REPORT OF COMMITTEE ON RESOLUTIONS OF THE NATIONAL EDUCATION ASSOCIATION

The National Education Association of 116,000 American teachers, in its Sixtieth Annual Convention, declares its profound faith in the principles of our democracy and in the indispensable character of public education as the vital forces in that democracy; we here devote ourselves anew to the patriotic duty of developing intelligence, honor and loyalty in the lives of American boys and girls.

For the teachers of the United States to come to New England is not a journey but a pilgrimage. It was here that the American public school was born. It was here that the principle of free school, tax supported and controlled by the people, had its first clear and substantial expression. It was here that the first public high school was established. It was here that Horace Mann lived and labored. To this birthplace of the American public school it is the privilege of our Association to return. From this vantage ground of a splendid tradition it is fitting that we should proclaim anew our faith in the American public school. Here, in the nursery of American freedom, it is fitting that we should pledge again our unswerving loyalty and devotion to the American ideal of universal public education as the basic safeguard, guarantee, and bulwark of civil and religious liberty. It is especially fitting that we bespeak here, in behalf of twenty million boys and girls who must soon bear the full responsibilities of American citizenship, the continued and increased interest of the American people in the welfare and progress of their most fundamental institution.

It is especially appropriate in this place and at this time to reassert a principle that has been irrevocably established in our national life—the principle, namely, that public education is more than a matter of local or even state concern; that it is in truth a matter of the deepest national concern; and that the nation as a nation has a stake and interest in the welfare and development of every child in the land.

It is especially appropriate in this place and at this time to reassert this principle because its establishment was due primarily to men from New England. It was Rufus Putnam of Massachusetts who secured in the Land Ordinance of 1785 the far-reaching provision which has set aside for "the support and maintenance of public schools" the sixteenth section of every township in every state that has since been carved from the National domain. It was Nathan Bane of Massachusetts who drafted the Ordinance of 1778, which placed religion, morality, and education as the foundation of the states formed from the Northwest Territory. It was Manasseh Cutler of Massachusetts who stood first and foremost in 1787 for the Federal land grants which made possible the state universities of our Middle West. It was a senator from Vermont, Justin S. Morrill, who fought through three Sessions of Congress for the legislation which, within a decade after its approval by President Lincoln in 1862, secured the establishment in every state of the union a "College of Agriculture and Mechanic Arts," under national support but with complete state control. It was a sun-crowned son of Massachusetts, Charles Sumner, who fathered in the Senate the bill introduced in the House of Representatives by James A. Garfield in 1867, establishing a Federal Department of Education. It was Charles Sumner who said that, if he could have his way, he would place the
head of the Department of Education in the
President's cabinet. It was another great
Senator from Massachusetts, George F.
Hoar, who in session after session urged the
Congress with cogent force to appropriate
for the support of public schools throughout
the country the national funds arising from
the sale of public lands. It was the vener-
able and honored Senator, Charles S. Pageor
of Vermont, whose name was first connected
with the legislation which is known today as
the Smith-Lever act, and also with the bill
now known as the Smith-Hughes act which,
passed with the complete and cordial support
of the New England States, has been the
nation's first great step toward the solution
of the problem of vocational education.

Notwithstanding all that has been so
nobly wrought, there are unfinished paths
before us. No state today can be education-
ally self-sufficient. No American citizen, no
matter what his color, what his occupation,
or what the land of his birth, can, with
safety to our social order, be merely "hands
and feet to fetch and carry." Human des-
tiny, to an extent never known before, is now
in the hands of the great masses of the people.
The fundamental problem that now con-
fronts us is to raise the common man, not so
much to a greater degree of skill and indus-
trial efficiency as to those higher planes of
thinking, feeling, and social action which the
complexity and interdependence of life de-
mand.

In full accord with these ideals and
teachings, we pledge our support to the fol-
lowing principles and policies, and invite
good citizens everywhere to join us in mak-
ing them effective throughout the nation.

We reaffirm our sincere, devoted, and un-
qualified support of Federal aid and Federal
recognition of public education, without
Federal interference in any way with state
and local control, as they are embodied in
the Towner-Sterling bill now pending in the
67th Congress.

We approve training in American citi-
zenship and urge that the principles of this
Government as embodied in the state and
national Constitutions be made an integral
part of the training of every student in every
school. We also urge in the interest of true
Americanism that no person unwilling to
submit to these principles be employed in the
education of youth.

We declare our unqualified approval of
permanent tenure for teachers during ef-
iciency and good behavior following a rea-
sonable probationary period; of the establish-
ment of permanent, safe, and adequate teach-
ers' retirement funds; of raising educational
standards and attracting the finest ability to
the teaching profession by an increase in
teachers' salaries; and we stand unalterably
opposed to a lowering of salary schedules for
competent teachers in any part of the coun-
try. To these ends we urge that continued
activity of the National Education Associ-
ation to secure the legislation in various
states which will bring about these results.

We declare that the fundamental need in
public education is an adequate supply of
well-trained teachers, and we urge the sup-
educational opportunity for all children, that
the state should assume a much larger re-
ponsibility for the adequate financial sup-
port of schools and that at least one-half of
the school revenues should be derived from
state income.

We believe that the best interests of edu-
cation will be served by a full recognition
of the principles that education is a state
function, and that local boards of education
are in this sense officers of the state; and that
they should be free to determine and admin-
ister their own financial budgets, subject to
general state control but unhampered by
municipal authorities.

The safety of the republic rests to a large
degree with the teachers of the nation. We
call upon teachers everywhere to teach re-
spect for law and order and for constituted
authority; to impress alike upon young and
old the importance of obedience to the Con-
stitution and to all state and national laws
and to local ordinances; to teach the child-
ren that the laws are made by the majority
and may be changed by the majority; but
that they must be obeyed by all; and that he
who disobeys the Constitution or laws is an
enemy of the republic.

We declare that the fundamental need in
public education is an adequate supply of
well-trained teachers, and we urge the sup-
port of every agency and policy that will in-
crease and improve the facilities for the
preparation of teachers. We urge that
salaries be based upon professional prepar-
ation, the skill attained, and the quality of
service rendered, irrespective of the grade or
age of the children to be taught.

We call attention to the failure to pro-
vide an adequate program of education for
the children living in the rural areas of our
country, and we urge that the educational
opportunities provided for children in rural
America be made equivalent to those offered
to children in the most favored urban com-
munities.

We look to the City of Washington for
leadership in matters of school administra-
tion, supervision, teaching, business manage-
ment, and for the development of a sane,
well-balanced and progressive educational
program in city schools. In a special sense
the schools of the capital city belong to the
nation. In behalf of the nation we ask
Congress to create a board of education for
the City of Washington which shall be en-
tirely free from party control, to have direct
charge of its own financial budget and with
a secure financial income sufficient to make
these schools worthy of the capital city of
the nation.

We declare that the exclusion of Hawaii
and other territories from benefits of Fed-
eral appropriations is unjust and indefensi-
ble; and we instruct the Legislative Com-
mision of the National Education Associ-
ation to urge Congress in all acts providing
for Federal aid for education to place these
territories on the same basis as the states.

We are unalterably opposed to the John-
son bill now pending in Congress whereby
the education of the foreign-born would be
placed in charge of the Naturalization
Bureau. This work belongs to the depart-
ment of education and should be placed there.

We send fraternal greetings to all
national organizations of teachers in foreign
lands, expressing our desire and readiness to
join them in the leadership which shall pro-
mote the cause of truth and of international
understanding. To this end we commend
the work of the Committee on Foreign Edu-
cation Relations in preparing for a world
conference on education in 1923 in connec-
tion with this Association.

We rejoice in the reduction of world
armaments already accomplished. We be-
lieve that international peace and good will,
brought about by mutual understanding and
confidence, will be more speedily realized by
education than by any other means. We
therefore recommend that revenues released
by the reduction of armaments be used in
the promotion of education.

We express our sincere appreciation of
the fine hospitality which has been shown the
members of the Association by the committees
organizations, press, and citizens of Boston
and vicinity. There has been evidence every-
where of careful foresight and of untiring
effort on the part of scores of volunteer work-
ers who have contributed to the success of the
60th Annual Convention of the Association.

"About five hundred years before the
Christian era, a Chinese philosopher said,
‘Three things will I strive to attain: humili-
ty, frugality, and gentleness. Be gentle and
you can be bold; be frugal and you can be
liberal; be humble and you can become a
leader of men.’

"None of these three qualities could pos-
sibly irritate even the most sensitive person
in the household, and yet there is no idea that
they imply weakness. The homemaker is
the head of the household in the real sense of
controlling the social atmosphere of the home.
Her gentleness prevails over clashing temper-
aments, ill humor, selfishness. The woman
who is gentle is soothing and powerful, too,
because wherever she is she takes all the sting
of discord out of the air. Through frugal-
ity, day by day, there is always a sufficient
fund for the necessities, and the second cause
of broken homes vanishes as if by magic.

"The rulership of humility is the surest
sovereignty. The homemaker who does not
insist on her power will never lose it; her
family naturally come to her as the court of
final appeal in family affairs. She shuts out
no confidence from husband or children.
‘Love seeketh not her own, is not puffed up,
vauteth not itself,’ and so on. The race
is not to the swift in the homemaker’s path;
but the greatest glory is hers when her per-
sonal character frees her from discontent,
envy, greed, and creates a haven of peaceful
understanding for old and young.”—The
Forecast.