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William J. Kerr

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Report of the Committee on Resolutions- Declaration

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REPORT OF THE
COMMITTEE ON RESOLUTIONS

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— DECLARATION —

The members of the National Educational Association, assembled in their forty-third annual convention, at St. Louis, Missouri, July 1, 1904, do hereby declare that the public high schools of the United States are the largest and most important of our educational institutions, and that the elementary grades of our public schools should be so organized as to give the maximum of advantage to the largest number of children, and that the average annual salary of teachers throughout the country should be such as to attract to the profession the highest quality of talent, and that the dignity of the position should be maintained by giving the teachers the highest status in the community.

NATIONAL EDUCATIONAL ASSOCIATION

FORTY-THIRD ANNUAL CONVENTION

— ST. LOUIS, MO. —

JUNE 27-JULY 1, 1904

The members of the National Educational Association, assembled in their forty-third annual convention, at St. Louis, Missouri, July 1, 1904, do hereby declare that the public high schools of the United States are the largest and most important of our educational institutions, and that the elementary grades of our public schools should be so organized as to give the maximum of advantage to the largest number of children, and that the average annual salary of teachers throughout the country should be such as to attract to the profession the highest quality of talent, and that the dignity of the position should be maintained by giving the teachers the highest status in the community.

NATIONAL EDUCATIONAL ASSOCIATION

ST. LOUIS, MO., JULY 1, 1904

The members of the National Educational Association, assembled in their Forty-Third Annual Convention, make the following

DECLARATION

1. *We cannot emphasize too often the educational creed first promulgated more than a century ago that "Religion, morality and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." This declaration of the fathers must come to us now with newer and more solemn call when we remember that in many parts of our common country the fundamental questions of elementary education—local taxation, consolidation of weak schools, rational supervision, proper recognition of the teacher as an educator in the school system, school libraries, and well trained and well paid teachers—are still largely unsettled questions.*

2. *We would direct attention, therefore, to the necessity for a supervisor of ability and tact for every town, city, county, and state system of public schools. Not only are leaders needed in this position who can appreciate and stimulate the best professional work, but qualities of popular leadership are also demanded to the end that all classes of people may be so aroused that every future citizen of the Republic may have the very best opportunities for training in social and civic efficiency.*

3. *The very nature of the teacher's task demands that that task be entrusted only to men and women of culture and of intellectual and moral force. Inadequate compensation for educational work drives many efficient workers from the school room and prevents many men and women of large ambition for service from entering*

the profession. It is creditable neither to the profession nor to the general public that teachers of our children, even though they can be secured, should be paid the paltry sum of \$300 a year, which is about the average annual salary of teachers throuout the country.

4. The Bureau of Education at Washington should be preserved in its integrity, and the dignity of its position maintained and increased. It should receive at the hands of our lawmakers such recognition and such appropriations as will enable it not only to employ all expert assistance necessary, but also to publish in convenient and usable form the results of investigations; thus making that department of our Government such a source of information and advice as will be most helpful to the people in conducting their campaigns of education.

5. We would emphasize the necessity for the development of public high schools wherever they can be supported properly, in order that the largest number possible of those who pass thru the elementary grades may have the advantage of broader training, and for the additional reason that the public elementary schools are taught largely by those who have no training beyond that given in the high schools.

6. As long as more than half of our population is rural, the Rural School and its problems should receive the solicitous care of the National Educational Association. The Republic is vitally concerned in the educational development of every part of its territory. There must be no forgotten masses anywhere in our Union of States and Territories, nor in any one of its dependencies.

7. We believe that merit and merit alone should determine the employment and retention of teachers, that, after due probation, tenure of office should be permanent during efficiency and good behavior, and that promotions should be based on fitness, experience, professional growth, and fidelity to duty. We especially commend the efforts that are being made in many parts of the country whereby teachers, school officials, and the general public working together for a common purpose are securing better salaries for teachers and devising a better system for conserving the rights and privileges of all and for improving the efficiency of the schools.

8. We declare further that, granted equal character and efficiency, and equally successful experience, women are equally entitled with men to the honors and emoluments of the profession of teaching.

9. We advocate the enactment and rigid enforcement of appropriate laws relating to child labor, such as will protect the mental,

moral and physical well-being of the child, and will be conducive to his educational development into American citizenship.

10. The responsibility for the success or failure of the schools rests wholly with the people and therefore the public schools should be kept as near to the people as practicable; to this end we endorse the principle of popular local self government in all school matters.

11. Since education is a matter of the highest public concern, our public school system should be fully and adequately supported by taxation; and tax laws should be honestly and rigidly enforced both as to assessment and collection.

12. We congratulate and thank the management of the Louisiana Purchase Exposition for giving education first place in the scheme of classification, for the location and grandeur of its building, and for the extent and arrangement of the educational exhibits. Such recognition of education is in harmony with the genius of our democracy and will stimulate interest in popular education thruout the world.

Committee on Resolutions	{	Charles D. McIver, of North Carolina, Chairman.
		John W. Carr, of Indiana.
		Amelia C. Fruchte, of Missouri.
		Margaret A. Haley, of Illinois.
		Anna Tolman Smith, of District of Columbia.
		Augustus S. Downing, of New York.
		S. Y. Gillan, of Wisconsin.