secretary of Agriculture and the Secretary of Labor. It is only fair to state, however, that these arguments

military service, due in a large measure to a lack of proper training; that we are failing to Americanize and assimilate the vast number of foreign-born who are coming to our shores; and that millions of American-born children have little or no opportunity for proper physical and intellectual development. As a result of these disclosures the American people have become thoroughly aroused to the importance of more effective co-operation on the part of the Federal Government with the States for the betterment of educational conditions throughout the Nation. Those who suggest that education is not of sufficient importance and scope from the National standpoint to justify the creation of a Department of Education fail to comprehend the tremendously important service which the Federal Government could thereby render the States. They also fail to grasp the impelling fact that the public-school system is the only institution belonging to all the people which can be used to develop a strong, healthy, intelligent citizenship, capable of understanding, defending, and perpetuating our American institutions.

The Towner-Sterling bill creating a Department of Education is the result of years of thoughtful deliberation by the leaders in public education throughout the Nation. In its preparation and revision every State superintendent or commissioner of education was consulted, together with hundreds whose opinions on questions of public education are deserving of consideration. The bill was not hastily drawn, but is the result of prolonged and intense study. In essentially its present form it was reported favorably by the Committees on Education of both Senate and House of the Sixty-sixth Congress. In the preparation of the bill creating a Department of Public Welfare with education as one of its subdivisions, the educational leaders of the country were not consulted and the bill was hastily prepared

in a few weeks. Its sponsors are friendly to the promotion of public education, but the bill reveals a failure to comprehend many of the most fundamental principles involved in the solution of present-day educational problems. At the hearings held on the bill it was brought out that while the friends of education were not opposed to the creation of a Department of Public

Welfare, there was an overwhelming sentiment throughout the country in opposition to the submerging of education in the proposed department. This opposition came not from educators only, but from the friends of education everywhere. On the other hand, the enemies of public education let it be known that they would be quite satisfied to have education submerged in the proposed Department of Public Welfare. *The Outcome*—This question has now become a National issue. Action upon it cannot longer be delayed. The people will insist that every member of Congress shall declare his position on the subject. Friends of public education believe that the issues involved are of the most serious import to the Nation. The policy of the Federal Government with respect to the promotion and encouragement of public education in the States hinges upon the action to be taken. The great National organizations supporting the Towner-Sterling bill, representing millions of intelligent citizens, make their appeal to Congress with confidence that this question will be settled in such a manner as to insure the increasing development throughout the United States of a strong, intelligent, patriotic American citizenship.

I earnestly hope that Congress will make an independent Department of Education rather than give us a subdivision in the proposed Department of Public Welfare.—Dr. L. Brittain, State Superintendent of Schools, Atlanta, Georgia.

The Towner-Sterling bill, as I view it, is the only bill before Congress that meets the wishes of a vast majority of persons in the United States interested in public education. I am deeply interested in seeing the Federal Government establish a Department of Education to encourage education in the States. I believe that the subordination of educational matters under a Department of Welfare will not meet the conditions.—Dr.

J. A. C. Chandler, President College of William and Mary, Williamsburg, Va.

The one big business of this Nation is the proper education and training of boys and girls, and I cannot understand why it should be proposed to discount this important work by giving it a subordinate position in some other department. On behalf of the children of Mississippi I want to urge that Congress put the Department of Education on an equality with the other departments.—W. F. Bond, State Superintendent of Education, Jackson, Mississippi.

PUBLIC EDUCATION in this country is an enterprise of so general and outstanding importance and so clearly defined in its purposes that it is entitled to full and independent recognition.—Dr. Payson Smith, Commissioner of Education, Boston, Massachusetts.

THE EDUCATIONAL forces of Alabama oppose solidly the submerging of education in the proposed Department of Public Welfare and favor unanimously the establishment of an independent Department of Education, with a Secretary in the President's Cabinet.—Dr. J. W. Abercrombie, State Superintendent of Education, Montgomery, Alabama.

THE RIGHT kind and amount of education is the way to welfare, an effect of which education is the cause. Modern scientific methods would attack the cause rather than the effect. Education should not be subordinated to welfare. Create a Department of Education first with Welfare in it. If this is not feasible, make an independent Department of Education.—Dr. J. M. Gwinn, Superintendent of Schools, New Orleans, Louisiana.

THE NEW YORK Principals' Association, representing 500 public-school principals, having charge of nearly 800,000 children, strongly urges the passage by the present Congress of the Towner-Sterling bill and the establishment of a Federal Department of Education with a Secretary in the President's Cabinet.—Olive M. Jones and Ambrose Cort, New York Principals' Association.

THOSE of us who believe public education is of paramount National importance will stand firm for the Towner-Sterling bill until we have a Department of Education with a Secretary sitting at the President's council table, and the co-operation of the Federal Government with the States in the financial support of the schools.—C. G. Pearse, President State Normal School, Milwaukee, Wisconsin.

Welfare, there was an overwhelming sentiment throughout the country in opposition to the submerging of education in the proposed department. This opposition came not from educators only, but from the friends of education everywhere. On the other hand, the enemies of public education let it be known that they would be quite satisfied to have education submerged in the proposed Department of Public Welfare.

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Our Association's Growth

AN INNOVATION was introduced at Des Moines when President Hunter gave an address on the Association and its work. His picture of the National Education Association as a delicate piece of machinery organized for public education, was illustrated by twenty-one slides, four of which are here reproduced. Before presenting these slides, President Hunter discussed the reason for creating a National Association; the Association's ultimate aim; and the principles of organization to be adhered to in developing its program of service.

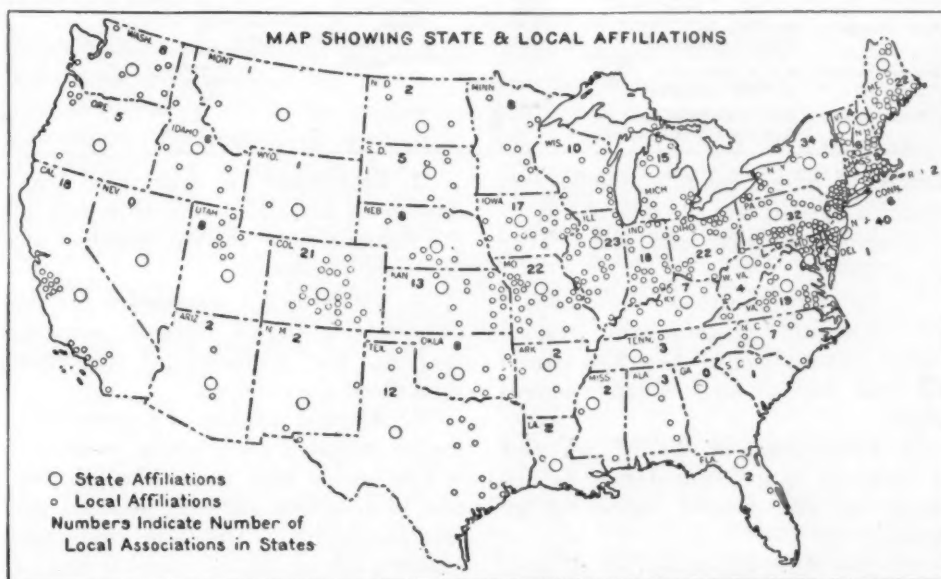
"The teaching profession has begun to assume its true rôle," said President Hunter, "and has decided that upon it devolves the responsibility of seeing that America shall have the kind of public-school system that American ideals necessitate. There has been a distinct change in the ultimate objective for which the National Education Association stands. Its purpose is as truly professional as it has ever been, but it has become an active militant body in creating constructive public sentiment in America and in rallying the forces that stand for the public schools of America."

"The National Education Association functions through a system of regularly appointed committees and a system of regularly organized departments. The committees are groups of specialists who are delegated by the Association with the responsibility for the solution of some problem and clothed with authority to carry on special functions or special lines of investigation.

"They include the Committee on Sources of Revenue, Committee on Visual Education, Legislative Commission, Committee on Foreign Relations, Committee on Salaries, Tenure, and Pensions, Committee on Expenses of Delegates, Commission on Co-ordination of Research Agencies, Committee on Reorganization of Elementary Education, Illiteracy Commission, Commission on

Standardization of Schoolhouse Planning and Construction.

"The special departments of the Association represent the ways and means of the Association for caring for the special interests of all important groups engaged in school work in this country. It is the policy of the Association to provide fully for any such special group. A large number of them are functioning now as regularly authorized departments of the National Education Association."



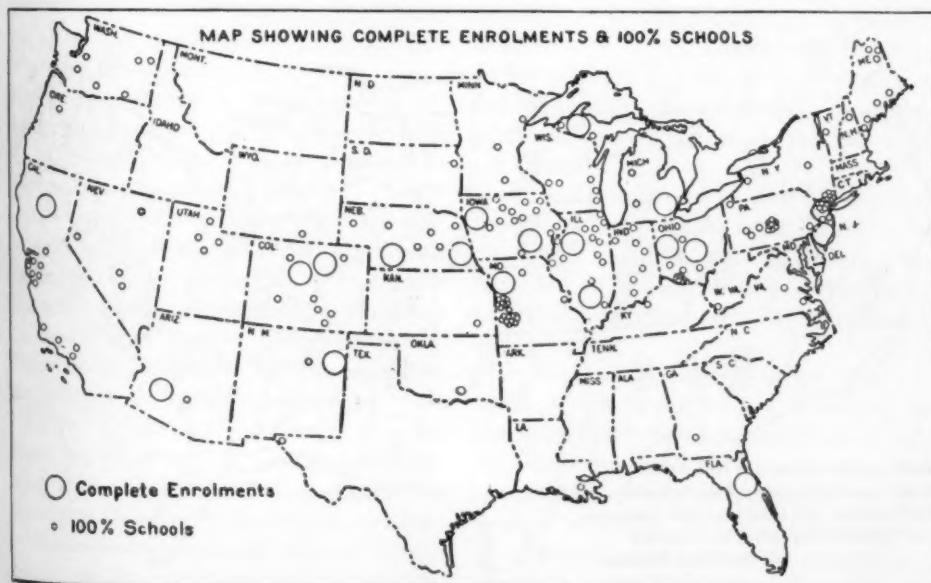
the Reorganization of Secondary Education, Committee on Health Problems in Education, Committee on Thrift Education, Committee on Racial Well Being, Committee on Rural Education, Committee on Elementary School English, Committee on Problems of High School Libraries, and the Committee on

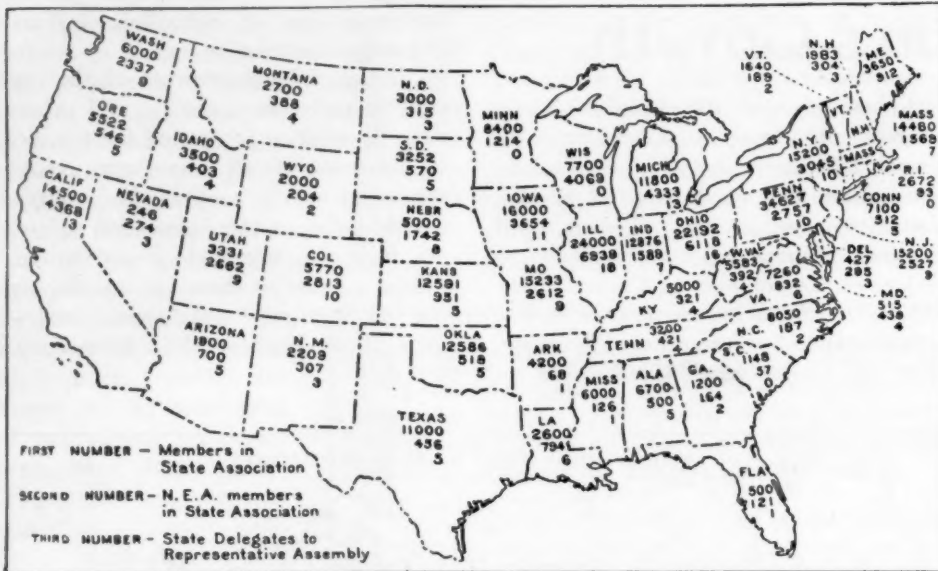
Beginning with a slide showing the growth of the Association from 1898, President Hunter called attention to the year 1919 when the membership was more than doubled. In 1920 the membership again doubled.

The first map shown here indicates the widespread character of the affiliations with the National Education Association. The large circles indicate State affiliations, with all States affiliated except four. The small circles represent affiliated local associations with affiliated locals in almost every State in the Union. The numbers indicate the total number of local affiliations in each State.

"Our hope of success," says the report, "is great and the evidence is here found in the success of those State and local associations which have organized on a representative basis parallel to our own plan and have succeeded in their programs because they have thus organized, because they have had wise, constructive leadership, and have stood behind that leadership.

"You are all familiar with the platform of the National Education Association."





ciation. I have tried to epitomize that platform by selecting six first objectives as proposed in that platform. They are as follows:

"1. In every classroom in America a well qualified, professionally trained teacher, who is a loyal American citizen and who receives an adequate compensation.

"2. Elimination of the 25 per cent of illiteracy in our population as disclosed by the United States Army figures.

"3. The Americanization of all non-American elements in our population.

"4. Universal training for citizenship to an age approximating maturity—eighteen years.

"5. Equalization of educational opportunity for all of America's twenty-five million boys and girls.

"6. A leader of the educational forces of the country in the highest councils of the Nation—a Secretary in the President's Cabinet.

"These are the purposes for which we are fighting as a profession. They represent the things that are before us to do as an organized profession.

"As an Association we have not been idle since our change in viewpoint and the adoption of a National Program in working for the accomplishment of that program. Several great steps have been taken to bring about the ends we seek:

"1. Reorganized the N. E. A. upon a democratic basis with a representative form of government with a representative assembly as the governing body.

"2. Established a publication known as THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION to be sent to all members of the Association as a means of uniting the profession.

"3. Established a legislative commission to accomplish the objectives of the Association by the enactment of appropriate legislation.

"4. Established a commission for the co-ordination of all research agencies, studying the problems of education throughout the country.

"5. Adopted a policy of a united profession behind a constructive program."

The second map shows the distribution of complete and one hundred per cent enrolments. The large circle represents a city or county school system or an institution with the total membership enrolled in the N. E. A. The small circles indicate single schools with a complete faculty enlisted as members of the National Education Association.

From the third map may be noted the widespread hold which the National Association has upon the Nation. Every State association with the exception of four as shown by this map has become an

affiliated association of the National Education Association. The first figures show the membership of the various State associations; the second figures, the N. E. A. members in each State association; the third figures, the number of representatives sent by the association to the present Representative Assembly. Since this map was made, one of the four State associations shown here as not affiliated has become an affiliated association, leaving only three State associations outside the fold.

These figures reveal the strength of the army enrolled behind the National Education Association. Our total affiliated membership is 363,000. Sixteen of the State associations affiliated are on a delegate basis, and most of them have been supporting constructive legislative programs in their respective States. A total of 213 measures were proposed and supported by these associations during the last legislative session. It is true that the active membership of the Association is in the neighborhood of 75,000. When the teaching profession of the country fully realizes the work to be done, the active membership in the Association will grow by leaps and bounds. With the Association as a coherent, unified body actively functioning and standing for its great program, there can be no doubt as to the outcome.

The fourth map shows the number of teachers in the public schools of each of the States in the United States, the total number of members in each State association as indicated by the second numbers, the number of N. E. A. members in each association indicated by the third numbers, and the percentage of the total number of teachers in each State who are members of the N. E. A. In



total number of members of the N. E. A. in the State association, Illinois ranks first with 6939; Ohio ranks second with 6118, California ranks third with 4368. In percentage of total number of teachers of the State who are members of the N. E. A., Utah ranks first with 83 per cent; Arizona, second with 45 per cent; Colorado, third with 42 per cent.

"This," concluded President Hunter, "gives you some conception of the wonderful piece of machinery known as the National Education Association, which is placed at the disposal of the teachers of America. Can we, standing 700,000 strong, learn to make use of our strength for the cause of public education in America?"

Education Divisions in Chambers of Commerce

NO MOVEMENT is more prophetic of better times for public education than the increasing recognition which it is receiving at the hands of business men. This growing respect for public education arises from a belief that physical, moral, and economic effectiveness have their foundations in the public schools—that without education business cannot continue to develop and prosper.

The organization of Education Divisions in Chambers of Commerce is an effective method of maintaining the spirit of co-operation between business and education. An excellent example of such co-operation is the educational division recently organized by the Chamber of Commerce of Memphis, Tennessee. The organization began with seventy-five members, one-third elected for one year, another third for two years, and the remainder for three years. It is planned to build up the membership to about one hundred persons representing every interest in the community. The chairman of this Educational Division is Mr. Thomas B. Hooker, a representative leader among the business men of Memphis. There are three vice-chairmen each in charge of a particular field of education. Mr. Joseph A. Fowler is vice-chairman in charge of educational interests in the city of Memphis. Mr. Robert Keebler is responsible for civic education. Miss Charl Ormond Williams is responsible for seeing that the Chamber of Commerce meets its obligation to promote education in Shelby County, in Tennessee, and in the Nation. The Memphis Chamber of Commerce has unanimously adopted the following platform:

"The Education Division of the Memphis Chamber of Commerce, realizing that the educational condition of the city is an index to its prosperity, that a Nation-wide system of efficient public schools is the best preparation for citi-

zenship, and that upon such a system of schools the perpetuity of our free institutions depends, offers the following educational platform as its declaration of principles and urges for these fundamental bulwarks of education the hearty, co-operative support of every member and every division of the Chamber of Commerce and of all the people, not only of Memphis and Shelby County, but of the entire Memphis territory:

1. A competent well-trained teacher, in hearty accord with American ideals, in every public-school position.

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. Equal salaries for equal service to all teachers of equivalent training, experience, and success.

4. A pension for the teachers who have grown old in service; that while a teacher is giving the best years of her life for the public good, she may rest secure in the knowledge of a protected old age.

5. Some form of tenure on the basis of efficient service; that the competent teacher may enjoy a degree of security in her position and not be dependent for her appointment and retention upon the whim of school boards or the favor of politicians.

6. A minimum term of eight months for all schools in the rural sections of this great Republic, and the enforced attendance of all children of school age, in order to further equalize educational opportunity.

7. 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.

8. In every county a well-trained superintendent who gives all of his time to school work; sufficient salary to attract such a person and sufficient clerical and supervisory help to insure educational progress in the county.

9. Definite work in citizenship in every school—as a separate course or a correlated subject—to insure preparation on the part of the child for intelligent and active participation in the affairs of his community, county, State, and Nation.

10. Such vocational work in schools as will fit the child not only to take his place in the industrial world about him, but will make him realize the dignity of work and its necessity for complete living. Such vocational work we construe to mean agriculture and farm-shop work in rural schools; commercial courses, manual training, and similar courses in city schools; and home economics for girls in all schools, rural and city.

11. Such recreation and physical exercise during school time as will insure an alert and healthy condition of all the faculties of the child and will educate him for the proper use of his leisure time when he leaves school.

12. A program of health in all schools, including expert examination, periodic inspection, correction of faults and habits, and health instruction.

13. Expert supervision of school work to the end that schools may attain greater efficiency and make the largest possible contribution to public welfare.

14. Co-operation 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.

The educational forces of Nebraska are asking for a Department of Education with the Secretary a member of the President's Cabinet. Public education has directly in charge one-fifth of the population of the United States and is a most important function of American Government.—J. H. Beveridge, Superintendent of Schools, Omaha, Nebraska.

The education of its future citizens is the most important function of a democracy. To place education in an inferior position is to admit that we do not properly understand and appreciate its function. The educators of Michigan are practically a unit in this viewpoint.—T. E. Johnson, State Superintendent of Public Instruction, Lansing, Michigan.

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National Conference on Educational Legislation

A CONFERENCE of representatives of organizations supporting the movement for a Department of Education was held at the National Education Association headquarters in Washington on October 1 and 2. The conference was one of the most representative ever brought together for the consideration of educational matters. It included representatives of leading National organizations of women, of labor, and of business, as well as of education.

Among the organizations represented were the National Education Association, the National Committee for a Department of Education, the General Federation of Women's Clubs, the National Society of the Daughters of the American Revolution, the National Congress of Mothers and Parent-Teacher Associations, the American Federation of Labor, the American Council on Education, the American Library Association, the Women's Christian Temperance Union, the Supreme Council of the Scottish Rite of Free Masonry, and several members of prominent Chambers of Commerce. Some of the representatives had come long distances to be present. All were enthusiastic in their support of a Department of Education with a Secretary in the President's Cabinet.

Dr. George D. Strayer, chairman of the Legislative Commission of the National Education Association, was chosen to preside over the conference, which considered ways and means of effectively promoting the Towner-Sterling bill, and particularly the establishment of a Department of Education, to which the organizations represented are committed. Mr. Hugh S. Magill, Field Secretary of the Association, stated clearly the situation in Congress with respect to education, and suggested plans of action which were agreed upon for carrying forward with renewed earnestness and enthusiasm the campaign for a Department of Education. Representative Towner and Senator Sterling also made able addresses.

Members of the National Education Association may well be proud of the growing prestige of the Association and of the willingness—even eagerness—of other National organizations of great influence to follow its lead in matters educational. The extent of this influence is expressed in a statement made by Judge Towner before the conference in speaking of the Towner-Sterling bill, in which he said: "No other measure of general legislation ever had back of it so large a group of people who have carefully considered and approved it."

Maintaining Salaries

THE MENACE of the untrained teacher was emphasized in the October *JOURNAL* in an editorial urging the importance of salaries high enough to enable the profession to command the services of competent trained teachers. To maintain salaries at an adequate level will require constant vigilance on the part of professional organizations—local, State, and National—and on the part of school boards, superintendents, and teachers generally.

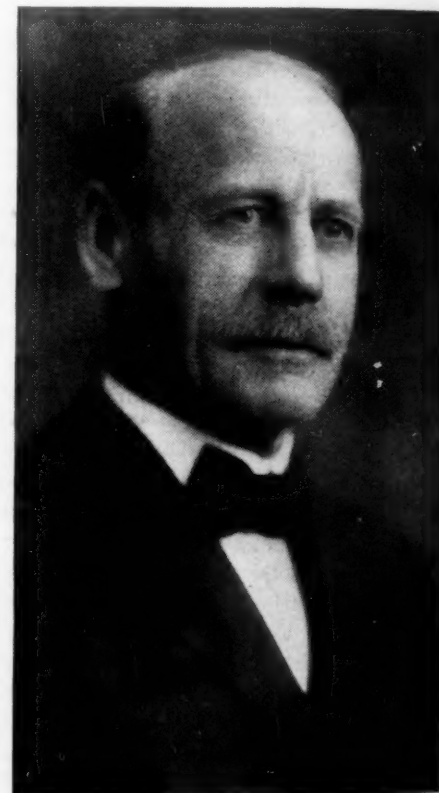
No clear-thinking taxpayer, when he has the facts, would put salaries at a figure so small as to compel the teachers of his children to live on a lower standard than that maintained by the better section of the community. The taxpayer's self-interest demands that the influence of teachers be in favor of higher standards of living, which mean greater safety from crime, greater producing power, and, which is equally important, greater consuming power.

An industrial system could not exist at all if it had to depend upon a savage or barbarian constituency for the consumption of its products. The higher

the general level of intelligence the greater the consuming power of a population. The best business men, knowing this, are solidly in favor of professional salaries for professional teachers. They recognize the danger of giving too much publicity to the occasional instances where salaries are reduced and of thus creating a false impression that salaries are being reduced generally—an impression which will not square with the facts. Too much publicity cannot be given the instances where salaries are maintained or increased and to the fact that teachers' salaries, which were hardly half adequate before the war, have at no time reached a satisfactory level except in comparatively small areas.

The Delegate System

A FULL MEASURE of professional unity among American teachers is an ideal that cannot be realized overnight, but the Des Moines meeting gave many striking evidences that substantial progress toward this goal has been made.



SENATOR THOMAS STERLING, of South Dakota, who is sponsoring the Towner-Sterling bill in the Senate of the Sixty-seventh Congress. Senator Sterling has been a member of the Senate since 1913. He believes that the cause of education is gaining strength in administration circles.

The reorganization of the Association on a delegate basis is not only a long step in the right direction, but is undoubtedly the most important single step that has yet been taken. The smoothness with which the reorganization was effected, the good-will with which differences of opinion were reconciled and adjusted, and the spirit of harmony and co-operation that characterized all the sessions of the Representative Assembly were eloquent testimony to the clear foresight and keen insight of those who laid the plans and worked so strenuously and successfully for their fruition. It is appropriate to call attention to the important steps taken in bringing about the transformation.

The pioneer in the movement for a delegate system of government for the Association was William B. Owen. The committee of which he was chairman projected the idea and urged its adoption by the Association. When developments reached the stage in which the Association was about to take action on the plan, grave doubts were expressed regarding its legality under the Charter of the Association. At the Milwaukee meeting in July, 1919, it was definitely determined, on the advice of legal authorities, that it would be impossible to proceed further until an amendment to the Charter could be obtained from Congress. Accordingly, the active members of the Association authorized the Executive Committee to take the necessary steps to secure an amendment to the Charter of the Association which would make it possible to establish a representative form of government. The Committee on Reorganization was discontinued on the motion of its chairman, the active members expressing by amendment to the motion their appreciation of the excellent work which the committee had done.

In accordance with the instructions given, a bill was prepared and introduced in Congress amending the Charter of the Association by adding a new section, Section 12, specifically authorizing the Association to establish a representative form of government, the details of which should be determined by amendments to the By-laws of the Association. After many delays and the overcoming of numerous obstacles in Congress, the bill was finally passed by both houses and signed by President Wilson on May 13, 1920. As soon as the Charter amendments had been enacted a preliminary draft of amendments to the By-laws was prepared to put into effect the reorganization plan.

At the beginning of the Salt Lake City meeting, the Board of Directors considered these proposed amendments and after a thorough discussion, and the making of several changes, they were approved by the Board and ordered printed for the consideration of the active members. At the business session on Friday morning, July 9, the Drigg's amendment to the By-laws, amending the article on amendments by striking out the requirement that all amendments should lie over for one year, was adopted by an overwhelming vote, making possible the immediate consideration of the amendments to the By-laws which provided for the reorganization of the Association on a representative basis. The amendments which had been approved by the Board of Directors were then formally considered by the active members and were adopted in practically the form in which they were submitted. And so in less than two months after the Charter of the Association had been amended by Congress, the representative form of government was adopted, under which the business of the Association was transacted at the Des Moines meeting. The principles underlying the reorganization of the Association are as fundamentally sound and democratic as are the principles upon which our American form of government is founded. Resting on such a foundation the success of the Association is assured.

Better Pictures by Better People

THE IMMEDIATE refusal of the public to sanction the showing of films of a certain motion-picture star after the publication of grave charges is evidence of a wholesome sense of decency on the part of the American people. There are standards fixed in the minds of thinking people everywhere which are as inexorable as those fixed by legislatures and courts, and it may safely be predicted that regardless of the verdict of the court on the specific charges preferred in this case, the public will express its disapproval of licentious behavior by refusing to see pictures produced by stars of low character.

There are those in the motion-picture business who would put the task of entertaining the public on a high plane. The general effort on the part of picture producers to make contracts that will protect them from degenerate stars is evidence that they are trying to eliminate the undesirable element in the mo-

tion-picture industry. In this movement they will have the support of all teachers and others interested in keeping right ideals before the youth of the Nation.

Headquarters a Busy Place

AS THE JOURNAL goes to press early in October, headquarters is a busy place. In the Secretary's office, the work of collecting back dues and of getting new members is going forward effectively, while the general work of the Association is heavier than ever before.

In the office of the Field Secretary, a stream of correspondence and numerous conferences are making steady progress on the Association's legislative program.

In the Business Department, plans are under way for the commercial exhibits and other business arrangements for the Chicago and Boston meetings, while the campaign to sell advertising space in THE JOURNAL is being regularly carried on.

In the Department of Records and Accounts, the work of changing the addresses of thousands of members, who have moved during the summer, and of making addressograph plates for new members is requiring a considerable force of workers.

The mailing room is sending out daily truck loads of October JOURNALS and other printed matter.

In the Editorial Office the final touches are being put on the last pages of the volume of proceedings, the November JOURNAL—the largest yet published—is being made up, while plans are under way for the other numbers of the year. Publicity material on the Association's program is going out to one hundred school journals and to the other magazines and newspapers.

Back of all this work is a fine spirit of professional zeal striving to make every dollar of money and every ounce of energy achieve the maximum results for the cause of education and for the teachers of the Nation.

State Association Meetings 1921

TIME WAS when the annual meeting of a State association was its chief activity. No one joined except as he attended the meeting and dues were paid at the time of the meeting. Now every professionally-minded teacher joins

the State association because he knows it is fighting the battles of all teachers in the State 365 days in the year. In the foremost associations dues are paid at any time during the year and go to maintain a permanent secretary and staff charged with responsibility for promoting the educational interests of the State. Although the annual meeting is not the main thing or perhaps the most important thing in the life of the State association, it has become more, rather than less important, with the growth in professional interest. This meeting is the inspiration-time of the year—a time when new visions are obtained and foundations laid in broader friendships for State-wide co-operation. The 1921 meetings of State associations are as follows:

- ALABAMA Education Association. Date to be announced later.
- ARIZONA State Teachers' Association at Mesa, November 21, 22, and 23.
- ARKANSAS Educational Association at Little Rock, November 9, 10, 11, and 12.
- CALIFORNIA State Teachers' Association, Bay Section at San Francisco, October 3, 4, and 5; Central Coast Section at Santa Cruz, October 3, 4, and 5; North Coast Section at Eureka, October 10, 11, and 12; Northern Section at Sacramento, October 18, 19, 20, and 21; Southern Section at Los Angeles, week of December 19th.
- COLORADO Education Association, Western Division at Grand Junction, October 18, 19, 20, and 21; Southern Division at Pueblo, October 20, 21, and 22; Eastern Division at Denver, October 20, 21, and 22.
- CONNECTICUT State Teachers' Association at Hartford, New Haven, Norwalk and Norwich, October 28, 1921; and at Bridgeport, February 3 and 4, 1922.
- DELAWARE State Teachers' Association at Dover, November 11 and 12.
- DISTRICT OF COLUMBIA Education Association, Washington, D. C., October.
- FLORIDA Educational Association at Orlando, December 28.
- GEORGIA Educational Association at Columbus in 1922. Exact date to be decided later.
- IDAHO State Teachers' Association at Boise, November 23 and 24.
- ILLINOIS State Teachers' Association at Springfield, December 28, 29, and 30.
- INDIANA State Teachers' Association at Indianapolis, October 20, 21, and 22.
- IOWA State Teachers' Association at Des Moines, November 3, 4, and 5.
- KANSAS State Teachers' Association at Topeka, Salina, Wichita, and Pittsburg, November 3, 4, and 5.
- KENTUCKY Education Association at Louisville, April 12, 13, and 14, 1922.
- LOUISIANA Public School Teachers' Association at Lake Charles, April 7, 8, 9, and 10, 1922.
- MAINE Teachers' Association at Portland, October 27 and 28.
- MARYLAND State Teachers' Association at Baltimore, November 25 and 26.
- MASSACHUSETTS Teachers' Federation at Riverbank Court, Cambridge, October 15.
- MICHIGAN State Teachers' Association at Detroit, October 27 and 28.
- MINNESOTA Educational Association at Minneapolis, November 2, 3, 4, and 5; South-

- western Division at Mankato, October 6, 7, and 8; Northeastern at Virginia, October 6, 7, and 8; Northwest Central at Moorhead, October 13 and 14; Northwestern at Crookston, October 19, 20, and 21; Northern at Bemidji, October 20, 21, and 22.
- MISSISSIPPI State Teachers' Association, first week in May, 1922.
- MISSOURI State Teachers' Association at St. Louis, November 2, 3, 4, and 5.
- MONTANA State Teachers' Association at Great Falls, November 21, 22, and 23.
- NEBRASKA State Teachers' Association at Omaha, November 9, 10, and 11.
- NEVADA State Teachers' Association. Biennially in even numbered years during week preceding Christmas.
- NEW HAMPSHIRE State Teachers' Association at Concord, October 21 and 22.
- NEW JERSEY State Teachers' Association at Atlantic City, December 27, 28, and 29.
- NEW MEXICO Educational Association, November 21, 22, and 23.
- NEW YORK State Teachers' Association at Buffalo, November 21, 22, and 23.
- NORTH CAROLINA Teachers' Assembly at Raleigh, November 23, 24, and 25.
- NORTH DAKOTA State Teachers' Association at Fargo, November 21, 22, and 23.
- OHIO State Teachers' Association at Columbus, December 27, 28, and 29.

- OKLAHOMA State Teachers' Association at Oklahoma City, February 9, 10, and 11, 1922.
- OREGON State Teachers' Association at Portland, December 28, 29, and 30.
- PENNSYLVANIA State Education Association at Altoona, December 27, 28, 29, and 30.
- RHODE ISLAND Institute of Instruction at Providence, October 27, 28, and 29.
- SOUTH CAROLINA State Teachers' Association at Columbia, March 16, 17, and 18, 1922.
- SOUTH DAKOTA Education Association at Huron, November 21, 22, and 23.
- TENNESSEE State Association of Teachers.
- TEXAS State Teachers' Association at Dallas, November 24, 25, and 26.
- UTAH Educational Association at Salt Lake City, October 20, 21, and 22.
- VERMONT State Teachers' Association at Rutland, October 12, 13, and 14.
- VIRGINIA State Teachers' Association at Richmond, November 22, 23, 24, and 25.
- WASHINGTON Education Association at Bellingham, October 26, 27, and 28.
- WEST VIRGINIA Education Association at Huntington, November 3, 4, and 5.
- WISCONSIN Teachers' Association at Milwaukee, November 3, 4, and 5.
- WYOMING State Teachers' Association at Thermopolis, October 12, 13, and 14.

NOTES and ANNOUNCEMENTS



F. L. PINET, secretary of the Kansas State Teachers' Association and managing editor of *The Kansas Teacher*, which is published by the Association as its official organ. The Kansas Association has grown during the past five years from about 5000 to more than 13,000 members.

Reservations for the meeting of the Department of Superintendence in Chicago should be made through Mr. M. G. Hogge, Chairman of the Housing Committee, 650 South Clark Street, Chicago, Illinois.

Information of special value to officers of State Education associations is to be collected at headquarters in accordance with the wish expressed by the Representative Assembly at Des Moines.

The headquarters office is being rearranged to provide for the growth in the Association's activities. The south half of the second floor, which was occupied last year by the Legation of Sweden, is now being used by the Association for office purposes.

American Education Week—The October JOURNAL announced that December 4 to 10 had been set aside as American Education Week by the National Education Association and the American Legion. The detailed plans for the observance of this week will be mailed directly to State, county, and city superintendents, to normal school and college presidents, and to others. The purpose is not to carry out a program which will interfere with the regular activities of the schools, but rather through articles and editorials in news-

papers and periodicals, through conferences of civic leaders, through slides in picture theaters, through information carried by children to their parents, and through every other legitimate means to help the public to understand the primary importance of education in the life and community, State, and Nation.

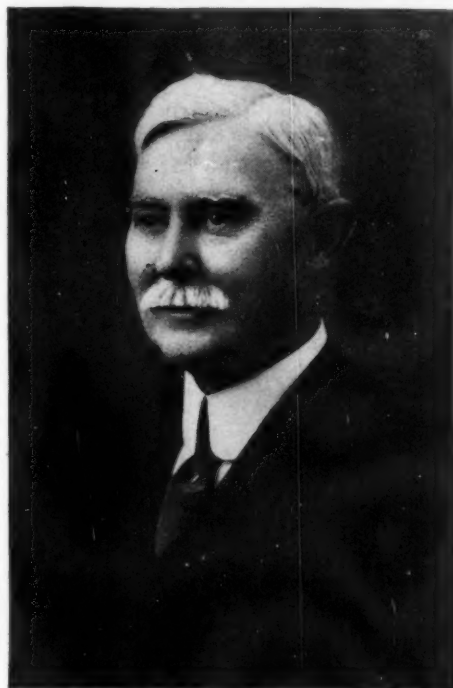
Plans for the program of the Boston meeting were carefully considered by the President and the Executive Committee at their meetings on September 30 and October 1. The arrangement which appears to find most favor is that of devoting mornings to business sessions of the Representative Assembly, afternoons to the departmental meetings which are assuming increasing importance, and evenings to inspirational addresses, excepting on the Fourth of July which is to be given over to patriotic programs and exercises.

Letters are being sent to libraries suggesting their completing sets of the Association's Proceedings while volumes are still available. There is probably no single source of educational literature so rich and varied in content as the seven-foot shelf of these proceedings, which record the expansion of education and reflect the evolution of the thought of educational leaders on vital questions for over three-score years. These back volumes are being sold for \$3.00 per copy. The supply will soon be exhausted as it already is for some numbers—for example, 1878, 1882, and 1885.

The Ohio State Teachers' Association, of which Superintendent Frank E. Reynolds, of West Park, is secretary, has the honor of being the first State association to pay its 1921-22 dues as an affiliated association of the National Education Association. All State associations, except three, are now affiliated with the National Association. The annual dues of affiliated State associations are \$10.00 for each delegate with a maximum of \$100.00. Each State association is entitled to elect one delegate and one alternate to the Representative Assembly for each one hundred of its members, or major fraction thereof, who are active members of the National Association, up to five hundred active members, and thereafter one delegate and one alternate for each five hundred of its members or major fraction thereof.

The American Country Life Association will hold its annual conference in New Orleans, November 10, 11, and

12. The officers of the association are: President, Kenyon L. Butterfield, president Massachusetts Agriculture College, Amherst; vice-president, A. R. Mann, Dean of New York State College of Agriculture, Cornell University, Ithaca; executive secretary, Charles J. Galpin; treasurer, Charles A. Jenkins; acting field secretary, Nat T. Frame. The American Country Life Association works in close co-operation with the Rural Department of the National Education Association.



JOHN ENRIGHT, who succeeds the late Calvin N. Kendall as Commissioner of Education of New Jersey. Mr. Enright, who was appointed assistant commissioner by Dr. Kendall six years ago, acted as commissioner during the illness of Dr. Kendall.

A study of teachers' salaries in New Jersey reported in *The School News* for September, 1921, indicates that 80 per cent of the schools reporting have increased salaries, 30 per cent have discontinued the war-time bonus, and 25 per cent have made this bonus a part of the salary. The increases reported range from one per cent to three hundred dollars.

Kellogg Library, of the Kansas State Normal School at Emporia, has issued an eighteen-page bibliography on school consolidation and related topics. The compilation is most timely, for the rural school problem is a most vital one. The references include many recent

magazine articles. Some of the topics on which references are given are: Rural Attitude Toward Education, Rural Life as Affected by Transportation, Community Surveys, The County Unit, Teacher Housing, Community Recreation, and School Publicity. This bibliography may be obtained for fifteen cents a copy by applying to the Kellogg Library, Emporia, Kansas.

Thanksgiving Day of this year, November 24, is the three-hundredth anniversary of the first thanksgiving held by the Pilgrims in Plymouth, Massachusetts. The Pilgrims expressed sincere thanks that the health of the members of the colony had been restored and that food was plentiful for the winter. Their neighbors, the Indians, had been invited to join in this feast of thanksgiving. This Pilgrim colony, whose descendants are living all over the United States, drew up a compact which was signed in the cabin of the *Mayflower* before landing. The members of the colony covenanted together and formed themselves into a body politic "to enact, constitute, and frame such just and equal laws, ordinances, acts, and offices, from time to time, as should be thought meet and convenient for the general good of the colony."

Calvin N. Kendall, until recently Commissioner of Education for the State of New Jersey, one of the foremost educators of America, died at his home in Trenton, New Jersey, September 2, 1921. He was born in Augusta, New York, February 9, 1858.

Dr. Kendall's success as an educator may be attributed to his careful training in college, his painstaking efforts to realize his ideals for education by solving any problem in school administration or supervision that he encountered, and his exceptional ability to inspire his confrères with enthusiasm and confidence. Few educators have been able to find, guide, and inspire as many young men and women in education as did Dr. Kendall.

His experience covered a wide range of activities. From a teacher in the rural schools of New York State and principal of the high school at Jackson, Michigan, he became superintendent of the Jackson schools, a position he held for four years. Subsequently he became superintendent of schools in Saginaw, Michigan; New Haven, Connecticut; and Indianapolis, Indiana. From 1911 until his death he was Commissioner of Education in New Jersey.

Dr. Kendall also served in many positions of professional leadership. He was president of the Council of Education in Connecticut, president of the Connecticut and of the Indiana State Teachers' Associations as well as the New Jersey Council of Education. In 1920 he became president of the Department of Superintendence of the National Education Association.

He was joint author, with Reuben Thwaites, of a HISTORY OF THE UNITED STATES; with George A. Mirick, of HOW TO TEACH THE FUNDAMENTAL SUBJECTS AND HOW TO TEACH THE SPECIAL SUBJECTS; with Florence E. Stryker, of HOW TO TEACH HISTORY IN THE ELEMENTARY SCHOOLS.

During his busy career he found time to be an inspiring friend to the children of the elementary and high schools and to the young men and women in colleges. He kept in touch with men of affairs. Believing whole-heartedly in youth and its opportunities, he worked without ceasing for the betterment of the cause of education and devoted his life to improving educational facilities for the youth of America.

Two nation-wide prize essay contests in behalf of safety education are announced by the Highway and Highway-Transport Education Committee which was appointed by the Commissioner of Education last May.

The first contest includes five hundred prizes for the best essay on safety by grammar-school children of the United States. All grammar-school children fourteen years of age or under are eligible. In addition to the State prizes, there are three National prizes. The first National prize includes a trip to Washington and a gold watch. The second National prize is a gold loving cup, and the third National prize is a silver loving cup. Prizes are to be awarded in each of the States and territories, including the District of Columbia, the Canal Zone, Alaska, the Philippines, and Porto Rico, as follows: First prize, gold medal and \$15 in cash; second prize, silver medal and \$10 in cash; third prize, bronze medal and \$5 in cash. The third prizes will vary in number in the different States, being prorated among the different States in proportion to the number enrolled in the grammar grades. The essays are to be about five hundred words in length.

The second contest is for grammar-school teachers. One thousand dollars is offered for the best lessons in safety education. The awards in the teacher contest are as follows: First prize, \$500

cash and a trip to Washington; second prize, \$300 cash; third prize, \$200 cash. Each contestant is to submit an outline of a plan for a classroom lesson which will instruct children in how to avoid accident when on the street.

Both of these prize contests are available due to the generosity of the National Automobile Chamber of Commerce, New York, N. Y. Announcement will be made in the press regarding the rules and regulations, as well as through posters. Teachers and school officers who desire further information should address the Director of Highway and Highway-Transport Education, Professor C. J. Tilden, Willard Building, Washington, D. C. In view of the enormous loss of life by preventable accidents, every worthy effort to promote safety merits the support of educators.

Department of Superintendence

AS ANNOUNCED by President Jones in the September number of THE JOURNAL there will meet with the Department of Superintendence at Chicago, February 27 to March 2, 1922, twelve other organizations representing administrative service or closely allied interests.

The officers of the departments and associations are as follows:

Superintendence

President, R. G. Jones, Superintendent of Schools, Cleveland, Ohio.
Vice-President, Will C. Wood, State Commissioner of Education, Sacramento, Calif.
Second Vice-President, E. C. Broome, Superintendent of Schools, Philadelphia, Pa.
Treasurer, Ira B. Bush, Superintendent of Schools, Erie, Pa.
Secretary, S. D. Shankland, Superintendent of Andrews Institute, Willoughby, Ohio.
Executive Committee, Jesse H. Newlon, Superintendent of Schools, Denver, Colo.; Frank Cody, Superintendent of Schools, Detroit, Mich.; Randall J. Condon, Superintendent of Schools, Cincinnati, Ohio; J. H. Beveridge, Superintendent of Schools, Omaha, Nebr.

National Council of Education

President, Homer H. Seerley, President of Iowa State Teachers' College, Cedar Falls, Iowa.
Vice-President, Josephine Corliss Preston, State Superintendent of Public Instruction, Olympia, Wash.
Secretary, Adelaide Steele Baylor, Federal Agent for Home Economics, Washington, D. C.

Elementary School Principals

President, Leonard Power, Principal of the Franklin School, Port Arthur, Texas.
Vice-President, Katherine D. Blake, Principal Public School No. 6, New York, N. Y.
Secretary, J. Bracken, Public Schools, Duluth, Minn.

Rural Education

President, Ernest Burnham, State Normal School, Kalamazoo, Mich.
Vice-President, J. C. Muerman, Specialist in Rural Education, Bureau of Education, Washington, D. C.
Secretary, Mabel Carney, Professor of Rural Education, Teachers' College, Columbia University, New York, N. Y.

Vocational Education

President, Wilbur H. Bender, State Director of Vocational Education, Des Moines, Iowa.
Secretary, Alma Merwin, State Supervisor of Home Economics, Des Moines, Iowa.

City Training School Section

Chairman, Norman W. Cameron, Director of Training of Teachers, Baltimore, Md.
Secretary, Edward E. Hill, Head of Department of Social Science, Chicago Normal College, Chicago, Ill.

National Association of Directors of Educational Research

President, Harold A. Rugg, Teachers' College, Columbia University, New York, N. Y.
Secretary, E. J. Ashbaugh, University of Iowa, Iowa City, Iowa.

National Association of High School Supervisors and Inspectors

President, H. A. Hollister, University of Illinois, Urbana, Ill.
Secretary, J. B. Edmonson, University of Michigan, Ann Arbor, Mich.

National Association of Secondary School Principals

President, Merle Prunty, Principal of Central High School, Tulsa, Okla.
Vice-President, William A. Wetzel, Principal of Trenton High School, Trenton, N. J.
Secretary, H. V. Church, Principal of J. Sterling Morton High School, Cicero, Ill.

National Council of Primary Education

President, Ella Victoria Dobbs, Assistant Professor of Industrial Arts, University of Missouri, Columbia, Mo.

National Council of State Departments of Education

President, P. E. McClenahan, State Superintendent of Public Instruction, Des Moines, Iowa.
Secretary, George H. Reavis, Assistant State Superintendent of Schools, Baltimore, Md.

National Society of College Teachers of Education

President, Henry W. Holmes, Harvard University, Cambridge, Mass.
Secretary, Florence E. Bamberger, Johns Hopkins University, Baltimore, Md.

National Society for Study of Education

President, F. J. Kelly, Dean of the School of Education, University of Kansas, Lawrence, Kans.

Minutes of the Des Moines Meeting

Complete Minutes of the Fifty-ninth Annual Meeting of the National Education Association,

Held in the Coliseum at Des Moines, Iowa, July 5, 6, 7, and 8, 1921

FIRST BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY— President Fred M. Hunter called the meeting to order at 9 A. M., Tuesday, July 5, and announced a short recess until the delegates could take their proper places. The delegates were seated in groups by States.

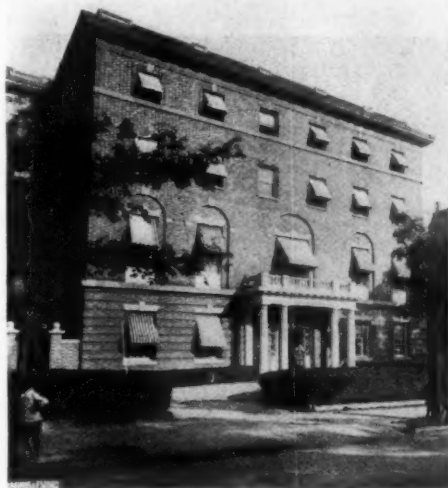
The President announced that the first business in order was the report of the Credentials Committee. Dr. Wright, of North Carolina, chairman of a sub-committee appointed by the Credentials Committee, reported that the committee had gone over the lists of names with the Secretary and that the credentials of four hundred and sixty-eight delegates, whose names were submitted in the report, were approved, and recommended that they be seated in the Assembly. It was further reported that there were many other delegates who had not yet submitted credentials, and recommended that such delegates be accepted and seated on the presentation of the delegate's badge together with the official credential card furnished by the Secretary and endorsed by the Committee. Dr. Wright moved the adoption of the report. The motion was seconded and carried. (The complete list of delegates constituting the Representative Assembly is on file in the Secretary's office and will be published later.)

The President announced that in the preparation of a program he had found it impossible to crowd all the important reports into the business sessions, and that some of these reports would be made at the general sessions and later taken up in the Representative Assembly for such consideration and action as might be determined.

Dr. W. B. Owen, of Illinois, moved the appointment of a Committee on Rules, consisting of seven delegates. The motion was seconded and carried unanimously. The President appointed the following as the Committee on Rules: Dr. Owen, of Illinois, Chairman; Miss Pond, of Nebraska; Miss Force, of Colorado; Miss MacGregor, of Minnesota; Mr. Oberholtzer, of Oklahoma; Mr. Brooks, of North Carolina; Mr. Engleman, of Illinois.

The Secretary was recognized and read a number of announcements. The President called upon Mr. Ira B. Bush, of Pennsylvania, to present the report of the Committee on Visual Education. President Hunter announced that this report and others presented at this session would be taken up for discussion and such action as might be determined at a later session of the Repre-

sentative Assembly. Mr. D. B. Waldo, of Michigan, next presented the report of the Committee on Salaries. Immediately after the presentation of this report, Miss Haley, of Illinois, entered a formal protest against receiving the report and taking action thereon on the ground that the committee



***THIS BUILDING**, which is the new home of the National Education Association, is centrally located on the corner of Sixteenth and M Streets Northwest, diagonally across from the National Geographic Society. It is a four-story structure eighty-five by forty-two feet. Part of the third floor is leased to the National Congress of Mothers and Parent-Teacher Associations.*

having this subject in charge had not met and passed upon the report, and that, therefore, it should be referred back to the committee appointed by the Association. President Hunter announced that Miss Haley's protest would be entered in the record and that it would be considered when the subject was taken under consideration at a later session.

Miss Charl Ormond Williams, of Tennessee, then read the report of the Committee on Tenure. When Miss Williams had finished her report, Miss Haley, of Illinois, entered a formal protest against its consideration, stating that her reasons therefore were the same as those given by her with respect to the report of the Committee on Salaries; namely, that because the committee authorized by the Association to consider the subject had not met and passed

upon the report, it should therefore be referred back to the committee. President Hunter announced that Miss Haley's protest would be entered in the record and considered when the matter was taken up at a later session of the Representative Assembly. It was agreed that a similar protest by Miss Haley should be entered against the report of the Committee on Pensions, which was to be presented next.

Dr. Pearce, of Wisconsin, called attention to the fact that the hour had arrived for the beginning of the departmental meetings, and moved that the Representative Assembly adjourn until 9 A. M. Wednesday. President Hunter announced that the report of the Committee on Pensions was brief, and suggested that it would be well, if possible, to hear that report before adjournment. Attention was called to the fact that the meeting of the Nominating Committee was set for 9 A. M. Wednesday, which would conflict with the regular meeting of the Assembly. Secretary Crabtree stated that the time of meeting of the Nominating Committee was fixed by the By-laws and could not be changed. President Hunter then put the motion to adjourn until 9 A. M. Wednesday. The motion was lost. Thereupon Mr. J. W. Carr, of Kentucky, presented the report of the Committee on Pensions. At the close of the presentation of this report, 10:40 A. M., the Representative Assembly took a recess until 9 A. M. on Wednesday, July 6th.

Wednesday, July 6, 1921

SECOND BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—The Assembly was called to order by President Hunter at 9 A. M., whereupon, in accordance with the program of the meeting, the President presented his report, which was enthusiastically received.

President Hunter next called upon Dr. George D. Strayer, of New York, who was recognized to present the report of the Legislative Commission. Miss Cornelia S. Adair, of Virginia, Chairman of the Committee on Financing Delegates, was called upon to present the report of this committee. Dr. Owen, of Illinois, was next recognized to present the report of the Committee on Rules. The following rules were recommended to govern the procedure of the Representative Assembly and after some discussion were adopted:

1. *Seating and Organization of Delegates.* The delegates from the several States, territories, and districts shall be seated in a body. Each State delegation shall elect a chairman of the delegation to serve through the annual meeting.

2. *Delegates and Alternates.* In the absence of a delegate from any meeting of the Representative Assembly, the alternate shall have the right to vote in his stead. In the absence of a delegate and his alternate, no other person shall be authorized to vote in their stead. Where a State or local affiliated association is represented by more than one delegate and alternate, in the absence of any delegate from the meeting of the Representative Assembly, the delegates from that State or local affiliated association shall select the alternate to act.

3. *Debate.* In debate on any motion, each speaker shall be limited to five minutes unless his time be extended either (1) by unanimous consent or (2) by vote of the Representative Assembly.

4. *Voting.* No person may cast more than one vote in the proceedings of the Representative Assembly. In taking of a roll call, the roll shall be called by States; the chairman of each State delegation shall announce the ayes and noes on the question.

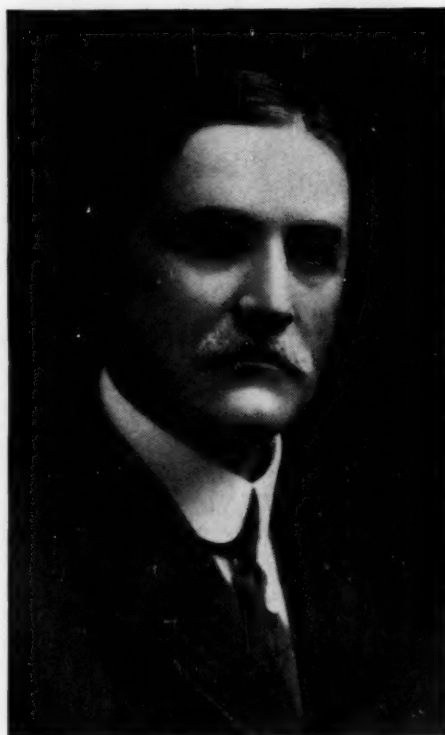
5. *Parliamentary Procedure.* *Roberts' Rules of Order* is adopted as the authority on parliamentary procedure.

President Hunter announced that the time for the consideration of reports had come, and that, since Miss Haley, of Illinois, had entered a formal protest against the consideration of certain reports, he would entertain a motion by Miss Haley on that subject. Miss Haley was called to the platform, and after a brief discussion, moved that the reports on Salaries, Tenure, and on Pensions be referred to the Committee on Salaries, Tenure, and Pensions of the Association. The motion was seconded. Miss Haley asked for the ruling by the Chair as to whether or not there was a Committee on Salaries, Tenure, and Pensions. The President declined to make a ruling on this point, stating that if he did so, in accordance with his opinion, he would have to rule Miss Haley's motion out of order and he did not wish to do this but wished the question decided upon its merits. Whereupon Miss Haley proceeded to discuss her motion.

When Miss Haley had proceeded for a few minutes, Dr. Wright, of North Carolina, made a point of order that the five minutes allotted her had elapsed. The President ruled that Miss Haley had one minute, whereupon she proceeded with her discussion. When this time had elapsed the President asked unanimous consent to permit Miss Haley to speak for two more minutes, and ruled that unanimous consent was given. Whereupon Miss Haley proceeded with the discussion of her motion. President Hunter called Dr. Strayer to the chair, and taking the floor, proceeded to discuss Miss Haley's motion. When five minutes had elapsed the Chairman (Dr. Strayer) so announced and asked unanimous consent of the body to continue for two more minutes, which consent was given, and Mr. Hunter continued. At the close of his discussion President Hunter resumed the chair.

Mr. Hathaway, of Florida, offered as a substitute motion that the full course and action of the President and Executive Committee taken with respect to the reorganiza-

tion of the Committee on Salaries, Tenure, and Pensions, and the constituting of three sub-committees to report on these three subjects, be made legal and binding. The substitute motion was seconded, and after some discussion, was carried. Mr. Hathaway then moved that the reports of these three sub-committees be received. Miss Haley asked if they were to be received as reports of three separate committees, and the President ruled that they were the reports of the reconstituted general committee. Before the vote on the motion was taken, Miss Haley announced that she wished to file her protest in the record against a report of a committee being presented and received when the committee, of which these sub-commit-



CARROLL GARDNER PEARSE, chairman of the board of trustees of the National Education Association and formerly its Treasurer and President, is president of the State Normal School at Milwaukee, Wisconsin. He has been active in the affairs of the Association since 1891 when he first became a member.

tees are component parts, did not meet and did not have an opportunity to see the reports. The President ordered Miss Haley's protest filed in the record, whereupon the motion to receive the reports was duly put and carried.

President Hunter asked unanimous consent to dispense with the further discussion of reports received in order that the regular program announced to begin at 10:30 might proceed, whereupon at 11:25 A. M., the

Representative Assembly took a recess until 9 A. M. Thursday, July 7th.

Thursday, July 7, 1921

THIRD BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—The Assembly was called to order by President Hunter at 9 A. M. The Secretary was called upon and made a number of important announcements, one being that the attendance had gone beyond the five thousand mark.

The President announced that in accordance with the By-laws he had appointed the following Auditing Committee: Mr. Hawkins, of Ohio, Chairman; Miss Hamilton, of Minnesota; and Mr. Rice, of Oregon.

Dr. W. B. Owen was introduced and presented the report of the Commission on the Reorganization of Secondary Education, on behalf of Dr. Kingsley, Chairman of the Committee.

Mr. Hugh S. Magill, Field Secretary of the Association, next presented his report. He was followed by Mr. Arthur H. Chamberlain, who presented the report of the Committee on Thrift Education.

The President announced that there are now officially before the Representative Assembly the committee reports made on Tuesday forenoon at the first business session on Salaries, Tenure, and Pensions; those made on Wednesday forenoon at the second business session by the President and by the Chairman of the Legislative Commission; and those presented this morning at this, the third business session.

The President further stated that the following reports had been presented at the general sessions but not at the official meeting of the Representative Assembly: Report of Editor-in-Chief of the Journal; Report of the Committee on Reorganization of Elementary Education; Report of the Committee on Sources of Revenue; Report of the Committee on Health Problems in Education; and the Report of the Committee on Illiteracy. The President ruled that these last named reports were not officially before the Representative Assembly, and that a motion would be necessary to bring them before the Assembly for such action as the Assembly might wish to take.

Dr. J. W. Abercrombie, of Alabama, moved that the list of reports named by the President as having been given before the general sessions be officially received by the Representative Assembly for such action thereon as might be determined by the Assembly. The motion was seconded and carried.

Dr. Owen, of Illinois, on behalf of Dr. Woods, of the Committee on Health Problems in Education, presented the following recommendations of the committee, and moved their adoption: That the Committee on Health Problems in Education, originally appointed under the National Council of

Education, be continued as a Committee on Health Problems in Education of the National Education Association, and that this committee be authorized; *first*, to continue its program with the coöperation of a similar committee of the American Medical Association; *second*, to enlist the coöperation of other organizations and agencies qualified to furnish desirable coöperation; *third*, to encourage the organization in each State of a Committee on Health Problems in Education by the State teachers' association, to coöperate with a similar committee of physicians appointed by the State medical societies in the several States. The motion to adopt was seconded and carried.

Dr. Owen reported the recommendations of the Committee on Sources of Revenue and moved their adoption. After considerable discussion regarding the form in which the recommendation should be presented, and the suggestions of several amendments which were accepted by Dr. Owen, the motion was presented in the following form:

1. That the Executive Committee be authorized to establish as soon as the finances of the Association would permit, a department of investigation and research in the Secretary's office at Washington.
2. That the head of this department be a trained student of economics and statistics.
3. That this department inaugurate immediately a continuing service to the affiliated State and local associations with respect to the sources of school revenue and finances through *THE JOURNAL* of the Association, and through bulletins and more comprehensive studies.
4. That these studies contemplate the development of a comprehensive standard treatment of the whole subject of school economics.
5. That the Association invite the affiliated State associations to create State committees on revenue to coöperate with the department at the National headquarters, and with the Committee on Sources of Revenue of the Association.

The motion to adopt was seconded and carried.

Mrs. Bradford, of Colorado, was then recognized and addressed the Assembly, calling particular attention to the two great meetings of the Association, the Annual Meeting in July, and the meeting of the Department of Superintendence in February, suggesting that these should be combined into one great meeting, and to that end moved that the Executive Committee be requested to conduct a careful investigation of the advisability of holding annually one great meeting, a union of these two meetings; and that after such an investigation the Executive Committee be empowered to bring about such a change, if the Committee should think advisable. The motion was duly seconded. Mr. Moore, of Illinois, moved to amend the motion requiring the Executive Committee to report their conclusions back to the Representative Assembly for action.

The President ruled that the motion and the amendment were both unnecessary, and that because the By-laws give the Executive

Committee full power without any action by the Assembly, but that the motion was valid in so far as it requested the Executive Committee to investigate the matter.

Mr. Hathaway, of Florida, offered as a substitute motion that the Executive Committee be requested to make a thorough investigation and report its findings to the Representative Assembly at the next annual meeting for such action as the Assembly might wish to take. The substitute motion was seconded, and after discussion was voted upon and carried.

The President announced that he had called a meeting of the presidents of the departments on July 3 as announced at the



WALTER P. MORGAN, president of the Department of Normal Schools of the National Education Association 1921-22, has been president of the Western Illinois State Teachers' College, Macomb, Illinois, since 1912. Mr. Morgan is past-secretary of the National Council of Normal School Presidents and Principals.

Atlantic City meeting, and that at this meeting the presidents of the various departments discussed the necessity of amendments to the By-laws to set out more clearly the powers and limitations of the different departments of the Association; that at this meeting a committee was appointed to prepare such proposed amendments to the By-laws, which amendments had been unanimously approved by the presidents of the different departments and ordered printed and distributed for the consideration of the Representative Assembly; that these pro-

posed amendments were now in the hands of the delegates; and that at a later session the committee would ask unanimous consent of the Representative Assembly to have these proposed amendments to the By-laws considered for immediate adoption.

Dr. Culbertson, of Iowa, moved that the Executive Committee be requested to consider the recommendation of the Field Secretary for an assistant. The recommendation of the Field Secretary referred to in this motion was made in his oral report to the Representative Assembly, and was as follows:

I think the Association should have some one at the headquarters' office to take charge of the important work of collecting information from all parts of the country that will be of value to State and local associations. In other words, the National Education Association should be a clearing-house for such information as State and local associations may need in carrying forward their programs.

The motion was seconded by Mr. Matthews, of Arizona, and carried.

In reply to an inquiry from Dr. Owen, of Illinois, as to when amendments to the By-laws would be considered the President announced that full opportunity would be given at the business session tomorrow, Friday, for such business of that nature as any member of the Representative Assembly might desire to bring up. Whereupon the Representative Assembly adjourned to meet Friday at 9 A. M.

Friday, July 8, 1921

FOURTH, AND FINAL, BUSINESS SESSION OF THE REPRESENTATIVE ASSEMBLY—President Hunter called the Assembly to order promptly at 9 A. M. and announced a recess of a few minutes while the delegates were being seated. The session was then called to order for business.

The Secretary was introduced and made a number of announcements—that the new Board of Directors would meet this afternoon at 2 o'clock; that the Executive Committee would meet at the close of the meeting of the Board of Directors; and that the Board of Trustees would meet at 4 o'clock; all these meetings to be held on the mezzanine floor of the Fort Des Moines Hotel.

President Hunter announced that the first order of business would be the report of the Secretary which had been printed and was in the hands of the delegates. Secretary Crabtree made a brief oral report emphasizing some of the points brought out in his printed report. On motion duly seconded the report of the Secretary was received and placed on file.

Miss Cornelia S. Adair, Treasurer of the Association, was introduced to present the Treasurer's report. She stated that the official report had been printed and placed in the hands of the delegates; that it had been duly audited by a firm of auditors appointed by the President, and that it had also

been audited and approved by the Auditing Committee of the Association. She then presented a supplemental report, which she asked to be considered as a part of her complete report. In this supplemental report the Treasurer made two specific recommendations: First, that a closer coöperation between local and State associations and the National Association be brought about, and that the dues for all be arranged on a budget plan and collected by the local association; and, second, that active members of the Association be made active members for life on payment of one hundred dollars, said amount to be added to the Permanent Fund of the Association.

After considerable discussion, and in reply to inquiries made by delegates, the President ruled that in accordance with the By-laws, the life members recommended in the Treasurer's report would have the same powers as other active members, and no more. A motion to receive and adopt the report of the Treasurer, including her supplemental report and its recommendations, was seconded and unanimously carried. The report of the Treasurer is as follows:

Treasurer's Report

From June 1, 1920 to May 31, 1921

Deficit brought forward from Treasurer's Report for year ended May 31, 1920..... \$6,394.12

Receipts

From Annual Meeting..... \$2,296.00
From Membership, Atlantic City Meeting of Department of Superintendence.. 4,037.00

From Secretary's Office during the Year:

Membership Fees \$78,914.00
Subscriptions to N. E. A. JOURNAL 22,491.00
Sale of Volumes of Proceedings..... 643.99
Sale of Special Reports.. 370.07
Special Contributions..... 35.50

\$102,454.56

From Income from Permanent Fund 4,276.64
From Commercial Exhibits.. 9,921.97
From Advertising in N. E. A. JOURNAL 5,180.83
From Interest on Bank Balances 7.00
From Loan from Continental Trust Co. 5,000.00
From Miscellaneous Income (Exchange, etc.)..... 73.88

126,914.88

\$133,247.88

Expenses

Board of Trustees—Expenses \$875.44

Executive Committee:

President—
Mrs. Preston.. \$660.02) \$2,014.60
(Mr. Hunter.. 1,354.58)
First Vice-President..... 187.06
Treasurer 326.66
Chairman, Board of Trustees 518.21
Member by Election..... 178.84

3,225.37

General Secretary's Office:

Salary of Secretary..... \$6,000.00
Postage 5,798.93
Telephone and Telegrams.. 1,054.19
Express and Freight..... 195.67
Clerical Services..... 27,832.96
Rent, Light, Power, Heat, Janitor 5,414.94
Stationery and Office Supplies 3,180.43

Traveling 579.44
Insurance 126.93
Legal Service 250.00
Surety Bonds 92.50
Interest 173.52
Repairs—Office Furniture and Fixtures..... 470.31
Miscellaneous Expense..... 684.20

51,854.02

Field Secretary's Office:

Salary of Field Secretary.. \$7,200.00
Salaries of Assistant Field Secretaries..... 2,850.00
*Traveling, Clerical Service, etc..... 5,862.56

15,912.56

* NOTE.—Mr. Magill's total traveling expenses for the year as Field Secretary, exclusive of items charged to Legislative Commission, were \$1,540.84. His total receipts in honorariums and payments to apply on expenses, and turned over by him to the Association were \$1,701.15, or \$160.31 more than his total traveling expenses.



CORNELIA S. ADAIR, of Richmond, Virginia, Treasurer of the National Education Association, whose recommendation that provision be made for the payment of dues for life, was adopted by the Representative Assembly at Des Moines. Miss Adair is past-president of the National League of Teachers' Associations.

Express and Freight:
Distribution of Volumes.... 961.46

Printing:

Proceedings (1920)..... \$10,149.89
Reprints 59.75
Special Reports..... 146.26
Executive Committee Bulletins..... 6,389.40
N. E. A. JOURNAL..... 20,924.77
Miscellaneous 4,569.71

42,239.78

Special Appropriations:
Committee on Reorganization Sec. Educ..... \$121.43
Committee on Health Education..... 490.69
Committee on Organization Elementary Educ..... 174.83
Illiteracy Commission..... 177.15
Legislative Commission..... 1,833.64

2,797.74

Auditing Accounts of the Association..... \$687.77

Unclassified Expenses:

Purchase of Volumes. \$62.36
Christmas Bonus..... 100.00
Subscriptions to Journals..... 14.25
Press Clippings..... 135.00
Moving Expenses to 1201 16th St..... 232.19
Miscellaneous..... 21.15

564.95

Annual Convention:

Department Expenses..... \$126.65
State Directors..... 622.84

1,252.72

Clerical Services:

Registration Bureau.. \$420.40
Post Office..... 79.50
Publicity 499.90
..... 1,696.78

Printing:

Programs \$588.70
Miscellaneous..... 317.60
Stationery and Office Supplies 906.30
Telephone and Telegrams.. 133.11
..... 85.44

Miscellaneous:

Speakers on Program.. \$422.15
Legal Service..... 25.00
Badges..... 125.90
Expenses of Asst. Secy..... 421.19

994.24

5,065.26

Department of Superintendence:

Expenses of President..... \$63.61

Clerical Services:

Registration Bureau.. \$82.61
Stenographic Service.. 25.75
Publicity..... 108.36
..... 926.24

Printing:

Programs..... \$860.15
Miscellaneous..... 35.40
Telegrams..... 895.55
..... 1.74

Miscellaneous:

Expenses of Secretary \$96.95
Expenses of Mr. Crabtree to Trenton... 112.57
Speakers on Program 395.58
Music..... 287.91
Flowers for Mr. Kendall..... 51.62
Expenses—Miss Hawley..... 20.11
Pullman Service, Penn. Rd..... 58.32
Sundry Expense..... 29.06

1,052.12

3,047.62

Payments in respect of Appropriations for previous year..... 1,708.34
Payments on Loans from Continental Trust Co..... 5,300.00
Purchase of Office Furniture and Fixtures..... 5,199.48
Depreciation on Furniture and Fixtures..... 184.67
\$139,624.46

Summary of Expenditures

Expenditures made during year for Current Expenses, repayment of loans, and purchase of equipment..... \$126,882.95
Expenditures made during year for Previous Year's Expenses..... 1,708.34

Total Expenditures for the Year.. \$128,591.29
Depreciation Reserved..... 184.67
Expenses of Current Year unpaid at May 31, 1921..... 10,848.50
\$139,624.46

Cash Summary

Receipts for Year ended May 31, 1921.. \$133,247.88
Overdraft at May 31, 1920..... 6,394.12
Disbursements for the Year..... \$126,853.76
Overdrawn by Treasurer May 31, 1921... \$1,737.53

Certificate of Auditors

To the President of the National Education Association:

We have audited the accounts of the National Education Association, and of the Treasurer, and of the Secretary, for the year ended May 31, 1921, and certify that the foregoing statement of Income and Expenses is correct, and is in accordance with the books of the Association. The Secretary's Working Fund of \$5,000.00 has also been verified by us.

MARWICK, MITCHELL CO.

New York, June 20, 1921.

Mrs. Josephine Corliss Preston, of Washington, First Vice-President of the Association, presented the report of the Executive Committee. Mrs. Preston stated that the report had been printed and was in the hands of the delegates, and that it included the budget for the ensuing year, with estimated income and expenditures and also the recommendations of the Executive Committee on appropriations for the different committees of the Association, and the specific recommendation that all committees of the Association and of its departments terminate with this meeting and that hereafter the life of all committees automatically terminate at the end of the year for which appointed, except such as are continued by vote of the Representative Assembly.

Mrs. Preston moved that the report and recommendations of the Executive Committee with respect to the budget and the appropriations for committees for the ensuing year be adopted. The motion was seconded and carried. Mrs. Preston then moved that the recommendation of the Executive Committee with respect to the committees of the Association be adopted. The motion was seconded and carried. Mrs. Preston then reported the recommendation of the Executive Committee that the National Association of Elementary School Principals be recognized as a department of the Association, and that it be known as the Department of Elementary School Principals, and moved the adoption of the report and recommendation. The motion was seconded and unanimously carried.

Mrs. Preston presented the recommendation of the Executive Committee that the Representative Assembly approve the printed reports of the Secretary and the heads of departments, and the adoption by the Executive Committee within its discretion of the suggestions and recommendations contained therein. After some discussion, it was brought out that this action was not necessary, as action previously taken covered the important recommendations, and that the Executive Committee within the limitations of the By-laws would have power to take such action as it might deem necessary. Whereupon Mrs. Preston asked leave to withdraw her motion, which was granted. The report of the Executive Committee is as follows:

(See table to the right.)



WILLIAM T. SANGER, formerly dean of Bridgewater College, who on August 1 began work as the first full-time executive secretary of the Virginia State Teachers' Association, and as editor of the Virginia Journal of Education, the official publication of the State association. Dr. Sanger is a graduate of the graduate school of Clark University where he was a fellow in education.

The Executive Committee recommends the following budget for 1921-22. This budget is based on the expenditures for the past two years and estimated receipts and needs for the coming year.

Income for 1919-20 and 1920-21 and Estimated Income for 1921-22

	Receipts for 1919-20.	Receipts for 1920-21.	Estimated receipts for 1921-22.
Balance brought forward.....	\$3,991.57	\$6,394.12	\$10,877.59
From Annual Meeting.....	10,996.00	2,226.00	2,200.00
From Meeting Dept. Supt.....	5,600.00	4,037.00	2,000.00
From Membership Dues.....	71,822.00	101,405.00	153,222.41
From Sale of Volumes.....	1,068.92	643.89	600.00
From Sale of Special Reports.....	971.41	370.00	400.00
From Special Contributions.....	859.00	35.50	50.00
From Miscellaneous.....	42.34	73.88	100.00
From Interest on Permanent Fund.....	12,608.82	4,276.64	6,000.00
From Commercial Exhibits.....	968.53	9,921.97	11,000.00
From Interest and Discounts.....	113.57	7.00	300.00
From Advertising Journal.....	.....	5,180.83	16,000.00
From Loan, Continental Trust Co.....	.....	5,000.00	.....
Total.....	\$109,042.16	\$139,571.83	\$202,750.00

Estimated Expenditures for 1921-22

	Paid out 1919-20.	Paid out 1920-21.	Estimated expense 1921-22.
Board of Trustees.....	\$357.65	\$875.44	\$357.65
Executive Committee.....	2,234.24	3,225.37	3,225.37
General Secretary's Office.....	51,510.34	67,766.58	78,800.00
Express and Freight.....	2,621.21	961.46	1,000.00
Printing.....	35,256.48	42,239.78	63,800.00
Appropriations for Committees.....	6,970.04	2,797.74	18,100.00
Auditing Accounts.....	525.13	678.77	500.00
Unclassified Expenses.....	3,141.60	564.85	1,000.00
Office Fixtures and Furniture.....	1,151.85	5,199.48	5,000.00
Annual Convention.....	5,752.15	5,065.26	6,000.00
Department of Superintendence.....	3,031.09	3,047.62	3,000.00
Revolving Fund.....	4,000.00	.....	.....
On Loan.....	.....	5,300.00	.....
To meet Deficit.....	.....	.....	10,877.59
To provide Surplus.....	.....	.....	11,089.39
Total.....	\$116,551.78	\$137,722.35	\$202,750.00

Appropriations for Committees

As required by the By-laws of the Association, the Executive Committee and Board of Directors have carefully considered the requests for appropriations which have been presented by the chairmen of the various committees and commissions. We believe the Representative Assembly should appropriate the following amounts for the year 1921-1922:

Revenue Inquiry, available to Executive Committee.....	\$4,500.00
Committee on Visual Education.....	100.00
Committee on Foreign Relations.....	100.00
Committee on Salaries, Tenure, and Pensions.....	1,000.00
Committee on Organization of Elementary Education.....	1,000.00
Reorganization of Secondary Education Commission on Co-ordination of Research Agencies.....	2,500.00
Legislative Commission.....	1,000.00
Committee on Health Problems in Education.....	1,000.00
Character and Citizenship Committee.....	250.00
Committee on Vocational Education.....	200.00
Committee on Thrift Education.....	250.00
Committee on Rural Education.....	600.00
Illiteracy Commission.....	2,000.00

The Executive Committee recommends that there be voted the sum of \$3000 as a lump-sum appropriation to be used, if necessity arises, for increasing the appropriations already made by action of the Executive Committee, and \$500 to be added for increasing the appropriations for departments and State Directors.

The Executive Committee recommends that the life of all old committees of the Association and its departments terminate with this meeting and that hereafter the life of all committees automatically terminate with the year for which appointed, except as continued by a vote of the Representative

Assembly. It recommends the continuance of the following committees:

- Committee on Sources of Revenue
- Committee on Visual Education
- Legislative Commission
- Committee on Character and Citizenship
- Committee on Foreign Relations
- Committee on Salaries, Tenure, and Pensions
- Committee on Expenses of Delegates
- Editorial Council
- Commission on Co-ordination of Research Agencies
- Committee on Reorganization of Elementary Education
- Illiteracy Commission
- Commission on the Reorganization of Secondary Education
- Committee on Vocational Education
- Committee on Health Problems in Education
- Committee on Thrift Education
- Committee on Racial Wellbeing
- Committee on Rural Education
- Committee on Problems of High School Libraries
- Committee on Standardization of School-house Planning and Construction

The following new committees are recommended:

- Committee to co-operate with American Legion
- Committee to co-operate with Federation of Women's Clubs
- Committee on Finance and Publications of the Council
- Committee to co-operate with American School Citizenship League

The Executive Committee recommends that the application of the National Association of Elementary School Principals for recognition as a department of the Association be accepted by unanimous vote and that it be known as the Department of Elementary School Principals.

It is recommended that the Representative Assembly approve the printed reports of the Secretary and heads of departments of the central office and the adoption of the Executive Committee, within its discretion, of the suggestions and recommendations contained therein.

Respectfully submitted,

EXECUTIVE COMMITTEE

FRED M. HUNTER, *Chairman*
CARROLL G. PEARSE
JOSEPHINE CORLISS PRESTON
THOMAS E. FINEGAN
CORNELIA S. ADAIR

The next order was the report of the Board of Trustees, which was presented by Dr. C. G. Pearse, Chairman of the Board. Dr. Pearse stated that the financial report, giving a complete statement of receipts and expenditures, had been printed and placed in the hands of the delegates. Dr. Pearse moved that the report of the Board of Trustees, showing the amounts received and ex-

pended during the year, the balance in the various accounts, the securities on hand, and other matters as shown in the report of the auditors, be received and approved. The motion was seconded and unanimously carried. The report is as follows:

The Permanent Fund

We have audited the receipts and disbursements of the Permanent Fund and have inspected the securities held in the custody of the Trust Officer of the Continental Trust Company, Washington, D. C. Details of the securities are given in Schedule "I," showing the par value, and the cost, the market value not having been ascertained.

The Permanent Fund remained the same throughout the year under review, with a cash balance of \$420.51, no sales or purchases of securities having been made.

The cash balance has been certified to by the depository.

The income from investment and the disbursements for the period may be summarized as follows:

Receipts	
Interest from securities owned (Schedule "I").....	\$5,625.00
Interest on bank balances.....	4.90
Rentals received from real estate owned.....	6,050.00
	\$11,679.90
Disbursements	
Interest on Mortgages.....	\$1,775.58
Commissions on renewal of loans, stamps, etc.....	366.85
Repairs to buildings.....	4,873.31
Trust officer's commissions.....	387.52
	\$7,403.26
Surplus Transferred to Treasurer's Account.....	4,276.64
	\$11,679.90

The receipts were properly accounted for and vouchers were produced in support of the disbursements.

Commissions paid on loan renewals, rental receipts, etc., which are not specifically covered in the contract with the Trustees, should be approved by the Trustees of the Association.

We shall be pleased to furnish any further information relative to the accounts that may be desired.

Yours truly,

MARWICK, MITCHELL & Co.,
Certified Public Accountants.

Dr. Pearse then discussed somewhat in detail a number of items contained in the report of the Board of Trustees, giving a very interesting and illuminating statement regarding the finances of the Association and its business management. At the close of Dr. Pearse's statement, Miss Margaret Haley, of Chicago, stated that she would like to ask the Chairman of the Board of Trustees if the investment of a part of the permanent fund in the real estate at Washington, used as the headquarters of the Association, was made under the provisions of the Charter on the ground that such real estate is income-producing and therefore to be considered as a re-investment rather than an expenditure of a part of the permanent fund of the Association. Dr. Pearse answered Miss Haley's question in the affirmative, stating that the investment in the headquarters at Washington was income-producing property and so considered by the

SCHEDULE "I"

Securities on Hand as at June 6, 1921

Municipal and School Bonds:	Par value.	Book value.	Income.
City of New York 4½ per cent Corporate Stock due 1957, Nos. 554-561.....	\$8,000.00	\$8,510.00	\$360.00
City of New York 4½ per cent Corporate Stock due 1957, Nos. 26816-26824.....	9,000.00	9,810.00	405.00
Kansas City, Mo., School District 3½ per cent bonds due 1925, Nos. 3127 and 3129, 3133, 3135, 3136, 3190 to 3192, 3200.....	10,000.00	9,500.00	350.00
Clearwater, Kansas, Waterworks bonds, 5 per cent, due 1930, Nos. 18-23.....	1,000.00	1,000.00	50.00
Clearwater, Kansas, Waterworks bonds, 5 per cent, due 1931, No. 18-23.....	2,000.00	2,000.00	100.00
Clearwater, Kansas, Waterworks bonds, 5 per cent, due 1932, Nos. 18-23.....	3,000.00	3,000.00	150.00
Salt Lake City, Utah, Water bonds, 4½ per cent, due 1934, Nos. 310-319.....	10,000.00	10,000.00	450.00
Seattle, Washington, School bonds, 4½ per cent, due 1931, Nos. 586-595.....	10,000.00	10,266.30	450.00
Los Angeles, California, School District bonds, 4½ per cent, due 1921, No. 498.....	1,000.00	1,069.29	45.00
Los Angeles, California, School District bonds, 4½ per cent, due 1922, Nos. 571-572.....	2,000.00	2,187.20	90.00
Railroad Bonds:			
St. Louis & San Francisco Railroad Co. temporary prior lien mortgage bonds, 4 per cent, due 1950, Nos. M56031-56055, Y1527.....	\$5,250.00	4,331.25	210.00
St. Louis, San Francisco R. R. Co. temporary adjustment bonds, 6 per cent, due 1955, Nos. M14552, D845, Y1033.....	1,750.00	1,443.75	105.00
Terminal R. R. Association of St. Louis, gen. ref. sink. fund gold bonds, 4 per cent, due 1953, Nos. 16311-16325.....	15,000.00	15,050.00	600.00
Baltimore & Ohio R. R. Co. (Pittsburgh, Lake Erie & West Virginia System), ref. gold bonds, 4 per cent, due 1941, Nos. 13496-13500, 21236-21250.....	20,000.00	19,942.50	800.00
Oregon Short Line R. R. Co. ref. gold bonds, 5 per cent, due 1929, Nos. 4013 to 4017, 4025-4027, 4976, 13810.....	10,000.00	8,895.00	400.00
Chicago, Indiana & Southern R. R. Co., 4 per cent, due 1956, Nos. 11386-11394, 13786.....	10,000.00	9,500.00	400.00
Manhattan Railway Co. Cons. Mortgage gold bonds, 4 per cent, due 1990, Nos. 2843, 6522, 16083, 16087.....	4,000.00	3,900.00	160.00
Atlantic Coast Line R. R. Co. First Cons. Mortgage bonds, 4 per cent, due 1952, Nos. 5130, 6494, 11638, 11639, 14335, 14339, 17479, 24601, 37565, 50251.....	10,000.00	9,600.00	400.00
Corporation Bonds:			
Maine Real Estate Title Company First Mortgage gold bonds, 5 per cent, due 1932, Nos. 151-152.....	2,000.00	2,000.00	100.00
	\$134,000.00	\$132,005.29	\$5,625.00

This does not include the real estate purchased for \$98,000.00, against which there is an indebtedness of \$33,000.

taxing officers of the District of Columbia. The President announced that the reports of the Committee on Co-ordination of Research Agencies and of the Committee on Foreign Relations had been presented at a general session and were not formally before the Representative Assembly. Dr. A. O. Thomas, of Maine, moved that these two reports be accepted by the Representative Assembly for such consideration and action as might be determined. The motion was seconded and carried. The President announced that the committee reports before the Representative Assembly for the most part would not require action beyond what had already been taken, but that there were a few reports that would require action and which he would call to the particular attention of the Assembly.

Mr. Chamberlain, of California, was called upon to report the recommendations of the advisory Editorial Council of the Journal of the National Education Association. Mr. Chamberlain presented the report, highly commending the work of Dr. Bagley as Editor-in-Chief of the Journal, and very earnestly requesting that Dr. Bagley should continue as Editor-in-Chief for the coming year, and moved that the recommendations of the Editorial Council be adopted by the Representative Assembly. The motion was seconded and unanimously carried.

Mr. J. W. Studebaker, of Des Moines, was called upon to present the report and recommendations of the Committee on Foreign Relations. Mr. Studebaker presented the following preamble and resolution on behalf of the committee and moved its adoption:

Whereas, the nations of the world are today bound together in interdependent relationships by irrevocable economic and commercial conditions, and

Whereas, the inevitable future competition among nations for economic prosperity or supremacy will undoubtedly tend to incite increasing international friction and possibly throw the world again into a merciless, devastating war, and

Whereas, the peace of the world is dependent upon international good will and friendship founded upon accurate, scientific and universal understanding, and

Whereas, a common understanding among the nations is possible only through certain commonly accepted international educational purposes and plans;

Be it resolved, therefore, that the Representative Assembly of the National Education Association, assembled in Des Moines, Iowa, July, 1921, request the President of the Association to employ such means as may be effective for the purpose of organizing an International Congress of Education, in accordance with the recommendation of the Committee on Foreign Relations, to be held in the United States of America in 1923, and that the President also inaugurate a plan whereby we may receive in this Representative Assembly at its annual meeting in 1922 a report of the committee indicating what may be done with reference to the organization of an International Education Association.

The President announced that since the adoption of this would include the adoption of a resolution there would have to be unanimous consent for its consideration or otherwise it would have to be referred to the Committee on Resolutions. Unanimous consent was granted and the motion to adopt was seconded and unanimously carried.

The next order was the consideration of the proposed amendments to the By-laws requested by the presidents of the several departments of the Association, which were printed and distributed to the delegates at the business session on Thursday, July 7th. President Hunter explained to the Representative Assembly the calling of the meeting of the heads of the different departments, which led to the drafting and approval of the proposed amendments. Dr. George H. Reavis, of Maryland, chairman of the sub-committee representing the heads of departments, formally presented the proposed amendments to the Representative Assembly, explaining in detail the reasons why the departments wished to have them adopted and to go into effect at once. The proposed amendments to the By-laws are as follows:

Amend Section 2, Article V, to read as follows:

Each department shall have the right to fix the qualifications of its members for the purpose of electing officers and transacting the other business of the department; provided active members of the Association, and no others, shall be eligible to such department membership, and provided also that all active members of the Association shall be permitted to attend the professional programs and discussions of any department.

Amend Section 5, Article V, by adding the words:

Any department may provide for the creation of an executive committee and assign to it any duties consistent with the purposes of the department, and the Charter and By-laws of the Association.

Amend Section 6, Article V, by adding the words:

Provided no department shall establish an office outside of the general headquarters of the Association, without the consent of the Executive Committee of the Association.

Add a section to Article V, to be known as Section 9, to read as follows:

Any department, by a two-thirds vote, of those voting at any regular business meeting, may levy a membership fee to supplement its allowance from the Association. Such membership fees shall be paid to the secretary of the department who shall transmit them monthly to the Secretary of the Association. Such funds shall be added to the department's allowance from the Association and shall be used for the work of said department only, and shall be disbursed upon the recommendation of the executive officers of the department in the same manner as other funds of the Association are disbursed.

President Hunter announced that in accordance with the By-laws, these amendments could not be taken up for immediate action except by unanimous consent. Miss Haley, of Chicago, asked for a ruling on the meaning of unanimous consent, suggesting that in her opinion it meant a unanimous vote, and President Hunter ruled in support of Miss Haley's contention that "unanimous

IN COMMON THINGS

By Minot Judson Savage

Seek not afar for beauty. Lo! it glows
In dew-wet grasses all about thy feet;
In birds, in sunshine, childish faces sweet,
In stars, and mountain summits topped with snows.

Go not abroad for happiness. For see!
It is a flower that blossoms by thy door.
Bring love and justice home; and then, no more,
Thou'lt wonder in what dwelling joy may be.

Dream not of noble service elsewhere wrought;
The simple duty that awaits thy hand
Is God's voice uttering a divine command;
Life's common deeds build all that saints have thought.

In wonder-workings, or some bush aflame,
Men look for God, and fancy him concealed;
But in earth's common things he stands revealed;
While grass and flowers and stars spell out his name.

The paradise men seek, the city bright
That gleams beyond the stars for longing eyes,
Is only human goodness in the skies,
Earth's deeds, well done, glow into heavenly light.

[From the author's Poems, G. H. Ellis, Boston, 1882]

consent" as used in Article XI of the By-laws with respect to amendments should be construed to mean "unanimous vote." No objections were offered to the consideration of the proposed amendments. Mr. D. W. Springer, of Michigan, moved that the amendments as proposed be adopted. The motion was seconded, and after a brief discussion, it was unanimously carried, whereupon the President declared the amendments duly adopted as a part of the By-laws of the Association.

Mr. J. M. Gwinn, of New Orleans, chairman of the special committee appointed by the Board of Directors to co-operate with the American Legion in projecting a program in education which should give special emphasis to the teaching of patriotism and training in American citizenship, was called to present the report of this special committee. After an introductory explanation, Mr. Gwinn presented the report of the committee, which had been approved by the Board of Directors, and moved its adoption:

The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to co-operate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and training which is his right under our democratic government and which will make of all, whether native or foreign born, good American citizens. To the accomplishment of these ends, be it resolved

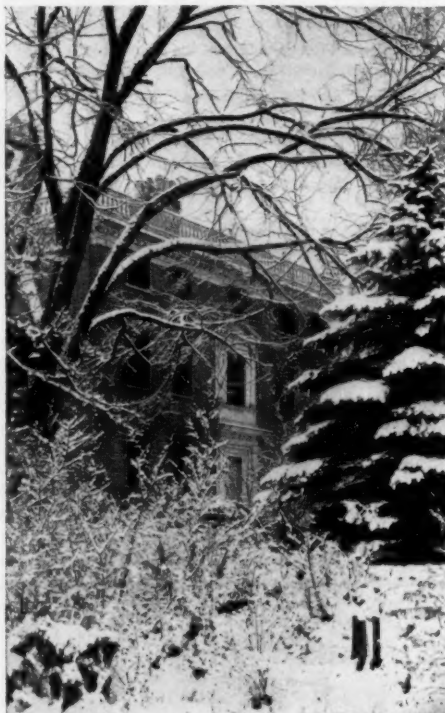
1. That all teachers in America, exchange teachers and professors excepted, should be American citizens and should be required to take an oath of allegiance to the government of the United States.
2. That no one should be permitted to teach in any school in America who has less than a standard high-school education of four years with not less than two additional years of professional training.
3. That the English language should be the only basic language of instruction in all public, private, and parochial, elementary, and high schools.
4. That adequate instruction should be required in American history and civics for graduation from both the elementary and high schools.
5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, and, further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.
6. That school attendance should be made compulsory throughout the United States for a minimum of thirty-six weeks annually to the end of the high-school period or to the age of eighteen.
7. That an educational week should be observed in all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the co-operation and support of the public in meeting these needs.

8. That the Representative Assembly of the National Education Association authorizes the appointment of a standing committee to co-operate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above.

The motion to adopt the report of the special committee was seconded and unanimously carried. The President announced that the next order of business was a consideration of amendments to the By-laws

proposed at the last annual meeting of the Association. The President stated that the amendments proposed at the Salt Lake City meeting and published in THE JOURNAL were as follows:

1. An amendment providing for proxies in the Representative Assembly.
2. An amendment providing for a six-months' notice of proposed amendments instead of a year's notice, as now required.
3. An amendment providing for a referendum vote on the adoption of amendments to the By-laws.



ELMWOOD, the home of James Russell Lowell, is one of the many historic points near Boston. Thousands of teachers who will be in Boston next July at the meeting of the National Education Association will cross the Charles and visit this landmark of Cambridge. It was built about 1760 and was used as a hospital after the battle of Bunker Hill. Here Lowell was born on February 22, 1819, and here he lived except the eight years when he was minister to Spain and England. The room on the ground floor at the left of the doorway is the study, left furnished as it was at the poet's death.

4. An amendment changing the time of meeting of the Department of Rural Education.
5. An amendment changing the time of meeting of the Department of Deans of Women.
6. An amendment providing for a Department of Immigrant Education.

Miss Abby Porter Leland, of New York City, moved the adoption of the proposed

amendment creating a Department of Immigrant Education. The motion was seconded and unanimously carried.

Miss Ella Victoria Dobbs, of Columbia, Mo., moved the adoption of the proposed amendment granting to the Department of Deans of Women the privilege of holding their annual meeting at the time of the meeting of the Department of Superintendence. The motion was seconded. After a discussion which emphasized the fact that the question of time of meeting of the Association was a matter which had been referred to the Executive Committee for careful consideration, it was moved by Mr. Becker, of Illinois, that the motion to adopt the amendment lie upon the table. The motion to table was duly seconded and carried.

Miss Wilhelmina Van de Goorberg, of Los Angeles, moved the adoption of the proposed amendment to Article XI of the By-laws, as follows: Striking out the words "at the annual business meeting next preceding the one at which action is taken" and substituting therefor the words "six months preceding the business meeting at which action is taken." After an extended discussion the motion to adopt the proposed amendment was lost.

Miss Margaret Haley, of Chicago, asked unanimous consent to present an amendment to Article XI, Section 1 of the By-laws, as follows: Strike out the word "consent" and insert in lieu thereof the word "vote."

After discussion of the interpretation of this phrase in the By-laws, President Hunter ruled that "unanimous consent" should be interpreted to mean "unanimous vote." Mr. Robert H. Wright, of North Carolina, announced that he was going to vote against the proposed amendment. It was suggested that unanimous consent was not granted for consideration of the amendment at this time. The President ruled that the motion to adopt the amendment would be put, and that unless it received a unanimous vote, it would be declared lost. Whereupon the motion to adopt the proposed amendment was lost.

The President announced that the next order of business was giving notice of proposed amendments to the By-laws, to be considered at the next annual meeting of the Association. The following amendments were proposed:

(1) By Mr. R. T. Shaw, of Philadelphia.—Amend Article I, Section 3, of the By-laws to read as follows—The annual dues of an active member shall be \$2.50, fifty cents of which shall be set aside to be used in part payment of the expenses of delegates, which shall entitle him to attend all meetings of the Association and its several departments, to receive THE JOURNAL free, and, on application, to secure all publications of the Association at a price fixed by the Publication Committee, which shall be the approximate cost. By the payment of annual dues of \$5.00 an active member shall receive, in addition to THE JOURNAL, without application or other condition, the volume of Proceedings and all other regular publications of the Association, including reports of committees and all special bulletins and announcements when issued.

(2) Amend Article I, Section 3, of the By-laws to read as follows—The annual dues of an active

member shall be \$3.00, fifty cents of which shall be set aside to be used in part payment of the expenses of delegates, which shall entitle him to attend all meetings of the Association and its several departments, to receive THE JOURNAL free, and, on application, to secure all publications of the Association at a price fixed by the Publication Committee, which shall be the approximate cost. By the payment of annual dues of \$5.00 an active member shall receive, in addition to THE JOURNAL, without application or other condition, the volume of Proceedings and all other regular publications of the Association, including reports of committees and all special bulletins and announcements when issued.

(3) By B. F. Stanton, of Alliance, Ohio.—Amend Article II, Section 2, of the By-laws entitled, "Election of Officers, Representative Assembly and Affiliated Associations," to read as follows—At the first Business meeting of the Representative Assembly on the second day of the annual meeting of the Association nominations for the following offices shall be made: President, Vice-Presidents, and Treasurer. Candidates for said offices shall be nominated from the floor upon roll call of the States. On the first day of the annual meeting of the Association, the delegates of each State, territory, and district of the United States shall nominate one person for member of the Board of Directors and the name of such person shall be reported to the Representative Assembly at the first business meeting upon roll call of the States. On the fourth day of the annual meeting officers shall be elected from the candidates by the delegates to the Representative Assembly, by ballot. Said ballot shall be printed and shall contain the names of all nominees as provided above. Polls for voting shall be open from 8 A. M. to 6 P. M., at such place or places as the President of the Association shall designate. The candidates for President, Treasurer, member of Board of Directors from each State, territory, or district, respectively, and the eleven candidates for the office of Vice-President receiving the highest number of votes shall be declared elected. The President of the Association shall appoint tellers and complete all arrangements for carrying out the election. The results of the election herein provided shall be announced at the final business session of the Representative Assembly. The officers thus chosen shall continue in office until the close of the annual meeting subsequent to their election, and until their successors are chosen, except as herein provided. The Secretary and the Treasurer shall enter upon their duties at a date which shall be determined by the Board of Trustees and which shall not be later than the first of October and shall continue in office during the term for which they are separately chosen and until their successors are duly elected. And that Article VI, entitled "Committee," Section 2, be amended by striking out in lines four and five of this section the word "Nominations"; that Section 3 of Article VI be omitted, and that Sections 4, 5, and 6 of Article VI be numbered "3, 4, and 5," respectively, and that anything in By-laws of the Association inconsistent with the provisions of these amendments is hereby repealed.

(4) By Miss Margaret Haley, of Chicago.—Amend Article XI, Section 1, by striking out the word "consent" and insert in lieu thereof the word "vote."

(5) By Mr. O. M. Becker, Berwyn, Illinois.—Amend Article 1, Section 3, by adding to said Section the following—The fee for life active membership shall be \$100.00. A life active member shall enjoy all the privileges and benefits of an active member.

(6) By Superintendent John Callahan, of Madison, Wisconsin.—Amend Article II, Section 9, of the By-laws, by striking out all of the first sentence, causing said section to read as follows: "The President of the Association shall preside at the annual meeting of the Representative Assembly and the Secretary of the Association shall keep the records thereof. In case of a tie the President shall cast the deciding vote."

(7) By Mr. Callahan.—Amend Article II, Section 9, of the By-laws, by striking out the words "and the State Superintendent or Commissioner of Education of each State, territory, and district," causing said section to read as follows: "The officers of the National Education Association as named in the charter shall be ex-officio delegates to the Representative Assembly. The President of the Association shall preside at the annual meeting of the Representative Assembly and the Secretary of the Association shall keep the record thereof. In case of a tie the President shall cast the deciding vote."

(8) By Mr. Callahan.—Amend Article XI, Section 1, of the By-laws, by striking out the words "by unanimous consent, or", causing said section



M*RS. MILTON P. HIGGINS, president of the National Congress of Mothers and Parent-Teacher Associations (1921-23). This Congress has headquarters in the building of the National Education Association at 1201 Sixteenth Street Northwest, Washington, D. C. Between June, 1920, and April, 1921, the membership of the Congress increased from 190,000 to 279,000 and it is now past the 300,000 mark. The Congress purposes to create an attitude of mutual helpfulness between teachers and parents and to promote the programs of school betterment planned by the educational authorities of locality, State, and Nation.*

to read as follows: "The By-Laws may be altered or amended at the annual business meeting of the Representative Assembly by a two-thirds vote of the Representative Assembly if the alteration or amendment shall have been proposed in writing at the annual business meeting next preceding the one at which action is taken, and due announcement of the proposed action shall have been made in the official publication of the Association."

President Hunter announced that the next business before the Representative Assembly was the consideration of the action of the Executive Committee, changing to the standard form of spelling in the official publications of the Association, which action had been formally approved by the Board of Directors. President Hunter explained that such action had been taken on the recommendation of the Field Secretary, and called on Mr. Magill to explain why the recommendation was made. Mr. Magill stated that the work of the Legislative Commission had been seriously handicapped by the use of the so-called "reform spelling," which was held in contempt by many members of Congress.

President Hunter then introduced Mr. E. O. Vail, of Oak Park, Illinois, who urged that the use of the reform spelling be continued by the Association. Superintendent Jesse H. Newlon, of Denver, moved that the Representative Assembly approve the action of the Executive Committee in discontinuing the use of reformed spelling in the publications of the National Education Association. The motion was duly seconded. Mr. Peyton Irving, of Dallas, Texas, moved that the motion be laid upon the table. The motion to table was seconded, and on being put was voted down. The original motion to approve the action of the Executive Committee was then put to a vote and declared to be overwhelmingly carried.

Mr. Arthur H. Chamberlain, of San Francisco, moved a vote of appreciation to Mr. Vail for his loyal support of what he believed to be right. The motion was seconded by Mr. Carroll G. Pearse, of Milwaukee, who declared, "We love Mr. Vail but we do not love his spelling." The motion was unanimously carried.

Mr. M. E. Pearson, of Kansas City, moved that hereafter sessions of the Association be not held on the Fourth of July. The motion was seconded. Miss Florence Case, of Marion, Indiana, offered an amendment to the motion to the effect that no meetings be held on Sunday. The movers of the original motion accepted the amendment. Miss Abby Porter Leland, of New York City, moved that the matter be referred to the Executive Committee. The motion to refer was seconded and unanimously carried. Miss Anna Irene Jenkins, of Los Angeles, and Miss Florence Case, of Marion, Ind., addressed the Assembly on the subject of the time for holding the annual meeting, but no action was taken as the matter had previously been referred to the Executive Committee for investigation and report.

Mr. Philip R. Carlson, of Minneapolis, moved that the Committee on Salaries, Tenure, and Pensions be instructed to draft a bill providing a system of teachers' pensions which should be uniform throughout the United States. The motion was duly

seconded. After some discussion, Superintendent Gwinn, of New Orleans, moved that the matter be referred to the Committee on Salaries, Tenure, and Pensions for consideration and report. The motion to refer was seconded and carried.

Mr. J. F. Anderson, of Oakland, California, moved that a committee of five be appointed, whose duty it shall be to promote throughout the country the introduction of instruction in the modes and purposes of taxation as a part of the citizenship course in public schools, and that this committee make a report to the Representative Assembly at the next annual meeting of the Association. The motion was seconded and carried.

Mr. D. W. Springer, of Ann Arbor, Mich., moved that the minutes of the annual meeting of the active members of the National Education Association held in Salt Lake City on July 9, 1920, as published in the June issue, 1921, of the Journal of the National Education Association, on pages 105, 106, and 107, be hereby approved, and that all actions taken by that meeting are hereby ratified.

Secretary Crabtree announced that he had intended to present the complete minutes of that meeting for adoption, and that it was one of the items in the order of business on the President's table. He stated, however, that he thought the summary of the minutes published in the Journal and referred to in Mr. Springer's motion, covered every essential point and would therefore be satisfactory. The motion was seconded and unanimously carried.

Mr. Springer moved that the President be requested to call a meeting of the active members of the Association immediately after the adjournment of the Representative Assembly. The motion was duly seconded.

Superintendent Jesse H. Newlon, of Denver, Colo., called attention to the fact that under the amended Charter and revised By-laws of the Association there is no longer any body of active members of the Association competent to transact the business of the Association except the Representative Assembly. The President ruled that if the calling of a meeting of the active members as provided in Mr. Springer's motion was illegal, it would be of no value and do no harm, but that if it were legal it might do good. Whereupon the motion was put and carried.

The President called upon Dr. George D. Strayer, of New York City, Chairman of the Committee on Resolutions to present the report of that Committee. After reading the resolutions Dr. Strayer moved the adoption of the report of the Committee on Resolutions. The motion was duly seconded, and after a brief discussion, was carried unanimously. (These resolutions were published in the September Journal, pages 120 and 121. The names of members of the Com-

mittee on Resolutions, representing each of the States, are on file in the Secretary's office.)

Mr. F. A. Hathaway, of Jacksonville, Fla., presented the following preamble and resolution and moved its adoption:

Whereas, it is evident that if the best results are to be realized in our public schools, those who are best qualified by reason of their training and experience for leadership must be appointed to fill important educational positions.

Therefore, be it resolved by the Representative Assembly of the National Education Association assembled, representing all political parties, that it favors the selection only of those of approved ability and leadership to fill such positions without regard to geography or politics.

The motion to adopt was seconded. Superintendent T. E. Johnson, of Lansing, Mich., moved that the resolution lie upon the table. The motion to table was seconded and carried.

Mr. D. W. Springer, of Ann Arbor, Mich., Chairman of the Committee on Nominations, presented the report of the committee.

Mr. Springer moved that the Secretary be instructed to cast the unanimous ballot of

the Representative Assembly for the persons nominated. The motion was duly seconded and carried by unanimous vote. Secretary Crabtree announced that he had cast the unanimous vote of the Representative Assembly for the officers nominated by the committee, and President Hunter declared them duly elected. (The names of the officers were published in the September Journal, pages 129 and 130.)

President Hunter then presented Miss Charl Ormond Williams, the newly elected President of the Association. Miss Williams was greeted with prolonged applause, and made a brief address, which was enthusiastically received.

President Hunter announced that he knew of no further business to be considered by the Representative Assembly, and that a motion to adjourn would be in order. Mr. E. E. Oberholtzer, of Tulsa, Oklahoma, moved that the Representative Assembly do now adjourn. The motion was duly seconded and carried, whereupon the first Representative Assembly of the National Education Association adjourned *sine die*, at 12:45 P. M., July 8, 1921.

GUIDE TO NEW BOOKS

Titles and Notes Selected from the Monthly Booklist of the American Library Association, 78 East Washington Street, Chicago, Illinois

BISHOP, JOSEPH BUCKLIN. Theodore Roosevelt and his time. N. Y. Scribner, 1920. 2 v. illus. \$10.

The biography which was written with Roosevelt's co-operation and for which he contributed his correspondence. The result

is a combined study of personality and a history of New York State and America from 1881 to 1919. Only brief mention is made of childhood and ancestry. The biography which will be most worth while to libraries.

BOK, EDWARD WILLIAM. The Americanization of Edward Bok. N. Y. Scribner, 1920. 461 p. illus. \$5.

The fascination of success hangs about this account of how the Dutch immigrant boy became editor of the *Ladies' Home Journal*, of the work he did, and of the people he knew—Roosevelt, Kipling, Holmes, Gladstone, and many others. For any library.

CAMP, WALTER CHAUNCEY. Football without a coach. N. Y. Appleton, 1920. 179 p. illus. \$1.25.

For the squad self-organized on the vacant lot or the player who wishes to anticipate the coach. It describes the part of each player and the weekly training schedules which will prevent the team from coming to a standstill on account of "snags." Diagrams of formations.

CONRAD, JOSEPH. The rescue. Garden City, N. Y., Doubleday, 1920. 404 p. \$2.

The rescue takes place in the South Seas where a man's endurance is tested to its limit. A characteristic story, one of his best, going back to the scene and somewhat the manner used in *Lord Jim*.

BURIED TREASURES IN PUBLIC LIBRARIES



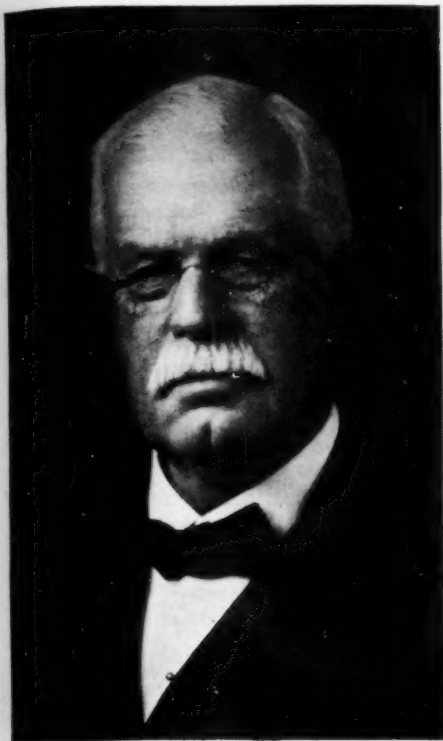
Why are some folks all puffed up because a great man has spoken a few words to them—



When they can go into the nearest Public Library and enjoy by the hour the finest thoughts of the greatest men who have ever lived?

American Library Association Chicago

Courtesy of John T. McCutcheon and the Chicago Tribune



SHERMAN WILLIAMS, president of the Library Department of the National Education Association 1920-21 and 1921-22. Dr. Williams has been chief of the school libraries division of the New York State Education Department since January 1, 1912. The statement setting forth the place of libraries in public education, which was prepared under his direction and adopted by the Library Department at Des Moines, has been widely approved.

COOLEY, ANNA MARIA. Household arts for home and school, by Anna M. Cooley and Wilhelmina H. Spohr. N. Y. Macmillan, 1920. 2 v. illus. Each, \$1.60.

A junior high school course working out the problems of food, shelter, textiles, sanitation, and household economy and art through the story of a girl's class which furnished and managed Sunnyside apartment. This brings about an alternating of different kinds of lessons according to the need of the moment rather than the logical development of a single course.

DUNN, ARTHUR WILLIAM. Citizenship in school and out, by Arthur William Dunn and Hannah Margaret Harris. N. Y. Heath, 1919. 144 p. illus. 80c.

A course in citizenship for the first six grades. The authors, thoroughly understanding child life and school programs, have laid emphasis on really experiencing rather than "conning" lessons of citizenship, and on the working out of a detailed scheme which will fit into cast-iron study periods as incidental, or into regular citizenship classes. Long lists of material from history

and literature. Does not extend to a definite study of government. No index.

FRANCK, HARRY ALVERSON. Roaming through the West Indies. N. Y. Century, 1920. 486 p. illus. map. \$5.

Rambly sketches which take the traveler to southern Florida, northern South America, Panama, Cuba, Haiti, Jamaica, Porto Rico, and many quaint little dots on the map.

FRIDAY, DAVID. Profits, wages, and prices. N. Y. Harcourt, 1920. 256 p. \$2.

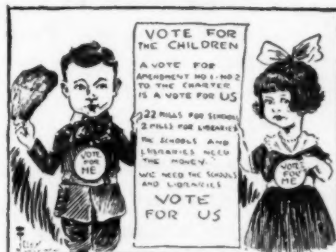
Discusses the growth of profits, profiteering, income taxes, war and peace production, wages, credit, and the innumerable money questions which the general public is asking and failing to secure answers to because of lack of data on economics. Explained lucidly and interestingly by the professor of political economy at Michigan. For every reader who desires a broad view of financial problems peculiar to the times. Index.

GALE, ZONA. Miss Lulu Bett. N. Y. Appleton, 1920. 264 p. \$1.75.

Much admired both for its craftsmanship and for its interest is this story of a household drudge whose love affairs are told in six chapters covering as many months of her life. For any library.

KEEP THE LIBRARIES OPEN FOR THE CHILDREN

Amendment 2 Will Do It



OUR CHILDREN ARE ENTITLED TO EVERY POSSIBLE OPPORTUNITY

Good books for children—
Broaden the knowledge
Quicken the imagination
Furnish recreation
Teach principles of right living
Inspire love for country

ALL THE CHILDREN SHOULD HAVE GOOD BOOKS
ALL THE TIME

Our Schools and Libraries make this possible

SAVE THE SCHOOLS AND LIBRARIES
VOTE YES ON AMENDMENTS 1 AND 2

Be sure to vote because not voting counts "No"

THIS poster was used in the school and library campaign in Minneapolis last June, which obtained an amendment to the city charter increasing the legal maximum tax for libraries and schools. During the campaign, every child wrote a letter to his parents under the teacher's direction. Meetings of parents and teachers and commercial clubs were addressed. Street meetings were held and posters were widely used. The result—an overwhelming vote for better schools and libraries.

GALSWORTHY, JOHN. Plays; fourth series. N. Y. Scribner, 1920. 115 p. \$2.50.

Contents: A bit o'love—The foundations—The skin game. Plays on social themes, written with the usual sincerity and dramatic intensity. May be obtained in separate volumes at one dollar each.

GILL, CHARLES OTIS. Six thousand country churches, by Charles Otis Gill and Gifford Pinchot; published under the authority of the Federal council of the churches of Christ in America. N. Y. Macmillan, 1919. 237 p. maps. \$2.

The authors whose work *The country church* (Booklist, 10:14, S 13) described rural church conditions in a county each of New York and Vermont, have thoroughly surveyed Ohio, its churches, ministers, education, crime, social life, denominationalism, and other features. They find too great a division into sects, and in some of the counties most needing religious instruction, a great number of ill-attended churches, with non-resident or poorly educated pastors. Community churches are recommended. Many maps make this book more graphic than the former volume.

GUTHRIE, ANNA LORRAINE, comp. Index to St. Nicholas, v. I-XLV, 1873-1918. N. Y. Wilson, 1920. 479 p. 26½ cm. \$12.

"The index is dictionary in form, giving author, subject and title entries, the latter as a rule made for fiction and poetry only. Selection of subject headings most easily usable by children has been the aim striven for."—Preface. Indispensable aid.

KEYNES, JOHN MAYNARD. The economic consequences of the peace. N. Y. Harcourt, Lond. Macmillan, 1920. 298 p. \$2.50.

Criticizes the treaty as a "Carthaginian peace," shows the inevitable economic disaster for victors and conquered if it is carried out as planned, and adds pertinent chapters on "Europe after the treaty" and "Remedies." Intensely interesting with remarkable pen portraits of "The council of four." Written with unsparing and convincing frankness and a beautiful clearness, it is arousing a great deal of comment and controversy because of its intrinsic value and also because of its appeal to widely differing political factions. Often the quotations used as campaign material do not fairly represent the tone of the whole book.

MANLY, HAROLD PHILLIPS. Automobile battery care and repair; the construction, action, care, and repair of storage batteries used with the lighting, starting, and ignition systems of modern automobiles. Chic. Drake, 1920. 335 p. illus. \$2.

MOORE, ANNIE CARROLL. Roads to childhood. N. Y. Doran, 1920. 240 p. \$1.50.

A reprinting of her informal and delightful articles in *The Bookman*. In the more

or less casual but none the less pungent reviewing of individual books of the past year, Miss Moore has interspersed the ideas gained from many years of loved association with books and children. Beautiful quotations mark chapters rich in suggestion to mothers and fathers, authors, librarians, and teachers.

PATCH, EDITH MARION. A little gateway to science. Bost. Atlantic Monthly, 1920. 178 p. illus. \$1.25.

Twelve stories of the lives of insects best known to children. They are simply told without any sentimentality or "writing down." Third and fourth grade can read for themselves. Good for school libraries as well as public.

QUILLER-COUCH, SIR ARTHUR. On the art of reading. N. Y. Putnam, Camb. Univ. Press, 1920. 250 p. \$3. 15/.

The author has delved artistically into the rich soil of English literature and has brought forth delightful chapters notably on children's reading, the reading of the Bible and the value of the classic languages in English literature. The university students to whom these talks were addressed must have found them an agreeable change from college routine. Especially useful to elementary teachers.

RHODES, JAMES FORD. History of the United States from Hayes to McKinley, 1877-1896. N. Y. Macmillan, 1919. 484 p. \$2.75.

A continuation of the seven volumes of United States history which ended with 1877 (*A. L. A. Catalog 1904*). Written in clear, plain English, dealing largely with political, financial, and economic events. Authoritative, stating the facts from which interpretations may be made. Index.

ROEHL, LOUIS MICHAEL. Farm woodwork. Milwaukee, Bruce, 1919. 136 p. illus. \$1.25.

Well selected problems instructive for simple wood construction and repairing necessary about the farm. Accompanied with good drawings, lists of necessary tools and materials, and directions for the work. Suitable for use in agricultural and rural high schools. By the supervisor of farm shop work, Cornell University. With practically the same purpose and method of approach as Blackburn (*Booklist*, 13:65, N 16) certain tables are added, and many illustrations of the finished product.

ROOSEVELT, KERMIT. The happy hunting-grounds. N. Y. Scribner, 1920. 182 p. illus. \$1.75.

Another bit added to the biography of Roosevelt by his son's description of their hunting days together in Africa, the incidents of which are chosen to illustrate the father's characteristics. This is followed by the author's own trips into Africa for antelope, into Mexico for mountain sheep, into New Brunswick for moose, and into South America with Mrs. Roosevelt for books. The last chapter is an appreciation of Seth Bullock of the Black Hills.

EDUCATIONAL OPINION

The educational forces of Nebraska are asking for a Department of Education with the Secretary a member of the President's Cabinet. Public education has directly in charge one-fifth of the population of the United States and is a most important function of American Government.—J. H. Beveridge, Superintendent of Schools, Omaha, Nebraska.

The education of its future citizens is the most important function of a democracy. To place education in an inferior position is to admit that we do not properly understand and appreciate its function. The educators of Michigan are practically a unit in this viewpoint.—T. E. Johnson, State Superintendent of Public Instruction, Lansing, Michigan.

I would strongly urge that education be made a separate and independent National Department. Education is too important to permit its being in a subordinate relationship in any other department. The Commissioner of Education should have a place in the President's Cabinet.—Annie Webb Blanton, State Superintendent of Public Instruction, Austin, Texas.

The resolutions committee of the Kansas State Teachers' Association has submitted the following report for the consideration of the Association, whose various divisions will meet in different cities of the State November 3, 4, and 5, 1921.

SCHOOL CODE COMMISSION—We commend the action of the State legislature in the passage of the school-code-commission bill, and we pledge our support to the commission in the working out of a new code for Kansas schools.

STATE COMMISSIONER OF EDUCATION—Believing the most vital need of education in Kansas is constructive educational leadership, we favor the reorganization of the State Department, and the appropriation of adequate funds to enable the State Board of Education to appoint a state commissioner of education who shall have general direction of the educational policies of the State.

LARGER EDUCATIONAL UNITS—In order that there may be equal opportunities for all pupils in every part of the State, we recommend the establishment

of larger units as a basis for administration and taxation.

TEACHER QUALIFICATIONS—We recommend higher educational standards for the qualification of teachers, and that a scientific readjustment of the certificate law be made and enforced.

LAW ENFORCEMENT—We wish to endorse the already existing laws, affecting the health and moral life of the child, and ask for their enforcement. We especially recommend the enforcement of the anti-cigarette law, compulsory-attendance law, and the moving-picture law.

STATE SCHOOL BOOK COMMISSION—We reaffirm our request for a representation of public-school people on the State School Book Commission.

TEACHERS' RETIREMENT FUND—We express our appreciation of the work done by the committee of the K. S. T. A., and by the members of the legislature in their efforts to provide, through legis-



GEORGE L. TOWNE, president of the Department of Educational Publications, 1920-21 and 1921-22, is editor of *The Nebraska Teacher*, Lincoln, Nebraska. Mr. Towne joined the Association in 1900 and has attended most of the meetings held since that date.

lation, for the establishment of a State fund for the retirement of teachers, and we request that this work be continued by a campaign of information among the teachers of the State.

EQUAL EDUCATIONAL OPPORTUNITY—In order to bring equal educational opportunity to all children in the State, we favor a comprehensive program of consolidation of schools.

TEACHER ETHICS—We feel the need of a professional code of ethics for Kansas teachers and we recommend the appointment of a committee to be composed of the heads of the departments of education of the various State institutions, together with such other educators as the board of directors of the State association may see fit to appoint, to draft such a code, and we also suggest that the State institutions offer courses in professional ethics, that teachers may prepare themselves to meet the ethical requirements of the profession.

TOWNER-STERLING BILL—Believing as we do in the establishment of a National department of education as part of the President's Cabinet, and in the Federal support of public education, we affirm our allegiance to the Towner-Sterling bill and urge its early passage. We heartily commend the work of the National Education Association in its efforts not only to secure the passage of this bill, but also to further the interests of the various States in the working out of a general, unified, educational program.

Why Join the State Teachers' Association?—We are entering upon a new phase of the epoch in world history introduced by the beginning of the World War in 1914. Ultimately the public schools must play a most important rôle in reconstruction by preparing a citizenship capable of self-control, grounded in the principles that underlie our Government, and well trained for civic and vocational duties.

The schools face an enormous task. There never was such imperative need for professional unity. There never was such need for intense study of our common problems.

The teachers of the country should be banded together for a tremendous co-operative effort in behalf of the public schools.

Those who attended the National Education Association meeting at Des Moines realized the power there is in harmony and in unity. Our State As-

sociation is affiliated with the N. E. A. Every teacher in the State should enrol as a member of the State Association, and thus ally herself with all the other forward-looking teachers of the State and Nation in one great drive for better public schools.

Teachers, you need the inspiration that will come from such membership and from attending the meetings of the Association.

Let us make the membership in the Colorado Education Association one hundred per cent. And, while we are about it, why not make Colorado the first State to enrol one hundred per cent in the National Education Association?—Jesse H. Newlon, in *The Colorado School Journal* for September, 1921.



THE RED CROSS, of whose world-wide activity it may be said, "It is twice blessed; it blesseth him that gives and him that takes," announces its annual roll call for November 11-24.

The Man's the Thing—The unit and primary fact in all true progress is the individual. A system or organization composed of ten thousand parts or members is but the collective and aggregate strength, efficiency, and intelligence of each unit or member composing it. The good or the bad government, in its analysis, is but the expression and reflection of the individual citizens of the Nation. The efficient business organization, however much the manager may arrogate to himself the credit and monopolize the praise, is made efficient by the intelligent and faithful efforts of the individual workers of the concern, from the office-boy up to the president.

This is true no less of education and school-work. Perhaps it is more true of school-work than of the ordinary activity, because of the separation and isolation of the individual members—isolation in school-room, in village, city, and in rural districts. It is true also, and even more so, because of the peculiar fitness and adaptability required of the teacher. Standing before her class, dealing with the multiplicity of problems that must come before her, she must be equal to the emergency or fail in and of herself. The work is hers, and hers alone. No outside agency will avail in the thousand and one delicate situations of the average teacher. The general system of which she is a part, however efficient, and the faculty or organization of which she is a member, however strong, can never take the place of individual initiative, trained mental faculties, personality, and common sense. The teacher to succeed must depend upon self; the system to be efficient must be operated by efficient units; and the organization that would be helpful and of the greatest utility must seek, above every other consideration, the improvement and interest of its individual members.

The strength, wisdom and efficiency of all systems, organizations and of the world, is *Man Multiplied*. *The Man's the Thing*.—*The Missouri School Journal* of September, 1921.

As never before the American people are turning their attention to education as the ark of their deliverance. The high cost of living, our huge national debt, the swelling budget of national expenditures, the rising tide of taxation, our higher standards of education—all of these things have centered our attention upon two problems: how to get better education, and how to make every dollar spent in education purchase more and better training.—C. A. Prosser, of the William Hood Dunwoody Industrial Institute, Minneapolis, Minnesota, in *School and Society* for September 17, 1921.

The Ohio Teacher stands first of all for Ohio's educational interests. It stands also for a National policy in education which shall ultimately make the American public-school system the pride of America and the model for the world. Our editorial discussions and contributed articles will never lose sight of these goals. We therefore urge every reader who has not already formed the

habit of thinking in large units to learn to do so and to realize that the great problems of each schoolroom in this country are the same as the problems that the Nation as a whole is called upon to solve.—Editorial in *The Ohio Teacher*, September, 1921.

On behalf of the educational interests of Alabama and the Nation, I pray Congress will enact the Towner-Sterling bill. Education in the greatest Nation on earth deserves an independent department, with health and public welfare as divisions, if you will. The crowning glory of the Republic should not be buried in a corner even less conspicuous than at present.—The late John Herbert Phillips, Superintendent of Schools, Birmingham, Alabama.

The bill for a Department of Public Welfare in its present form would bring humiliation to every self-respecting man and woman in the teaching profession. Education in our country needs freedom and professional initiative. It can never function effectively and with dignity until it is placed on a par with agriculture, commerce, and labor in a separate department.—Dr. John R. Kirk, President State Teachers' College, Kirksville, Missouri.

I am glad friends of education are standing for a separate Department of Education as provided in the Towner-Sterling bill. I wish to add the indorsement of thousands of people in this great Northwest, who believe only by recognizing it in this way can the future of education in the United States be assured.—Agnes S. Winn, Seattle Grade Teachers' Club, Seattle, Washington.

The Demand for Education—One of the scarcely expected results of the recent war has been to stimulate in all ranks of society in this country a greater demand for education than ever previously existed. The psychology of the situation is highly interesting. The contrast presented by the opportunities for employment and advancement afforded from 1917 to 1920 to the well-educated and the poorly educated, respectively, were great and etched themselves as with acid into the minds of the people. Consequently not only are grade schools and high schools everywhere abnormally crowded, but law and medical schools are assuming plethoric proportions, evening class enrolments for all sorts of

subjects, manual as well as mental, are unprecedented in number, and even colleges and universities are besieged with applicants for their courses so far beyond their facilities of accommodation that a line has had to be drawn and refusal of admission in many cases determined on as a necessary principle.—*The Washington Post*, October 3, 1921.

There is no educational process worth our admiration which does not produce people who are on the way to appraise life fairly, who will know the difference between first-class and second-class—which does not, in other words, establish a scale of values that will stand some scrutiny. This is where our education breaks down most deplorably. We can-

not choose intelligently between fine ideas and purposes and mediocre ideas and purposes—between what is worth doing and what is not, considering the shortness of life; between Beauty and the pretense of Beauty, or the total lack of it.—Edward Yeomans, *The Atlantic Monthly*, October, 1921.

The sending of "two or three American youths, high school graduates, picked for ability and promise" to foreign universities, is urged in an editorial in the July-August number of *The American School*. "All the nations of the earth except the United States realize the importance of having young men who are to be the leaders in their political, financial, and economic life



thoroughly informed about the nations with whom they, as representative citizens, are later to have relations." The editorial urges that the expenses of American students to foreign universities should be paid by the National Government as the expenses of cadets are paid at Annapolis and West Point. This is an interesting suggestion for the consideration of the Association's committee on International Relations.

Rural Education—The arrival of the new scholastic year focuses attention on many educational problems which still await solution. Foremost among these is the question of rural schools. Almost half the school children of the United States, about 8,000,000, attend one and two teacher rural schools, which are located in 210,000 box-car buildings, many of them dilapidated and neglected. An investigation recently concluded shows that the school term in these institutions averages 137 days a year, as against 184 for city children. An analysis of these figures carried over the necessary period proves that the country child has an elementary school course of only six years, compared with the city child's eight. The average daily attendance of the former is 65 per cent and of the latter 80 per cent. It is estimated that 90 per cent of country children never go beyond the elementary school. When it is also borne in mind that the city child has, as a rule, better

teachers, it will be readily perceived that almost from every point of view the country child has a heavy handicap to carry.

The investigation shows that in matters of health also the situation is serious for the country child. When it comes to malnutrition, affected tonsils and adenoids, defective teeth, ears and eyes, and death rate, the percentages are all against the pupils of the rural schools. The results are summed up in the statement that the country child's chance of getting an education is little better than half that afforded to the city child.

One of the causes of this unfortunate state of affairs is comparatively poor superintendence. Another, and a principal one, is the small salary paid to the country teacher and the low efficiency which is the necessary consequence. Forty per cent of the teachers in rural communities receive less than \$600 a year, 24 per cent less than \$500, and 11 per cent less than \$400. While the United States as a whole is spending \$40 for each city child's education, it is spending only \$24 for the education of each country child. Under such conditions it is no wonder that there has been a shortage of 18,000 rural educators, and that of the 300,000 employed in that capacity not more than half have themselves completed a four years' high school course, while 10 per cent have finished only seven or eight grades of the elementary school, only 2 per cent

are normal school graduates, and 33 per cent have had no professional training whatever.

In view of these revelations there is no need to argue that a thoroughgoing reform in the rural educational system of the United States is urgently called for.—*The Washington Post*, October 3, 1921.

It is asking of schools and colleges a very great deal to ask them to correct the *implications* of the home atmosphere—with which their pupils are necessarily saturated.

If these implications are second-rate, are low-grade—if the instinct of the family is for property as against humanity, for instance; for "closeness" as against generosity; for self-interest as against disinterestedness, in social and political things—then those are the latent instincts of the children.

But schools and colleges can be asked to begin, not to teach these moralities, but to make it perfectly clear that they are invariable corollaries of all that is taught, and that a boy or girl who has not distilled this by-product from his books and his teachers is, up to that time, uneducated, however high his marks may be.—Edward Yeomans, *The Atlantic Monthly*, October, 1921.

Burglars don't seek the limelight. Darkness is their stock in trade. They work by stealth—unheard and unseen—their movements cloaked in secrecy. It's honest folks that seek the light. They are the only ones who can risk it.

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Advertisements are interesting, instructive, and profitable. They throw a powerful light on the very things that concern you most. Read them.—*The Atlantic Monthly*, October, 1921.

To Relieve Unemployment

AS THE JOURNAL goes to press a request comes from Mr. Herbert C. Hoover, Secretary of Commerce and Chairman of the Unemployment Conference in session in Washington, that the National Education Association lead in the movement to keep effectively before the people of the Nation the essential facts in the unemployment situation and the means suggested by the Conference for providing jobs for the three and one-half million men now out of work.

A statement from Mr. Hoover as Food Administrator in 1918 gives the National Education Association and the public schools a large share of the credit for the success of the movement for food conservation. The Association has assured Mr. Hoover similar co-operation in the present movement and is calling upon other great National organizations and upon the school officers and teachers of the Nation to help in this great campaign, which is no less important to the welfare of our people than was the food campaign in 1918.

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